

**INFLUENCE OF CHILD FRIENDLY SCHOOL MODEL ON LEARNING
ENVIRONMENT IN DAY PUBLIC PRIMARY SCHOOLS IN
NANDI NORTH SUB-COUNTY, KENYA**

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DECLARATION

Declaration by the Candidate

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To the Early Childhood Development and Education Fraternity

ABSTRACT

This study was designed to determine the influence of Child Friendly School Model on children's learning environment in Day Public Primary schools in Nandi North Sub-County. This model was introduced by United Nations Children's Fund (UNICEF) in Kenya in the year 2002 the aim was to ensure children's rights were observed. The programme was implemented on a pilot basis by the Ministry of Education in eleven districts (currently sub-counties). After piloting, the programme was rolled out country wide in 2011. The objectives of the study were to; establish the influence of community participation, school safety, school inclusiveness and health and sanitation practices on learning environment in Public day primary schools Nandi North Sub County. The study adopted Albert Bandura's Social Learning Theory (SLT). Additionally, it employed concurrent mixed methods research design which uses both qualitative and quantitative approaches. Pragmatic philosophical research paradigm was also adopted. Yamane's formula was used to determine the sample size of ninety four schools from one hundred and seventy five targeted ones. Stratified and simple random sampling techniques were used to select ninety four schools from the eight zones of the area selected for the study. Purposive sampling technique was used to select one Head teacher from each sampled schools and all the eight zonal Quality Assurance and Standards Officers. The same technique also enabled the selection of one BOM chairperson and one senior teacher from the sampled schools. The tools which were used in data collection were: questionnaire, interview guide and observation schedule. The collected data was analyzed and presented in form of frequency tables, and bar graphs. The findings of this study were to meant be important in promoting the development of a conducive learning environment in the Kenyan Public Primary schools. Results were: the community showed a positive response towards the provision of a Child Friendly School learning environment however, most of them did not have gates to avoid intruders into the school. A large proportion of them managed refuse, had clean and adequate latrines, but; they lacked designated points for hand washing after visiting these latrines. Fire extinguishers, First Aid kits and lightening arrestors also missed in many schools. Recommendations made therefore were; there was a need for the government to provide funds for more community mobilization programmes. Finally, it should provide enough capitulations to cater for the supply of fire extinguishers and First Aid Gadgets in all Public Primary Schools. The same funds should also cater for installation of lightening arrestors in the same category of schools.

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LIST OF ABBREVIATIONS

| | |
|----------------|--|
| CARK | Central Asian Republics and Kazakhstan |
| CEE/CIS | Central and Eastern Europe/Commonwealth of Independent States |
| CEI | Centre for Educational Initiatives |
| CFS/QBE | Child-Friendly Schools/Quality Basic Education |
| CSSP | Contracts for School Success Programme |
| UNCRC | United Nations Convention on the Rights of the Child |
| EAPR | East Asia and the Pacific Region |
| EFA | Education for All |
| EMIS | Education Management Information System |
| ERP | Education Reform Programme |
| EU | European Union |
| GE | Global Education |
| MOE | Ministry of Education |
| MWAI | Miske Witt and Associates Inc. |
| NES | National Education Standards |
| NGO | Non-governmental organization |
| OECD | Organization for Economic Co-operation and Development |
| QASO | Quality Assurance and Standards Officer |
| UNICEF | United Nations Children's Fund |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| WASH | Water, Sanitation and Hygiene |
| WHO | World Health Organization |

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Overview

This chapter presents information on the model of child friendly school globally, regionally and finally Kenya. In this chapter the information is presented as follows: background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, scope of the study, limitations of the study, theoretical framework, and definition of operational terms.

1.2 Background of the Study

Child friendly school (CFS) is grounded on principles of children's rights. It is based on United Nations Convention on the Rights of the Child (UNCRC); a convention which was adopted by the United Nations Assembly in 1989 (Ndani, 2009). These principles emphasize the right of all children to free and compulsory education in settings that encourage enrolment and school attendance and includes; humane and fair disciplinary action; the development of the personality, talents and abilities of learners to their fullest potential; the respect of children's human rights and fundamental freedoms; respect and encouragement of the child's own cultural identity, the national culture and values of the country. All these prepare the child to live as a free, responsible individual who is respectful to other persons and the natural environment (UNICEF, 2009b).

One of the international models to which countries of the Central and Eastern Europe/Commonwealth of Independent States (CEE/CIS) region have turned to improve the

quality of their education systems is the child-friendly schools approach. Following the adoption of the CRC in 1989, UNICEF and partner agencies developed the CFS model. Although it has been implemented differently in countries around the world, the model is a holistic, system-wide approach to improving education quality that places a child at the centre of education reform (UNICEF 2009a).

The creation of child-friendly schools first took place in Asia in 1997 through efforts in Thailand to translate the Convention on the Rights of the Child into effective “child-friendly” education practice. The initiative gradually expanded, in various forms, across the region, this was meant to enhance the quality of learners, teaching and learning processes, learning environments and learning outcomes (UNICEF 2010). In 2002, UNICEF and Ministry of Education officials in Turkey began to work together to design a CFS approach for Turkey in which Twenty-five schools volunteered to participate in the CFS project (UNICEF 2009a).

UNICEF commissioned an assessment of CFS in six countries in four regions of the world (Osher, Kelly, Tolani-Brown, Shors, and Chen, 2009). The research from Turkey and global perspective underscore the fact that participation and a safe, protective, and healthy learning environment go hand-in-hand to support children’s learning. For more than a decade UNICEF and ministries of education around the globe have been working to improve equity and quality in education systems and Kenya is not an exception. UNICEF made a contract with American Institutes for Research (AIR) in 2008 to conduct a global assessment of the CFS initiative. The assessment was expected to serve as a baseline assessment to examine the effectiveness of UNICEF’s CFS programming

efforts in the areas of inclusiveness, pedagogy, architecture and services, participation and governance, and systemic management.

The assessment was also intended to provide some information on the cost of the CFS intervention (UNICEF 2009a). The global assessment utilized mixed methods to describe how CFS models were implemented in multiple contexts, that is, in Guyana, Nicaragua, Nigeria, Philippines, South Africa, and Thailand. The findings provided data on the extent to which the key principles of CFS were being realized and also helped in the development of tools to monitor future progress of the model (UNICEF 2009b). The CFS approach was discussed in various, overlapping and sometimes competing ways. This was done in terms of 'characteristics', 'dimensions' and/or 'principles'.

With regard to standards in the region, Clair (2010) stated that there is a significant variation in the literature and confusion among stakeholders where terms such as standards, benchmarks, indicators and learning outcomes, to name a few were used. She observed that the terms frequently were being used interchangeably and inconsistently among stakeholders and in documents, resulting in an unclear path towards developing, implementing and monitoring progress towards meeting or exceeding standards (Clair, 2010). This might have arisen due to varied education policies and CFS's adoption modes among the concerned countries.

At the 2000 National Summit for Children, the Government of Nigeria announced its intention to place a greater focus on the nation's children, in particular girls whose school attendance was low, by implementing the UNICEF CFS programme (UNICEF, 2011).

After the summit, the CFS programme in Nigeria was spread across the country, but schools identified were purposefully chosen in areas with low girls ‘enrolment and in areas where the demand for education was greater than the supply available.

The assessment team that was formed to oversee this issue visited schools in Abuja, Niger and Ebonyi states and it came up with resolutions to renovate school buildings and grounds; train teachers and principals on CFS methodologies such as child-centred pedagogy; and encouraging families and communities to become involved in school management. The head-teachers (Principals) and classroom teachers were sponsored periodically to attend workshops/seminars on how to manage and teach in child-friendly schools (UNICEF, 2009a)

In addition, families and communities were encouraged to get involved in some aspects of school management (Johnstone, 2011). This study therefore sought to find out whether the families and the communities have played a role in promoting CFS. UNICEF, (2011) supports this observation by stressing fact that, the feature of CFS is one where the learning environment is conducive. When a school environment is said to be conducive, its staff is friendly to the children; health and safety needs of the children are adequately met; the school is community based; the rights of all children are recognized, irrespective of their background.

South Africa underwent the process of reforming its schools after the abolition of apartheid, during this time segregated schools were eliminated and equality rights-based approach to education was initiated by the government. Despite political and legal reforms, many legacies of apartheid remain in South African society, legacies that are

often evident within schools. In recognition of this, the Department of Education has created several initiatives, such as the Safe and Healthy Schools Initiative, which seek to address the range of social ills and neglect schools in each Province face. Such programmes are aligned to the principles behind the CFS initiative. CFS launched in South Africa in 2004, after the Department of Education identified 585 target schools (65 in each Province) These selected schools were considered either drastically under-resourced, impoverished or extremely violent (UNICE, 2010).

UNICEF began supporting a few of these schools in 2005, and the number expanded in 2007 and 2008. The programme was implemented in KwaZulu-Natal, Limpopo and Eastern Cape provinces, which were identified as the provinces with the highest concentrations of poverty in the country (UNICEF, 2010). There are currently 585 CFS in South Africa. Specific concerns and focuses of CFS in South Africa are access, safety, gender sensitivity, acceptance of orphans and vulnerable children, and provision of emotional development and life skills services (Kanamba, 2014). The majority of UNICEF CFS work occurs on a national scale in cooperation with the Department of Education. The current study also sought to establish whether the CFS launched in the study area has also had any impact in terms of safety and the like.

The Government of Kenya was not left behind in the strive to ensure schools were child friendly in nature; through the Ministry of Education, it provided schools with guidelines on social and environment standards and also infrastructure. Together with this, it allocated funds for procuring fire-fighting equipment and materials (MOEST, 2008). The question is therefore is “are these fire extinguishing gadgets available in schools under

study?” A study done by the National Assessment System for Monitoring Learner Achievement showed that, some schools in Kiambu County and other Counties across the country had inadequate classroom facilities, substandard sanitation facilities and piped water (KNEC, 2010). This showed that the provision of CFS standards in schools was still a challenge as all these aspects needed to be addressed.

Kenya’s Ministry of Education launched the manual on implementation of the Child-Friendly School model in January 2011, the programme was meant to lay the foundation for key improvements in the quality of teaching and learning. The manual, which was developed by education experts with the support of UNICEF, was meant to guide teachers in implementing the Child-Friendly School model. The Kenyan manual is an adaptation of the global version whose model had it that schools must not only help children to realize their right to a basic good quality education, but are also expected to help them learn what they need in order to face the challenges of the new century; enhance their health and well-being; guarantee them safe and protective spaces for learning free from violence and abuse; raise teacher morale and motivation; and also mobilize community support (UN Newsletter, 2011). The presented aspects here were all meant to curb wastage and drop-outs rates which are accelerated by unfriendly school environment in Public Primary schools.

The CFS model was aimed at reducing inequities in education. It defines the role of the school to seek out all children and diversify teaching processes in a way that allows children, irrespective of their background, to learn at their full potential. With the launch of the manual, the model, which was piloted in some schools in Nairobi, Coast and North

Eastern Provinces, was rolled-out countrywide with an intention reaching all Primary schools in the republic in this case, Nandi North Sub-County was not an exceptional. (UN Newsletter, 2011)

1.3 Statement of the Problem

The model aimed at achieving Education For All (EFA) which is an endeavour sought through Millennium Development Goal (MDG) number two and Dakar Framework which advocated that all children should access free education by 2015. It also advocates for the achievement of Sustainable Development Goal (SDG) number 4 on strive for quality education in effective environments.

In 2011, Kenya's Ministry of Education rolled out the Child Friendly School programme on a national scale. This programme was meant to ensure that the learning environment is conducive to learning, the school staff is friendly and the health and safety of the children are met. The Ministry of Education in conjunction with UNICEF developed a tool kit which provides a model for policy-makers and educational practitioners at all levels on how to promote CFS environment in the country. However, various challenges have faced this programme; local media has reported people coming in and out of public primary schools at will, children dropping out of school and also like in recent past many schools have closed because of unsafe sanitary.

Muigua, (2009) also noted that, although the government had developed guidelines, procedures and strategies to create and sustain CFS environment in Kenya, there

appeared to be lack of proper enforcement mechanisms and this deemed to be the main obstacle to the effective implementation of the programme. It is for this reason therefore, that the study sought to determine the influence of CFS on learning environment in Day Public Primary schools in Nandi North Sub County.

1.4 Purpose of the Study

The purpose of the study was to determine the influence of Child friendly schools Model on learning environment in Public day Primary schools in Nandi North-Sub County.

1.5 Main Objective

The main objective of the study was to establish the influence of Child Friendly Schools Model on learning environment in Public Primary schools in Nandi North Sub County.

1.5.1 Specific Objectives

The specific objectives of this study were to:

1. Establish the influence of community participation on school learning environment in Public day primary schools in Nandi North Sub-County.
2. Examine the extent to which the safety measures adopted in schools influence the learning environment in Public day primary schools in Nandi North Sub-County.
3. Determine the effects of schools' inclusiveness on learning environment in Public day primary schools in Nandi North Sub-County.
4. To establish the effect of school health and sanitation on learning environment in Public day primary schools in Nandi North Sub-County.

1.6 Main Research Question

The main Research Question of the study was:

What is the influence of Child Friendly School Model on learning environment in Public day primary schools in Nandi North Sub County?

1.6.1 Specific Research Questions

The specific research questions of the study were:

1. What is the influence of community participation on school learning environment in Public day primary schools in Nandi North Sub-County?
2. To what extent has the Safety measures adopted in schools affect the learning environment in Public day primary schools in Nandi North Sub-County?
3. What are the effects of school inclusiveness on learning environment in Public day primary schools in Nandi North Sub-County?
4. How has the CFS Model influenced the health and sanitation practices the learning environment in Public day primary schools in Nandi North Sub-County?

1.7 Justification of the study

The United Nations Convention on the Rights of the Child ((UNCRC) was adopted by the United Nations General Assembly in 1989 and became the most popular convention in the world (Miske, 2010). This convention serves as the major point of reference in many issues relating to the child. Kenya ratified this international agreement in 1990 and

adapted the principles which guide the provision of children's rights. These principles were: non-discrimination, survival and development, best interest of the child and finally respect of children's views (Ndani, 2009; Clair and Miske, 2010). This means that children have a right to be educated and fed, the right to protection from all forms of abuse, neglect and exploitation and the right to participation in matters that affect their lives and also prepare them to take on increasing roles of responsibility as they mature (UNICEF, 2009a).

Establishing monitoring standards for basic education ensures that all girls and boys have a right to quality education which has become a high priority in all countries as directed by EFA and sustainable Development Goal No. four. Therefore, Kenya's Ministry of Education in 2011 rolled out the Child Friendly School programme on a national scale with an intention of ensuring that learning environment in public day primary schools become conducive to learning, the school staff are friendly and the health and safety of the children is also met. This study therefore, sought to determine the influence of CFS on learning environment in Day Public Primary schools in Nandi North Sub County.

1.8 Significance of the Study

The findings of this study are important in promoting the development of a conducive learning environment in the Kenyan Day Public Primary schools, are useful to policy makers, as it would provide a basis for formulating more relevant policies on measures that may be used for the provision, improvement and implementation of CFS programme. To educational planners, the findings are beneficial in blending the available inputs into

education in order to achieve CFS programme and also help to address some of the challenges at primary school level.

The study is also significant to head-teachers and teachers as it may document the concerns about schools' commitment in the improvement on the provision of CFS programme. When teachers feel valued they promote a culture of positive thinking towards their learners. To learners, the study would ensure child-centered qualitative education that is capable of producing healthy, creative and confident peace-loving citizens who are self-confident.

To the parents, the findings of the study will provide them with a feeling that they are valued and consider themselves equal partners in provision of quality learning opportunities for their children. The findings of this study are meant to help the school community develop a reciprocal relationship which will make them feel that they not only belong to the school but the school also belongs to them. Finally, the findings of the study will be beneficial to researchers who may be interested in carrying out further studies on the child friendly schools Model as well as conducive learning environment.

1.9 Assumptions of the Study

This section provides the assumptions of the study which are presented as follows:

1. All respondents are aware of CFS model and will give correct information.
2. There has been adequate civic education to the public about CFS
3. All schools are familiar with CFS.

1.10 Scope and limitations of the Study

This section presents the scope of the study with respect to what, how and when of the study under investigation. While the limitation deals with methodological factors hindering the study. The scope and limitation of this study are as presented in the sub-sections below:

1.10.1 Scope of the study

The study sought to determine the influence of CFS Model on learning environment which is an aspect of educational management; it highlighted the management of Public day primary schools in Nandi North Sub County. This was achieved by establishing the influence of community participation, school safety, inclusiveness and health and sanitation practices on learning environment in public day primary schools. The respondents were; Zonal QASOs, parents, School Board of Management chairpersons, Head teachers and senior teachers. The study was conducted between January and April 2016.

1.10.2 Limitations of the Study

During the study the researcher interacted with the respondents in order to establish whether the CFS had influenced the learning environment in their schools. The respondents were not willing to be interviewed even those to whom questionnaires were administered were not also willing to cooperate, they felt suspicious and to them it was as if the study was trying to compare their level of competence with that of other schools. To mitigate this problem, the researcher used a multiple source of methodological triangulation.

1.11 Theoretical framework

The study was underpinned by Albert Bandura's Social Learning Theory (SLT). This theory was coined in the 1960s and it was later developed into the Social Cognitive Theory (SCT) in 1986. SCT posits that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behaviour. Kabiru and Njenga (2009) points out that, children learn in their environment as they interact and observe those living in that same environment.

The unique feature of SCT is the emphasis on social influence and its emphasis on external and internal social reinforcement. SCT considers the unique way in which individuals acquire and maintain behaviour, while also considering the social environment in which individuals perform the behaviour. The theory takes into account a person's past experiences, which factor into whether behavioural action will occur. These past experiences influences reinforcements, expectations, and expectancies, all of which shape whether a person will engage in a specific behaviour and the reasons why a person engages in that behaviour.

The goal of SCT is to explain how people regulate their behaviour through control and reinforcement to achieve goal-directed behaviour that can be maintained over time. With the implementation of external and internal factors, people regulate their behaviour from a combination of both cognitive processes and environmental manipulation. The theory presents four factors that affect observation learning and these are: attention, retention, production and motivation. If past reinforcements have led someone to pay attention to a

model, then future reinforcements will selectively engage in a behaviour that was observed and finally repeat it over and over.

Social Cognitive Theory was significant to this study because if learners are presented with any social environment which in this study is friendly learning environment, they will analyze it then emulate by paying attention to those aspects that provide the friendliness. When the schools, which form the learning environment are safe, caters for all categories of learners, are health providing and have a community that support their activities, the learners therefore views them as conducive aspects for their learning. The mentioned aspects makes the children to be motivated and therefore like school and all other service providers in it hence encouraging regular school attendance. This will in turn lead towards the achievement of the third millennium goal which advocates for Education for all and therefore an achievement of the National Development Goals.

1.12 Conceptual Framework

This conceptual framework focused on assessing the relationship between Child-Friendly School model (independent variables) and the learning environment (dependent variables) as summarized in Figure 1. The Child-Friendly School model comprise of community participation, school safety, inclusiveness and health and sanitation practices.

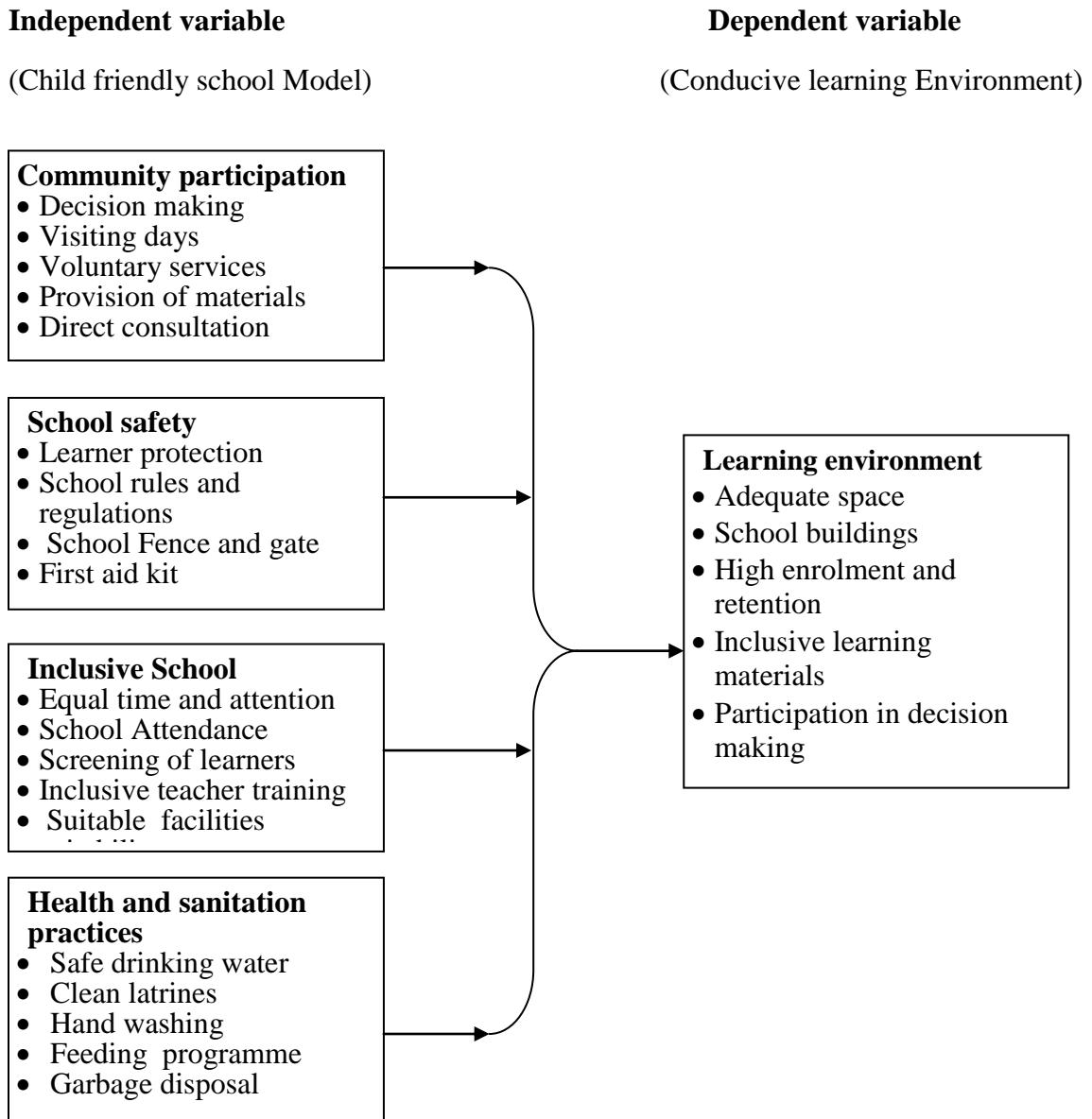


Figure 1: conceptual framework

Source: Author 2016

Conducive learning environment is an output of a result of the Child-Friendly School model conditions, features and standards associated with this system. These elements do not operate in isolation but are interrelated making Child Friendly School programme a process. The

purpose of this study is to establish the influence of Child Friendly Schools Model on learning environment in Public Primary schools in Nandi North Sub County.

1.13 Operational definition of Terms.

Child refers to a person under 18 years of age.

Child-Friendly School refers to a school which offers learning in conducive environment.

Child-Friendly School Model is a school system which is used as an example to follow or imitate and also promotes children's holistic development.

Children with special needs refer to children with physical, sensory, emotional or intellectual challenges.

Community refers to the wider social group to which the child and family belong.

Community participation process where the community is involved in school activities

Drop-outs refers to primary school pupils who have withdrawn from school before completing primary education

Inclusive school is a school where children of all categories participate and learn together in the same classes.

Learner refers to anyone who is participating in formal or non-formal learning in any school level.

Learning environment means that surrounding which provides a learner with an access to learning.

Model is a representation of an actual school situation

Physical infrastructure refers to any built facility for use in the school to facilitate the provision of services.

Safe School refers to a school which is free from sickness, injury or psychological harassment.

School refers to any formal or non-formal learning environment where primary school level of education takes place.

School health is a state where school offers emotional, physical and social comfort to its learners

School sanitation is a process in which a school ensures it provides clean water and refuse is well disposed

1.15 Summary

This chapter presented the background to the study with respect to global, regional and local perspectives, statement of problem that prompted study, purpose, objectives and the research questions of the study. Together with these justification and significance of the study was highlighted. Furthermore, assumptions considered, scope and limitations of study were given. Finally, the chapter highlighted the theoretical framework guiding the study and definitions of operational terms. The next chapter will present the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter critically examines literature of previous research related to this study. The review entail providing information on what other researchers have done, how they did it and those areas which still require further investigation in relation to the study in question. To this effect, the review was presented in three parts; the general, specific literature and also the summary.

2.2 General Literature Review

On the general literature, the study discussed the following areas; child-friendly school model, the global perspective about its intention, principles guiding its development and finally its global assessment.

2.2.1 The Concept of Child-Friendly School Model

The Child-Friendly School (CFS) programme is a simple approach demanding that a school should operate in the best interest of the child. Educational environments must be safe, healthy and protective, well endowed with adequate facilities and appropriate physical, emotional and social conditions to enhance learning. Learning environments must be a haven for children to learn and grow (UNICEF, 2011).

A Child-Friendly School environment builds upon the assets that children come with

from their homes and communities and they must be those that respect their unique backgrounds and circumstances. At the same time, the CFS model helps children solve problems in the home and community that might make it difficult for them to enroll in school, attend regularly and succeed in their studies. For example, if there is a food shortage in the community, schools feeding programmes can provide children both with the nutrition they so critically need and the incentive to stay in school and get an education.

The CFS model also has the capacity to create partnerships between schools and the community. Since children have the right to education, this fully prepares them to become active and productive citizens (Ndani, 2009). The success of their learning in such case must be linked to the wider community; but this fails to hold any water since our current communities have parents who have left the responsibility of child care to the teachers. Additionally, the model fails to give a clear picture of CFS since schools in areas stricken by poverty have always provided environments which fail to agree with this.

According to (MOEST, 2010), Child-Friendly Schools, learners become more self-confident, develop greater self-esteem, take pride in themselves and their achievements learn how to learn independently inside and outside school. They apply what they learn in school to their everyday lives, play and at home will enable them learn to interact actively and happily with their classmates and teachers, enjoy being with others who are different from themselves and learn how to be sensitive to, and embrace the difference.

Inclusive learning which is an aspect of child friendliness, enables children learn together and value their relationships, no matter what their backgrounds or abilities are it also makes them become more creative in their learning, appreciate their cultural traditions and realize they may be different from others. Additionally, learners in such settings value their cultural language, improve their communication skills and better prepared for gaining self-respect for themselves as they learn to respect others (Johnstone, 2011). This opinion fails to carry its meaning since in most communities children with special needs are taken to special schools so the aspect of inclusivity is absent and this contributed by the fact parents lack sensitization on inclusive education policy.

2.2.2 A Global views on Child-Friendly Schools

After education was recognized as a human right in 1948 by the United Nations, a number of other international conventions also supported the model of free and compulsory primary education. These included the UNESCO Convention against Discrimination in Education of 1960, the International Covenant on Economic, Social and Cultural Rights of 1966, and the Elimination of Discrimination against Women of 1981.

In 1989, the United Nations Convention on the Rights of the Child (UNCRC) strengthened and broadened the idea of a human rights-based education by determining four key principles to a rights-based approach; non-discrimination, acting in the best interest of the child, providing the right to life, survival and development to the maximum

extent possible and ensuring the right of children to express their views in all matters affecting them (Bruns, Filmer and Patrinos, 2011). This fails to explain how they need to do it; that is; they need to explain the avenues which need to be used in order for the children's voices to be heard. In fact this could be the contributing factor to truancy and riots in our schools.

Models of this rights-based approach to education grounded in the UNCRC emphasize the interrelationship between access, quality and respect. Access ensures the opportunity to learn throughout life in a sufficient, accessible school with equality of opportunity; this quality promotes cognitive development as a primary objective along with the promotion of a child's creative and emotional development while respect values the individual's language, culture, religion and views (Bruns *et al.*, 2011).

In the mid-1990s, UNICEF's International Child Development Centre or the Innocenti Research Centre, in Florence, Italy organized a workshop to discuss the child-friendly schools model. After the workshop, an informal one-page document was prepared, this discussed the thirteen Characteristics of a rights-based school of access to which quality education was given a priority (UNICEF, 2011). The World Health Organization (WHO) then developed a checklist for CFS which aimed at enabling schools to support the development of happy and well-adjusted children who would readily engage in learning (UNICEF, 2010). The Kenyan CFS had checklists prepared but these were never put into use this therefore qualifies the need to establish whether CFS had influenced in schools

under study.

UNICEF (2012) outlined the thirteen characteristics of a child-friendly school as those that reflected and realized the rights of every child. The aspects which were considered saw and understood the whole child in a broad context; that is, child-centred; is gender-sensitive and girl-friendly; promotes quality learning outcomes; provides education based on the reality of children's lives; is flexible and embraces diversity; acts to ensure inclusion, respects and provides equality in the provision of opportunity for all children; promotes mental and physical health; provides education that is affordable and accessible; enhances teacher capacity, morale, commitment and status; is family focused; and is community-based. The presented characteristics are the same as those of Kenya though theirs is more summarized. However; the available literature does not provide the extent to which this has been implemented by the Kenyan Public Primary schools.

In 2000, UNICEF and Save the Children brought together representatives from eleven South Asian and South-East Asian countries in Chiang Mai, Thailand, to discuss and identify the core tasks of CFS. The members of the meeting agreed to adapt four key activities that would aid in the promotion of CFS in the region, and these were: Enhancement of the five basic CFS principles at the national and local levels by enabling the genuine participation of policy-makers, communities, families and children in creating both the vision and the functions of a child rights-based school. Secondly, focus on a 'holistic' approach to teaching; where children of varied needs are catered for,

thirdly, create a data system which will help in tracking learners' progress and finally, strengthen inter-programme networking which will enable educators share experiences and approaches in order to professionally grow and learn from their community (UNICEF, 2010. This according to the current study's view is a missing link since most Public Primary schools in Kenya lack the aspect of networking.

Thailand's Ministry of Education promulgated the CFS approach in the region through annual CFS workshops to which representatives of UNICEF and national ministries of education were routinely invited. Other regions of the world, including Eastern and Southern Africa Region also advanced the CFS approach; they used initiatives which provided information which led to the development of CFS in their region (UNICEF, 2009a and Mannathoko, 2008). The results of this meeting and the laid down plans are not provided to establish the success of the whole process. In addition to this, nothing is mentioned about the learners' safety as this is paramount to the provision of CFS.

2.2.3 Child-friendly schools Approach

The CFS approach is comprehensive and system-wide and looks at all aspects of a child's well-being. It involves stakeholders from the national and local levels to ensure children receive a quality education. CFS models present pragmatic pathways through which quality education has evolved (and are still evolving); from the principle of education as a human right to a child-centred teaching approach that regards the best interest of the child as paramount at all times" (UNICEF 2009a). After the UNCRC was adopted, the first document to emerge and give direction to these pragmatic pathways towards quality

education was the thirteen steps to or characteristics of a CFS approach that came out of the meeting in Florence in the mid-1990s.

In the early years of the new millennium, EAPR countries agreed to adapt five basic CFS principles at the local and national levels of their countries. Some countries expanded the five principles to seven or more to address the issues of their particular contexts (UNICEF, 2009b). The five original dimensions stipulated that child-friendly schools should be: 1) rights-based; 2) child-seeking and inclusive; 3) gender sensitive; 4) based on democratic participation; and 5) quality-based. CFS was viewed as a comprehensive reform effort that restructured all aspects of a school, from the facilities, curriculum and teacher instruction to children's health and nutrition.

In 2009, UNICEF headquarters in New York published the *Child-Friendly Schools Manual*, which distilled into three principles the characteristics and dimensions that countries of EAPR and other regions had been using. The 2009 manual observes that, due to the intentionally flexible structure of the CFS model, there was significant variation between regions and countries, making it difficult to describe one universal model. The manual further notes that the commonality that persists between countries implementing CFS is their deep commitment to the principles of the UNCRC.

The 2009 manual cited these three principles as foundational to the CFS approach (UNICEF, 2009a): **Inclusiveness:** School environment is welcoming for all children and

families, and school leadership and teachers recognize and accommodate students' differing learning needs. **Child-centeredness:** School staff prioritizes students' emotional and physical well-being, builds relationships with students that are positive and respectful and ensures that students are actively engaged in their learning. **Democratic participation:** Family and community members are actively involved in the school, and students are engaged in school activities and decision-making through a formalized student government or council. These three principles distill the thirteen characteristics of the original list into a manageable trio.

In so doing, however, they also collapse and eliminate certain key features of CFS, such as gender-sensitive and girl-friendly models and the promotion of quality learning outcomes; which are included in the model of five dimensions in use in the EAP region. Also not mentioned in the three principles are the characteristics from the original list of 13, which include education that is both affordable and accessible; and the enhancement of teacher capacity, morale, commitment and status. These features are mentioned at various points in the manual (UNICEF, 2009a).

The *Child-Friendly Schools Manual* of 2009 emphasizes the following features for the implementation of child-friendly schools: 1) school construction; 2) schools and community; 3) school environment; 4) learners, teachers and school managers; and 5) monitoring and assessment. The manual notes that the CFS approach does not provide benchmarks or goals indicating the point at which a school will be successful; instead, "it

has more to do with the pathways along which schools and education systems endeavor to travel in the quest to promote quality in education" (UNICEF 2009a). The manual adds that there is no blueprint for the implementation of the child-friendly school and one should not assume that a road map exists just because similar outcomes and characteristics ensue when child-friendly principles are applied in different contexts.

2.2.4 Development of Child-friendly Schools and Standards

In 1998, UNICEF's Innocenti Research Centre published a regional monitoring report of the CEE/CIS region. A series of worrying changes had occurred throughout the 1990s and these were as follows: 1) families' cost of education increased; 2) school quality decreased; 3) enrolment and attendance often dropped; 4) selectivity and competition increased; 5) war and ethnic tension disrupted education; and 6) young people faced unemployment after completing their education (UNICEF 2009a).

Despite the challenges, positive education reform efforts also occurred in the region after 1988, including the emergence of educational standards, the introduction of school choice and the recognition of education as a fundamental right. Countries of the CEE/CIS region view education as fundamental to building human capital, and the CFS approach has been useful in this transition. Demas and Arcasia (2015) observed that the Central Asian nations in particular saw education as a means of moving away from Soviet authoritarianism, though insufficient resources were allocated to education due to economic uncertainty.

While the model for child-friendly schools existed in the region, Demas and Arcasia (2015) review postulated that its implementation had been mixed. The modelual model developed for the Central Asian Republics and Kazakhstan (CARK) describes the CFS model according to its five early dimensions (rights-based, child seeking and inclusive, gender sensitive, democratic participation and quality-based), but the goal to create quality education for all children and to implement CFS reforms faces various obstacles, all of which worsened after the breakup of the Soviet Union; poorer areas often received less economic support, remote rural areas generally had fewer schools and educational opportunities, certain minority groups may have had worse access to education and emergency issues such as civil wars and natural disasters disrupt education. Such cases also are evident in Kenya, remote areas also are affected since accessibility to those places is always hard and the cultural values possessed by the communities hamper the implementation of CFS.

Despite these obstacles, educational reform progressed positively in the region. Certain countries, such as Turkey, made swift progress, while others, such as Central Asian Republics and Kazakhstan followed suit. Sweeping education reform efforts at the national level often disregarded the necessities to provide support mechanisms for local authorities, school administrators and teachers to implement changes (Demas and Arcasia 2015). Teachers at the local level often did not see the reform efforts as comprehensive and meaningful, and the reforms did not translate to classroom practice. In addition to these barriers, the CEE/CIS region also struggled to move away from non-inclusive

school programming, such as separate schools for students with special needs.

An assessment of five countries of the region found little evidence of the integration of students with special needs into general education schools (Booth and Ainscow, 2011). The study also concluded that gender equality was not a significant problem in the region. However, this must be questioned, since no country in the region has equal representation of girls and boys in basic education, and there is little evidence that more profound understandings of gender equality and gender discrimination are explored systematically. This is portrayed by the fact that some communities would prefer to send the boy-child to school and not the girl -child especially when the family is facing financial challenges.

In 2003, faculty at the University of Plymouth, England implemented GE in Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan and Turkmenistan. Evaluators noted that Global Education (GE) promoted inductive teaching approaches which enabled the learner to be at the centre of experience and self-exploration (Yugi, Igei and Demas, 2016). GE was seen as an explicit partner in the realization of CFS/QBE components, i.e., rights-based, inclusive/child-seeking and gender-sensitive quality learning, with a particular focus on the teaching and learning dimensions (i) teacher, (ii) learner, (iii) process/content and (iv) environment" (Yugi *et al.*, 2016). GE schools see themselves as child-friendly, since they meet the five dimensions of CFS/QBE.

The implementation of the GE model and the support provided by the university team has been helpful for the development of educational indicators, particularly in Kazakhstan, where standards development was viewed a key reform effort. GE was seen as a model that was to help in promoting the values of education for all (EFA) and CFS/QBE throughout the Central Asia Republic and Kazakhstan (CARK) region. Just as the development of the CFS approach varies in countries across the CEE/CIS region, so too the status of the development of child-friendly, system-wide standards varies across the region and the entire world as well. Although these variations are there, the common goal is the same; Kenya like those countries also benefits from this since EFA is the goal. While the 2009 UNICEF *Child-Friendly Schools Manual* provides global principles, strategies and good practices for establishing child-friendly schools, it does not provide a set of standards and indicators that can be used as a tool to improve the quality of education in a particular country (UNICEF, 2009b). There is need to explain farther the modalities to be adopted so that the CFSs are fully implemented.

2.2.5 Principles guiding the Development of Child-Friendly School programme

Key principles based on UNCRC are used to generate the desired features or characteristics of Child-Friendly School in particular settings. These in turn can be reviewed against the reality of available resources over a given time-frame to arrive at a set of feasible standards for the design and implementation of Child-Friendly Schools in a given country. This approach makes it easier to incorporate Child-Friendly Schools into national planning processes and investment plans in a consistent and reliable way. In

Kenya, the application of the UNCRC to education provides schools with a rights- based approach, stressing that all children have a right to education and it is a duty and responsibility of the government to provide basic education to all children (MOEST, 2010).

One of the most self-evident principles generated by the rights -based ideology is inclusiveness, which requires schools to be welcoming to all children without exception. The school should not just passively receive children who seek out enrolment but also help children stay in school and attend regularly. This means that fair, transparent and non-discriminatory rules for accessing school are necessary. There must also be strategies and measures put in place to tackle the barriers that prevent children from taking the opportunities to participate in education (Booth and Ainscow, 2011).

Factors that keep children out of school include early childhood illness caused by exposure to unsafe and unhealthy environmental conditions such as contaminated water and indoor air pollution and hygiene facilities within the school. In some cases, the physical design and infrastructure of a school may exclude children. The design may inadvertently obstruct access and participation for children with disabilities, or the lack of separate toilet facilities may dissuade girls' participation.

A Child-Friendly School; therefore is not just a child-welcoming school but also a child-seeking school. It works to attract and retain children from different backgrounds,

respects diversity and ensures non-discrimination (Booth and Ainscow, 2011). The presented aspects are good as far as the provision of CFS are concerned, the community needs to be included in ensuring that children get a feeling that the school is just an extension of their home.

2.2.6 Child-friendly School Evaluations

In her 2004 desk review of child-friendly schools, UNICEF (2010) observed that almost every region and country using the CFS model had created or was in the process of creating extensive checklists, which can be seen as an initial step in creating a monitoring system. However, she also noted that not all regions had tailored the specific lists to their needs, nor did they have a systematic way of soliciting feedback about the implementation of the CFS approach. This information gap highlighted the need for and importance of evaluation as a means of learning what works and what does not work in the implementation of CFS and the improvement of the CFS model.

Just prior to UNICEF (2010) desk review of CFS, Ann Bernard conducted a desk review of CFS documents and coordinated a regional workshop to evaluate CFS in the East Asia and Pacific region. She observed that the CFS approach was becoming better defined in the region and the child-friendly school was maturing, emerging as a *shared vision of what these qualities mean in practice* [italics in original]: a coherent set of action principles, necessary conditions for improving the quality, effectiveness and reach of basic education for all children, especially the most excluded (UNICEF, 2010).

UNICEF (2014) was able to identify the critical salient features of CFS due to the more consistent and comprehensive way that CFS was being implemented in the region .It postulates that; CFS encompasses what a good quality, rights-based education is; schools are responsible for actively including all children, especially the most vulnerable; the responsibility of ensuring rights and learning of all children fall to the school, families and community; all schools must find a way to deliver information and avail conditions which favour the model of child-friendliness as well as support continual learning and change. When this is accomplished, CFS will break down the traditional forms of teaching hence promoting alternative instructional approaches to ensure all children are learning. Bernard assessed that through this shared vision of CFS, a more systematic approach to implementing child-friendly schools had emerged.

While all countries in the region agreed that the five dimensions adopted must be implemented together to create a CFS, in some cases certain dimensions were emphasized more strongly than others. Bernard argued that this approach of emphasizing one dimension more than the others or staggering the completion of each CFS dimension was not a deficiency in implementation, but rather it was a way to cope with the lack of financial or human capital resources (UNICEF, 2010). The idea of emphasizing one dimension more than the other is not pleasing since success emerges when a problem is handled using a holistic approach.

Not long after the completion of Bernard's evaluation, EAPRO created a guide for programme managers to assess the CFS model being implemented in the region entitled, *Assessing Child-Friendly Schools: A guide for programme managers in East Asia and the Pacific*. Two evaluation methods to track progress were elaborated in the manual: 1) formative evaluation, to provide direction and strategies for improvement; and 2) summative evaluations, to focus on lessons learned (Booth and Ainscow, 2011). Both types of evaluations are needed to assess the success of child-friendly schools standards, curriculum and processes.

Since the CFS approach was designed to be flexible, allowing for regions, countries and localities to tailor it to their context and to create standards that met their needs, it was deemed even more important to construct an evaluation system to assess the success of each school's implementation of CFS. The purpose of the developed Guide for Programme Managers was to assist practitioners in understanding more fully what needed to be looked into and assessed (Booth and Ainscow, 2011). It was the first widely-published document to offer guidance to countries that were designing CFS evaluations. Under each of the five dimensions established and in use in EAPR, the guide introduced the language of 'key performance areas', 'key performance indicators', and 'outcome indicators' to measure, monitor and evaluate the success of the dimensions within a school or an education system.

In 2007, the Evaluation Section of UNICEF headquarters, New York, issued a request for proposals to conduct a global evaluation of child-friendly schools. On behalf of the American Institutes for Research, Washington, D.C conducted a global evaluation of CFS/QBE through site visits to 25 schools in Nigeria, South Africa, Thailand, Philippines, Guyana and Nicaragua. These site visits included interviews, surveys and focus groups with a randomly selected group of students, teachers and families; classroom observations; a survey of education officers; interviews with ministries of education; and pictures and videos.

The task called for a global evaluation of CFS around the three principles of inclusiveness, child-centredness and democratic participation. The evaluation findings confirmed that these three principles were essential for a school to be child-friendly (Yugi *et al.*, 2016). The study also concluded that, because of their commitment to serving learners and improving learning outcomes, schools that implement these CFS principles also emphasize learner learning and assess school progress at the learner level.

The mentioned principles were not enough to accomplish the task of implementing CFS; safety of learners in school is one principle that ought to have been included in the evaluation. When learners feel secure in school, they will always see the school as a learning environment that is friendly to them. Findings from both the global study of CFS/QBE presented by Yugi *et al.*, 2016 and Bernard 2004 study of CFS in EAPR identified similar features in the child-friendly school, it illustrated the flexibility and

functionality of the CFS model to adapt to the needs of individual countries and regions.

Evaluation of the impact of school reform initiatives were aimed at improving the learning environment for learners it requires consideration of the following environmental factors: the facilities where learning occurs; teachers whose level of qualification and performance become critical for achievement; the management practices of administrators, principals and other school personnel that contribute to a positive school climate; the involvement of the family and community to reinforce school efforts; and the relevance of the curriculum that attract learners hence increasing their enrollment in school.

2.3 Related Literature Review

This second part of the literature review presents the specific literature which focuses on the objectives of the study. This part provides knowledge gaps on previous studies and the areas to be scrutinized. The presentation is the following sub-sections:

2.3.1 Community Participation in School Programmes

A community is referred to as a group of people living together in the same geographical area sharing the same interest based on religious, racial, gender or professional orientation. A School community is comprised of parents, teachers, learners, retired civil servants amongst other school neighbours (MOE, 2010). Communities are the overall context in which children live and learn. The mobilization of the community may bring many benefits which include providing funds for the construction of classrooms and sanitation facilities, providing food, offering paid and unpaid labour for building school's

structures, planting trees, sourcing land and supplying locally procurable materials among other duties (UNICEF, 2009a).

In Asia, Community participation in school activities has the unique role of being both a right and a core principle which underpins the process by children's rights is fulfilled. It is a composite measure of learner access, survival measured by dropout, failure, retention and completion) and attendance. The community has contributive and distributive purposes (Bruns *et al.*, 2011). This means that; the community undertakes the role of ensuring that learners are kept in school by providing whatever is necessary and also ensuring that those services are well channeled to the end users; who in this case are the learners. A human rights-based approach can allow schools and other social institutions to focus on the shared humanity of a group and ensure that institutions do not further violate the rights of members. In so doing, it can increase the chances of inclusion regardless of economic, social and cultural differences.

Community participation can take different forms, ranging from parents sending their children to school to active participation in school-related meetings, assisting with school construction and supporting teachers in achieving positive outcomes (Yugi *et al.*, 2016). In such a case, parents or other community members with specializations are supposed to bring their wealthy knowledge to school since this will uplift the learners in terms of psychological comfort and also cognitive aspects. According to the present study, community involvement contributes to children's sense of security when parents or church leaders come to school to teach children matters of life skills.

Participation is an efficient strategy for achieving objectives such as improved access and quality, voicing community-specific needs and objectives, developing the curriculum collaboratively with school authorities, reaching marginalized groups, creating accountability and ensuring sustainability of programs that are implemented (Bruns *et al.*, 2011). Marginalized communities are sometimes sidelined in terms of resource distribution and this has made the communities lag behind in terms of access to education; this therefore calls for community support since many hands will always make work light. The Global Monitoring Report of 2007 ranked India 100 among 125 countries on the Education for All (EFA) Development Index, which accounts for progress on universal primary education, adult literacy, gender parity and quality of education.

Physical and social barriers to access, poor infrastructure (overcrowded classrooms and lack of toilet facilities), poorly designed curriculum and teacher absenteeism all reduce the efficiency of the public education system. Enrolment also did not guarantee learning, as children who stayed in school for five years had very low achievement levels. The 2010 ASER Report found that one in five children in Grade V was illiterate and only 25% could read Grade I text (Dayaram, 2011). The findings of this study paved way for parents' involvement in school activities; their roles were to monitor functioning of the school and look after concerns such as school feeding programme provisions, toilet facilities and teachers' attendance. All these were meant to create CFS. The current study also sought to establish whether the same principles have been adopted since the aspect of monitoring teachers' school attendance which has an impact on the provision of Child-

Friendly School learning environment is a role that is only played by the Quality Assurance and Standards Officers and the school administration.

Dayaram, (2011) posited that, a school should comprise of 75 % parents/guardians, of whom 50 % should be women in leadership. This representation of women is an important step in addressing gender inequities in education and paying special heed to the needs of girls in the education system. The visible impact of women's self-help groups in rural villages also encourages women to assume leadership positions in the SMC. This idea gives the marginalized sectors of the community a chance in school representation in direct proportion to their population in the village. It is a decision was meant to make the children from such communities feel that the school was a conducive place for them and it also made the same parents to feel that they played a role in their children's education.

A research carried out in Rwanda on learning environments and its contribution to student's learning achievement and development led to a general recognition that, beyond students' own innate abilities, motivation, and prior knowledge, learning only occurs when the community and school come together to form a protective circle that nurtures the growth and development of the learners (RMOE, 2009). This only happens when the community provides the role models; the community needs to provide services and good examples that will make the learners work hard and have a feeling that it is only the community that makes them excel in school. It is with this view that the current study sought to find out whether the community had provided enough to make the Public Primary schools child Friendly.

According to RMOE (2009) it was observed that strengthening and establishing collaboration relationships between the school and the entire community helped to create one of the key dimensions of a Child-Friendly School environment. This means that, the way in which school infrastructure is designed and managed helped assist in developing strong partnerships between the community and school. The communities involved were considered throughout the decision making process; from planning, designing to construction and maintenance. This will always make the community own the school, but this will not be effective unless their specific roles are defined.

Somerset (2009) asserts this and therefore highlights the need for more interaction between home and school. This means that, the school should welcome parents and other members of the community to the school setting for more than a few planned meetings. When such members are meaningfully involved with school activities, they feel good about their children. UNESCO, (2008) points out that; the needs of children are complex and diverse, and involve catering for all areas of development, including physical, mental, social, emotional, moral and spiritual. For a child to be healthy, he or she requires health, nutrition, stimulation, protection, care and training.

No one partner can adequately provide services that adequately safeguard the rights and meet the needs of the young children. This calls for an extra force of support which in this case is the community. UNICEF, (2009a) points out that, In Madagascar, UNICEF provided technical and financial support to the Ministry of Education for the

development, experimentation and implementation of the Contracts for School Success Programme (CSSP).

The CSSP is a voluntary commitment among local stakeholders to improve primary school education. The process commenced at the beginning of the school year, when the school directors, pupils, parents and community leaders or local authorities came together to review and discuss school results and learning conditions. The intent of the review was to identify those actions that were required to improve the school in general and retention rates in particular. Such a kind of a programme was one which brought all the community members together since they felt honoured when the school recognized their technical support in terms of school management

In support of this, the Kenya Basic Education Act No. 14 of 2013 provides for school-community collaboration in the management of schools in Kenya through school committees (GOK 2013). Learners and staff should create a school climate that is conducive and share in the same vision regarding the role of the school. They should have positive attitudes towards members of the local communities, behave with respect towards them and their culture, and encourage them to cooperate with schools in ensuring Child-Friendly School Education (MOEST, 2008).

MoE (2012) concurs with this and points out that a good school community has the mandate to ensure that all children who are out of school are enrolled and this will

succeed if Limo (2013) recommendation that parents and especially the entire community need to be mobilized on the importance of the role they play as far as their children's education is concerned. This provides a conclusion that, it through community mobilization that schools and communities will get to identify excluded children and hence ensure their enrolment. Somerset (2009) continues to argue and likens a school trying to function without involving the community as an engine destined to start without petrol. In this context an alert teacher recognizes gifted parents and gives them an opportunity to enrich school curriculum. This is likely to promote community-teacher relationship and enhance a child- friendly environment in school.

2.3.2 Safety and Protection in School

Safeguarding children is termed as a process of protecting children from all forms of abuse or neglect, preventing impairment of their health and ensuring that they are growing up in an environment which enables the provision of safe and effective care (Bruce, 2010). The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. Its findings showed that Public schools have adopted various safety and discipline practices, of which 93 percent of them enable controlled access to school buildings during school hours, 75 percent used security camera(s), 68 percent required by faculty and staff to wear badges and 58 percent enforced a strict dress code (Gray and Lewis 2015).

By upholding such practices, the School staff has a duty of care to protect and preserve the safety, health and wellbeing of children in their care and staff must always act in the

best interests of those children. When such kind of protection is available to children, they develop a sense of psychological comfort which in turn will make them like the school environment and hence a boost in learning. This findings never highlighted sanitation as safety concern, probably this could not be a big issue as it is in Kenya and specifically Nandi North, additionally, access to school by strangers is still a major concern since strangers pop in and out of school without proper scrutiny and provision of visitor's identity cards is also unknown to most public Primary Schools in Nandi North Sub County.

According to studies done in Australia and specifically Victoria, data obtained showed that Public schools have increased their physical security system in a variety of ways. Many schools have started to limit access to their property by locking all unmonitored entrances and requiring all visitors to check in at the main office. This kind of laid strategies raises concern on whether the schools under study have the same kind of security. Visitors are also issued distinct identification that they are required to wear while on school (Ogonyo, 2012).

Additionally, these schools have specific individuals who monitor school perimeters and provide two-way radios for staff members responsible for monitoring school activities. School personnel also conduct routine security inspections of the exterior and interior of the school so that incase of any suspicious activity the matter is reported to school officials or the police (Katz and Ramage 2011). Walk-through metal detectors were reported to be in use in many inner city schools over the past couple years, while hand-

held detectors, Surveillance cameras and random weapons screenings were said to be more popular in rural schools.

The same concern in Australia as earlier pointed out is extended to campuses where they have installed at least twenty-five surveillance cameras in classrooms, hallways, playgrounds, cafeterias, parking lots, football fields, and on each school bus. Many public schools started to enforce rules regarding student's attire. Some public schools demanded that their students wear uniforms so as to help identify intruders more easily (Ogonyo, 2012). This idea of prompt action fails to concur with the Kenyan situation where lack of enough funds hampers the provision of such services, but school uniforms for learners is one that agrees with their plan for curbing insecurity in schools since this render easy identification of a stranger in school.

Threats to school safety emanate internally from within the school environment some of the hazards occur due to negligence. Examples of such hazards are slippery floors, poorly placed furniture, poor ventilation, bushy and unleveled play grounds, poorly constructed classrooms and play ground, insufficient and broken down toilets not forgetting inappropriate desks and other furniture (MOE, 2008 & MOE, 2010). Schools are responsible for day-to-day health and safety of children. When such hazards are exposed to children, they get affected psychologically and this kind of state will make them not to develop holistically. Inappropriate furniture compromises the children's posture since their bones are still developing. Lack of adequate Health care and nutrition may make children be prone to ailments and other childhood diseases which will in turn have an impact on school attendance, retention and participation (MOE, 2008).

When children are in their early years, they are vulnerable to threats like bullying by their older colleagues, verbal or physical abuse and intimidation. Together with this, safety against waterborne diseases is assured by the constant supply of clean and safe water in school (MOE, 2010 & Limo, 2013). This therefore means that schools should have safe water for drinking and washing of hands after visiting the toilet. The current study therefore sought to find out whether public Primary schools of Nandi North have facilities which provide for children's safety.

According to RMOE (2009) the link between poor sanitation and poor health is evident in Rwanda; the reason behind this is lack of adequate sanitation facilities which is reported to have made many children, particularly girls to absent themselves from school. To avoid such a situation, Girls and boys must have equal access to adequate sanitation facilities in schools and must be separated with their own wash basins and taps. Lack of sanitation facilities also affects the performance and achievement of all pupils and is detrimental to the working conditions of teachers. Lack of adequate sanitation facilities is not only an hindrance to school attendance it also endangers children's health since over use of the same may cause infections.

In Malawi, the quality and adequacy of school infrastructure in terms of access to water and sanitation services have always been a challenge that has contributed to low enrolment and high drop-out rates, particularly for girls; therefore, priorities were identified as requiring inclusion in an appropriate initiative for upgrading school facilities, a washroom for senior girls and access for the physically challenged pupils

(Fisher, 2012). The idea of separate wash rooms for senior girls and the availability of appropriate physical facilities for the physically challenged children will make the concerned groups have psychological comfort and hence a feeling of security in terms of privacy.

According to Ogonyo (2012), a safe school must have sanitation facilities built up to the required standards and kept clean with high standards of hygiene. Pit latrines should not be less than 6 metres deep and should be regularly disinfected. They should be at least 15 metres away from a borehole or well or water supply point. In the construction of sanitary facilities, the following must be observed in relation to numbers. The first thirty learners: 4 closets (holes), the next 270:1 extra closet for every 30 learners, every additional learner over 270:1 closet per 50 learners (UNESCO, 2008). Children's safety is also another determining factor when it comes to school and school ground design. This needs to be given much emphasis because children are prone to accidents during outdoor play.

A report from Uganda presented during conference in Paris had it that some school resources are very critical for keeping girls at school. For example, these resources include school safety measures (such as school fences) and sanitation measures (such as separate toilets for boys and girls). The findings of the same report showed that, the percentages of Primary 6 pupils who went to a school that had a fence did not change much over time. In addition, it is disturbing to see that only 30 percent of pupils were learning in schools with fences (UNICEF, 2010)

Presumably, it is a balancing effect between: some more advantaged schools with more provision of fences required by gender-sensitive demand; and newly constructed schools in less advantaged areas in the context of EFA (Amugisha, 2011). The fencing of school compound is always good because the fence will always keep intruders out of school. When strange people come to school without being noticed, it becomes a threat to the safety of all children since some of them may sneak drugs into the school.

Cologon (2010) argues that girls seem to be more sensitive to school quality than boys and that the quality of teachers has a greater impact on the demand for girls' education than for boys' education Curriculum and instructional materials need to be reviewed for inherent bias against women and girls and other at-risk groups. An education system must ensure that everything is reviewed through a gender filter or lens. Moreover, as education systems adapt and change to respond to male and female learners, they begin to demonstrate more gender-equitable social norms that relate to greater gender equality in society. For instance, education systems that promote female voices on school boards, that share work burdens between girls and boys, and that accommodate physical spaces for girls and boys make important statements in society about the value of women's voices, the role of men and boys in work, and the worth that is attached to girls' safety and health.

Wandawa (2012), in his study on the role of head-teachers in managing Child- Friendly environment in public schools in Nairobi found out that Child- Friendly environment had improved retention level in Public Primary schools in Nairobi. He observed that there was improved discipline and teaching and learning but a majority of the head-teachers

wanted the government to provide funds to help them maintain Child -Friendly environment in areas of provision of school physical infrastructure and installation of safety equipment and materials. The Kenyan standards safety manual of 2008 highlights that schools' safety is threatened by the following factors: slippery surfaces, poorly arranged furniture, poor lighting and ventilation.

Limo (2013) noted that schools did not have kits to cater for emergencies incase of such accidents. Other contributing factors are absence of health care and nutrition and also hostile school environment. Schools therefore, need to uphold safety policy issues to render good learning environment for all learners since this will provide a leeway to find out whether the achievement of Millennium Development Goal number two which calls for Universal Primary Education has been achieved.

2.3.3 School Inclusiveness and Learning Environment

The term “inclusive schools” means those schools which accommodate all children regardless of their different vulnerabilities, that is, those with varied forms of disabilities, the poor, or any other kind of challenge. It also accommodates all learners irrespective of their gender. The parents and the entire community in search a case have been bestowed with the responsibility of ensuring that all children of school going age are taken to school and also ensure their stay there (MOE, 2010 & Elimu News 2012). An inclusive school puts the individual learner at its heart. It nurtures and supports their learning through teaching methodologies and approaches that are effective and encourages high expectations and achievement by all learners (Limo, 2013).

The nurture and support given to children with special needs is not enough in most schools since majority of such children are still at home, some start school late and even those who attend school are not given proper attention. An Inclusion Action Plan Report of 2010 has it that; an inclusive school is not designed to support the few at the expense of the many; it is designed to support everyone. This idea will not work in isolation; there is need for the provision of an environment that will favour their stay in school, this means that; the environment at school should be supportive. Inclusive education is the philosophy of ensuring that schools are open to all children. Inclusive education entails identifying, reducing or removing barriers within and around the school that may hinder learning, (Kenya Institute of Special Education, 2009). This can be achieved if schools can serve all children in their communities by practicing inclusive education.

Inclusive education takes place when children with and without disabilities participate and learn together in the same class. When a child with disabilities or some kind of challenge attends classes alongside peers who do not look like him or her, some advantages are observed (Hockings, 2010). For a long time, children with disabilities were educated in separate classes or in separate schools. People got used to the idea that special education meant separate education; but when children are educated together they develop both academically and socially (Hockings, 2010).

MoE (2012) on the other hand argues that there is a shortage of specialized teachers and other support staff to handle children with severe special needs and this has caused their exclusion from school due to the inability of regular schools to meet their physical and

educational needs. Identification of children with special needs remains a challenge, since the Education Assessment Resource Centres (EARCs) have inadequate specialized equipment and human resource to enable them to discharge their services effectively. Additionally, costs associated with children with disabilities, such as medical treatment, special diets and assistive devices raise the unit cost of special education. Inappropriate infrastructure, inadequate facilities and lack of equipment contribute to the difficulties being faced in this area. This therefore constricts the provision of CFS environments for those learners with special needs in the inclusive schools.

For many years in the United Kingdom (UK) the terms ‘inclusive’ and ‘inclusion’ have been used in educational contexts and was incorporated into the 1981 Education Reform Act, this notion of inclusion required schools to think about how they would supplement their standard provision with higher levels of support targeted at the learners who needed it most (Hockings, 2010). Since the introduction of the legislation, many teachers and researchers have moved away from this narrow interpretation of inclusion as being concerned with only learners with special needs, not least as a backlash against the ‘crude categorizations,’ ‘segregation’ and ‘discrimination’ that became associated with its implementation (Booth and Ainscow, 2011). This has not taken root in Kenya since it is still having schools which are labeled as “Special Schools” this according to the current study tends to create categorizations and segregation as earlier pointed out.

Alternative interpretation, such as that offered by UNESCO 2008 which suggest that inclusive education is concerned with overcoming barriers to participation that may be

experienced by any learners in a school setting. It further defines it as a process of increasing the participation of pupils in school, and reducing their exclusion from it. Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage learners in learning which is meaningful, relevant and accessible to all (Hockings, 2010). This view is very important because when learners are put away from an inclusive set up, they will have a feeling of “the odd ones out” that is, they will feel as if they cannot perform like the others yet in reality this is not always the case. Inclusion is occasionally seen as a blend of mainstream and special education.

In Thailand, the development of the School Management Information System (SMIS), a tool was seen as critical to meeting its inclusiveness goals, has been supported under the CFS initiative. Schools monitor a student’s development and tailor interventions for the unique needs of each student through SMIS. CFS uses training on SMIS provided by Education Area Support Offices (EASOs) to create awareness and understanding of inclusion issues and to help teachers at the school input student data, including academic achievement data and family characteristics (UNICEF 2009a). This aspect is still amiss in the Kenyan situation; there is need for the teachers to screen their learners at school level, in addition to this, the officers qualified to do the assessments are few and so this makes it hard to reach all children with special needs.

The program then helps the school identify high risk learners, which in turn will allow teachers and school directors to target special support to these students hence ensuring a consistent pattern of inclusion. SMIS provides a great opportunity for schools to address

the unique and special needs of children (UNICEF 2009a). This enabled the teachers explain how the system helped the school and they said that; their school did home visits, and used student data support system (SMIS) to monitor all students. The information obtained also guided in the provision of scholarships to students who came from poverty stricken homes as farther supported by FAWE 2006. For life skill education, teachers also provide counseling for their students (Johnstone, 2011). Life skills in this case will help them learn to cope with their daily challenges especially those that make the vulnerable children or learners feel that school is not a favourable place for them.

Cologon, 2010) raises the concern and points out that a learning environment should conform to the diverse learners and their individual needs. This means that a special environment should be designed to cater for individual learners' needs in school. This kind is that which provides the social, psychological and physical comfort. The use of information in SMIS is an area for CFS to continue to prioritize and provide training to help support children with special needs. School heads, teachers, and parents should value inclusiveness and view it as a key element of the CFS model. However, some challenges and barriers, particularly around serving children with disabilities and other vulnerable groups are common in still common in many schools.

Johnstone (2011) points out that, studies done in Nepal reveal that, most girls do not access education due to cultural factors; this is supported by the fact that the Constitution of the Kingdom of Nepal declares the country a Hindu Kingdom whose philosophy regards women as submissive to men. This therefore means that, women are made

subservient to male members of the family throughout their life and hence a constraint to accessing education. Poverty is another factor which contributes to keeping girls and women backward in Nepal. This has made most of the families not to send their girls to school. Moreover, girls are more burdened with household chores than boys. The girls start working as early as at the age of 6 or so. They work four to seven hours a day depending on economic condition of the family. School-going girls tend to spend more time in domestic chores than their male counterparts. This in turn makes them lug behind and therefore have a feeling that the school is unfriendly and also not gender responsive.

The Nepal philosophy makes girls lack role models in school since only 25% of the teaching staff comprise female (UNESCO, 2014). This will also have an impact on girls if majority of the teaching staff is dominated by males; hence the need for balance in such case. A report from Indonesia shows that schools' unfriendliness is contributed by gender disparity evident in books and other learning materials which exhibit differentiated gender roles. Girls are illustrated in domestic and care-giving roles while boys are portrayed as powerful, intelligent, assertive, and brave and leaders in the society (UNESCO, 2014).

In many developing countries, the effort of making classrooms stimulating is hindered by the problem of overcrowded space, this limit sitting arrangement and play space. Malawi, Uganda and the Untied Republic of Tanzania experienced huge increases in enrolment when school fees were abolished and education was declared free; stretching the already limited infrastructure and resources. Even in these conditions, teachers can use innovative ways to maximize classrooms or school space; for instance, by using walls and floors

creatively to make teaching/learning process in the early grades interesting and exciting (Fisher, 2012).

MOE (2010) advocates for the Carrying out of such activities as leadership, group- work, bell ringing and collecting books for marking as those which help to promote the participation of girls and boys on equal basis in school. A gender responsive school is one in which the academic, social and physical environment and its surrounding community take into account the specific needs of both girls and boys. This implies that the teachers, parents, community leaders and members of parliament are all aware of and practice gender equality. It also assumes that school management systems, policies and practices recognize and address the gender- or sex-based needs of both girls and boys.

UNICEF (2012) shows that girl's mostly start working at an earlier stage than boys. This means that they are given more work in the home than boys. Because of such cultures and gender myth many girls are denied their rights to an education or may be victims of the multiple afflictions of housework, schoolwork and work outside home, remunerated or not. The presence of female teachers in a school will always help to make the school environment a safer place for girls. Many girls in Africa are forced to drop out of schools because school administrators are insensitive to gender issues, including sexual abuse and frightening which make them victims of circumstance (Booth and Ainscow, 2011). In addition, the presence of female in positions of responsibility and leadership in schools is important factor in creating gender role models. Pedagogical theories indicate that curriculum content transmission become useless when teachers fail to practice by example what they are advocating (MOE, 2009).

Female teachers or male teachers in any school set up should serve as role models since learners feel good when they have people in their learning environment to emulate. According to Ndani (2009), education is recognized as basic right of children and EFA goals can be achieved by embracing inclusive education philosophy. Ministry of Education (2009) considers inclusive education as an approach in which learners with diverse needs are provided with education within mainstream schools it emphasizes hand-on activities in learning. This means that if there is a slow learner in a classroom, teachers should give them more time to manipulate the concrete materials since this will provide them an opportunity to learn at their own pace and also get an a chance to discover and self-correct themselves.

The Kenyan National Survey for Persons with Disabilities 2008 found that 4.6% of Kenyans experience some form of disability, comparing favourably to the WHO's estimate of 10% globally. Children with challenges are often stigmatized and excluded from education due to a mixture of fear, shame, and ignorance. In addition, inadequate policy regarding children in need of special attention and government resources lead to an educational environment that is unfriendly for such children. To arrest the situation of marginalization of children with disabilities, and its limiting outcomes, the Kenyan government and the concerned ministry committed themselves to Inclusive Education (MOE, 2009). This is a process of addressing and responding to the diversity of educational needs, by ensuring access to learning for all groups of children within mainstream education.

Inclusion has been advocated as the most effective way of curbing discriminatory attitudes, creating community involvement, building an inclusive society and therefore a step towards the achievement of education for all (UNESCO, 2008 & MOE, 2010). This raises the question on whether these laid down strategies have been implemented to allow schools be child friendly. According to MOE (2009), many parents associate the poor pupil achievement in Public Primary schools to lack of adequate learning facilities. The size of classrooms in terms of length and width should be 7.5M X 5.85M and such classroom should accommodate a maximum of 30 learners in one seater desks or 40 learners in two seater desks (Ogonyo, 2012). It has been found out that many pupils squeeze onto a desk meant for only two.

This scenario is common in the lower primary of most public schools. Sad enough, such a huge class needs to share that single black wall irrespective of the seating position. It all leads to the conclusion that very little learning can be said to take place given such horrendous conditions; all these mess emanates from the introduction of Free Primary Education which instead of honouring child rights has caused some unfriendly school conditions to the school learning environment. The Safety and Standards Manual for all schools in Kenya (2008) hypothesizes that primary education continues to experience many challenges relating to access and equity. Key among them is overstretched facilities due to overcrowding in schools. Other problems in the quality of learning relate to poor learning environment due to overcrowding and inadequate classroom facilities.

Teachers attempt to provide instructions with only a chalkboard as a teaching aid and children may have exercise books and a few textbook shared among groups. The upshot

is that there is no interactive learning and rote learning takes the centre stage, of course with its inherent drawbacks. Child-Friendly School promotes quality effective teaching and learning in structured but flexible learning-centered methodologies, promotes meaningful child participation, appropriate gender-responsiveness, and equality-based interactive methodologies for the child, promotes quality learning outcomes equally for girls and boys; and maximizes the use of available resources (Somerset, 2009)

The CFS work plan should include actions that the school ought to undertake in order to enhance teaching of reading, writing and life skills. This should include targets for provision of appropriate teaching and learning materials, the preparation of lesson plans that take care of learners with diverse backgrounds and abilities, selection of varied interactive teaching methodologies and assessment methods (UNICEF, 2014). When this kind of holistic approach is used, the problems will be minimized since the strategy based on will look at the whole issue from the eyes of friendliness which is a solution to many problems witnessed in any environment that does not consider diversity of learners.

To implement inclusive education in classrooms, it is important that teachers provide an effective and stimulating educational environment for all pupils. In addition, teachers experience and their training significantly influence their attitudes (Cologon, 2010). Despite the fact that it is essential to staff inclusive classes with skilled and trained teachers, there is a shortage of enough inclusive teacher training programmes. This is a major problem to be solved if the quota of trained teachers is to be met (UNICEF, 2010). The way children with special needs are handled in the current Kenyan schools and the

general community is not up to the required standard this therefore prompted the current study to find out whether the launched CFS bore any fruits.

2.3.4 Health Provision Practices in School

According to world Health Organization (WHO), health is defined as a state of complete physical, mental, and social wellbeing, and not merely absence of disease. Health and social well-being is best viewed as a holistic model which comprises of the following health models: physical, emotional, spiritual, mental, social and environmental (Bruce 2010). In Sri Lanka, health emerged as one of the factors which influenced children's drop-out and regular attendance of school. Almost 60 per cent of children were considered to be 'at risk' of dropping out as a consequence of high absenteeism, they gave ill health as a reason for their irregular attendance.

Unhealthy children do not have the energy to play in school and also concentrate in class to them a classroom is like a small jail since being out of it would probably be an opportunity to look for food (WHO, 2009). Hungry children cannot concentrate in class such children are at risk of contracting diseases since their immunity could be low. Poor health and hygiene are major problems in Indian urban slum life where inadequate water, sanitation, and living facilities, and congestion, is related to under nutrition and general psychological discomfort (WHO, 2009).

The psychological discomfort in such case can be extended to school hence making the child feel hatred to school life. In addition, young children in the slums who are commonly exposed to alcoholism, loitering, and gambling, are the most negatively

affected, this said to have affected their school-going attitude negatively (UNICEF 2012). Children living in urban slums in the other countries face similar barriers; Kenya is not an exceptional since most of those children found in the streets belong to families who live in poverty stricken areas.

A report on the State of the World's Street Children argues that poor health, resulting from poverty-related under nutrition is one of the numerous barriers to schooling that affects children living and working on the streets in urban areas it makes them more likely to suffer from weak cognitive skills and learning abilities (WHO, 2009). In such cases where homes do not have the capacity to offer enough and good food to the children, the school should provide an alternative hence making it Child Friendly. School-based health and nutrition programmes encourage parents to send children to school regularly and encourage communities to prepare and support school garden projects which will help in providing children with good nutrition and helping in developing attitudes, knowledge and values to make appropriate dietary decisions throughout their lives (Booth and Ainscow, 2011).

Children in poor health are more likely to learn less as they are unable to concentrate; this results to lower learning achievements, grade repetition and possibly drop-out of school. Together with this view, UNICEF (2011) continues to support the use of an outside space which it is said to give the children a scope to work and play on a large scale. The outside space makes the children excited and energetic. It is during this energetic play that children are able to vent out their stress and hence the provision of a therapy to the

children's internal bad feelings. MOE (2015) concurs with this, and posits that play space needs to be enough and safe.

In Angola; for example, high levels of retention of 1.3 million over aged children at primary level and drop out at 75% before reaching Grade 6 posed severe challenges in ensuring Universal quality primary Education. It is for this reason that in 2005, UNICEF has been supporting Angola's the Ministries of Education (MoE) and Health (MoH) in a joint effort to strengthen the capacity of primary school to improve children's health conditions and deliver basic health conditions and hygiene related messages to children as a prevention measure. Primary schools were identified as the best possible channel for this effort in the current Angolan context, as school takes the key responsibility in reaching children and mobilizing parents and communities (UNICEF, 2009). This view is not similar to the situation in Nandi where a few of the community members and the Ministry of education are supporting the school to ensure children are kept in school.

Through the campaigns in 2006 and 2007, an estimated 4.1 million primary school children benefited from feeding interventions in approximately 14,000 schools across 18 provinces. The same scale of coverage was achieved from the 2008 and 2009 campaign, reaching over 4 million children nationwide each year. This resulted to improved health of the children and eventually enhancing children's learning achievements and helping keep them in school, thus contributing to a reduction in repetition and drop-out (UNICEF, 2009). Such huge effort is what the current study sought to find out whether the Launched CFS earned any yields in promoting a conducive school learning

environment.

According to MoE, (2008), learners should have access to safe drinking water and nutritious food for their proper physical and intellectual development. The Ministry of Education, the Public Health Departments and the school community needs to ensure that schools have adequate safe storage facility for food items. In Kenya and specifically the area under study, storage of food substances in school is challenge to provision of School Feeding Programme because many schools lack good storage facility; this factor therefore may cause food contamination which in turn becomes a health hazard to the children.

The furniture, that is; the tables and chairs which are to be used by children should be child-friendly this means that they should be appropriate to their age (Koskey,2013) Poorly constructed or inappropriate seats can lead to physical deformities such as curvature of spine, contraction of chest, roundness of shoulders or confirmed stoop (MOE, 2008). Furthermore MOE (2008) continues to support the fact that; this child unfriendly furniture creates tension and fatigue among learners hence affecting their physical health.

Koskey, (2013) views are also in agreement with this, and continue to point out that inappropriate furniture in primary schools is a major cause of poor transition from Pre-primary to the Primary schooling. This could be a likelihood of most children not

performing well in class one as compared to the Pre-school. The learning environment and the seats available could be making the children get fatigued. The school Management committee should ensure that illegal hawking/vending of food to school children in the school compound or its vicinity is prohibited and where the school has a feeding programme provided by an outsider, the quality of food must be inspected on an regular basis (MoE, 2008). This will ensure the children are protected from consuming bad or contaminated food since this may cause some health challenges.

According to Standards Manual for all the schools in Kenya, good health and nutrition are indispensable for effective learning as this will help learners gain maximum benefits from teaching/learning process if they are healthy (MOEST, 2008). Lack of clean water and sanitation in the school is another risk factor which WHO (2009) feels it can expose the children to sanitation and hygiene-related diseases. It reports that about 88% of diarrhea is caused by unsafe water supply, and inadequate sanitation and hygiene. Many schools in communities that are under such circumstance have a high prevalence of the same problems. It is very common for schools, particularly those in rural areas, to lack drinking-water and sanitation facilities completely, or such facilities may exist but inadequate both in quality and quantity (WHO, 2009).

Water is precious commodity which sustains human health, when it lacks in school, children are subjected to a health crisis which in turn makes the school not to be a conducive environment. Diarrhoea and malaria infections force many schoolchildren to be absent from school. Poor environmental conditions in the classroom can also make

both teaching and learning very difficult. Teacher's impaired performance and absence caused by disease has a direct impact on learning, and their work is made harder by the learning difficulties faced by the school Children. Girls and boys are likely to be affected in different ways by inadequate water, sanitation and hygiene conditions in schools, and this may contribute to unequal learning opportunities. For example, lack of adequate, separate and secure toilets and washing facilities may discourage parents from sending girls to school, and lack of adequate facilities for menstrual hygiene can contribute to girls missing days at school or dropping out altogether at puberty (MOE, 2010).

The Kenyan Basic Education Regulation Act of 2015 stresses this and points out that; there is need to have enough sanitary facilities in schools and the same should render provision to both boys and girls segregated by age (GOK, 2015). When this misses, the learners are psychologically affected. The adolescent girls need privacy and water to clean themselves during their menstrual periods, if this lacks, they would prefer to absent themselves from school; a place they feel is not responding to their needs. The current study sought to establishes whether the same situation existed in the study area.

Alal, (2014) reported that about 2500 children absent themselves from school because of jigger's infestation. This report Points out that Kisumu county is not an exceptional since the rate of school dropouts due to jigger infestation is worrying. Jiggers live in dusty grounds or floors, the Kisumu situation gives a clear evidence that some of our schools have dusty classroom floors which provide a good habitat for jiggers. If schools are not healthy proving as has been noted, then they become unfriendly to the learners hence the

probable cause of school incompleteness which in turn is a hindrance to the achievement of the millennium goal which advocates for Universal Primary Education.

2.4 Knowledge Gap

From the literature review presented, it is evident that poverty is a major aspect that has posed many challenges to the implementation of CFS in many regions of the world. The honour of the human rights and especially the child rights led to the introduction of free and compulsory education, this was accepted whole-heartedly by many but this has made the available physical facilities to be overstretched in most schools hence making the learning environment not to be child friendly. Muigua, (2009) also noted that, although the government had developed guidelines, procedures and strategies to create and sustain CFS environment in Kenya, there appeared to be lack of proper enforcement mechanisms and this deemed to be the main obstacle to the effective implementation of the programme.

According to Limo (2013), some schools have not been able to create strong linkages with the community and partners, especially in areas where poverty is high. Others are struggling in trying to enhance equity and equality, particularly in trying to attain gender parity and establish disability-friendly schools. Koskey, (2013) also found out that parents and the entire community do not fully participate in assisting teachers in matters concerning school activities and in particular the development of teaching and learning resources. Poor community linkage is another challenge which available literature highlights. Communities play a vital role in child development; they help teachers and

also ensure children learn in conducive environment.

The aspect of children's safety has not been featured much; the literature available shows that a majority of schools lack fences and those with fences lack gates which provide free access to strangers and stray animals. This poses safety challenges to children in school. Many poverty stricken areas lack health provision services like school feeding programmes, they have poor drainage system, and to a majority provision of water for washing hands after visiting toilet is not there.

Inclusive education is important as it renders a chance to all children to attend school, but there is lack of enough well trained teachers to handle the special needs children. Appropriate physical facilities for children with special needs are also lacking in public primary schools of the current study area. The presented literature showed that the communities do not play their roles well in assisting teachers ensure school are child friendly; they were reported not to assist teachers in making the teaching and learning materials and also the provision of voluntary services in school.

2.5 Summary

The chapter presented general literature on the Child-Friendly School model, principles guiding the development of Child-Friendly School programme, benefits of Child-Friendly School, its intention and global evaluation on the same inclusive Child-Friendly schools, safe and healthy schools, benefits of school community participation in school programmes, and finally the knowledge gaps. The next chapter will present the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the methodological considerations the study used. It provides the research paradigm and design, study area, target population, sampling procedures, research instruments, validity and reliability of the instruments, data collection and analysis procedures. Lastly, it highlights the ethical considerations and summary of the chapter.

3.2 Philosophical Research Paradigm

During the undertaking of any research, it is very important to consider different beliefs which according to Creswell (2014) are called philosophical assumptions. Tashakkori and Teddlie (2010)) points out that philosophy is important in research because it shapes the way researchers formulate the research problem. Jwang and Ong'ondo (2011) pointed out that a philosophical paradigm is a way of looking at the world and making interpretations of what is to be studied. Research paradigms therefore, are patterns of beliefs which regulate inquiry within a discipline by providing lenses, frames and processes through which investigations are to be accomplished.

This study was based on pragmatic philosophical research paradigm whose approach applies pluralistic means of acquiring knowledge about a phenomenon (Tashakkori and Teddlie 2010). Creswell (2013) also supports the idea that pragmatism makes it possible

to work within the positivist and interpretivist approach. This integrated point of view allows the usage of various ways to answer research questions at hand. The stated philosophical approach rejects a position between which views oppose each other. Mixed methods research design used in this study strongly was in agreement with pragmatic views of tackling issues with an intention of acquiring in-depth information using a variety of methods.

3.3 Research Design

Creswell (2009) defines research designs as arrangement of procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. It is the plan of those conditions which allows data collection and its analysis in a manner that will make the researcher not to lose track of his objective and also save time and resources. This study was based on mixed methods research design which according to Creswell, (2014) is the concurrent approach. It involves integration of philosophical assumptions, by using both quantitative and qualitative approaches in a study. It is thus more than simply collecting and analyzing both kinds of data concurrently; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either one of the two approaches (Creswell, 2009).

Indeed mixed methods provide the opportunity for presenting a greater diversity of divergent views. Quantitative research has typically been directed at theory verification, while qualitative research has typically been concerned with theory generation. Tashakkori and Teddlie (2010) also supports this method and hence points out that it

helps in answering questions which cannot be answered by qualitative and quantitative approaches alone. A major advantage of using the mixed methods research in this study enabled the researcher to answer confirmatory questions with regard to the research problem in question through the administration of both open and closed ended questionnaires, interviews and also observation schedules.

According to Best and Kahn (2008) closed ended questions yield quantitative data while interviews, observations and open ended questions yield qualitative data which describe changes. Rating scales used in questionnaires provided quantitative data which measure success. This mixed method approach focused on the value-based and action-oriented dimensions of each of the different inquiry and philosophical world views and became the grounds on which methods and analysis decisions were made. The combination of the methods as earlier viewed helped complement the advantages of each methodology with those of the others making a stronger research design that will yield more valid and reliable findings (Creswell, 2009).

3.4 Study Area

This study was carried out in Nandi North Sub County, in Nandi County. The Sub County and its surroundings enjoy the best weather which is relatively moderate in terms of rainfall and temperatures; compared to other parts of the country. The favourable weather has endowed the region with fertile farming lands where a number of agricultural activities such as dairy, food and cash crop farming are carried out. The study area is

comprised of eight zones namely; Lelmokwo, Kabiyet, Kabisaga, Kabyemit, Sang'alo, Mutwot, Kurgung' and Chepterwai.

Chepterwai Zone which borders Kakamega County has a hilly terrain, during rainy season the marrum roads are almost impassable and during dry season the same roads are very dusty. The roads in this area are mainly murram; the only tarmac road is that which connects Mosoriot and Kabiyet urban centres. It is also one of the most populated areas in Nandi County whose dwellers unlike the others do not grow much tea which is a major cash crop, majority of them are subsistence farmers It is therefore believed that the study area gave a wide and varied view of the problem under study as compared to the other Sub Counties where CFS was also launched

3.5 Target Population

Target population of a study is a group of individuals taken from the general population who share a common characteristic, such as age, beliefs, interests and sex. The present study targeted all the one hundred and seventy five Public Primary schools, the eight zonal QASOs, Public Primary school head-teachers, senior teachers and all BOM chairpersons who represented the parents in the area selected for the study. The targeted BOM chairpersons, Zonal QASOs, head teachers and senior teachers have a common interest in ensuring their schools and conducive for learning. Table 3.1 presents the targeted population for the current study.

3.6 Sampling Procedures and Sample Size

Sampling means selecting a given number of subjects from a defined population as representative of that population (Orodho, 2008). The study used Yamane formula to get a sample size of 94 Public Primary schools. Stratified sampling technique was used to select schools from the eight zones then Simple random sampling technique was employed to select the 94 Public Primary schools to take part in the study. Purposive sampling technique was used to select 94 head-teachers from the sampled schools, all the 8 Zonal Quality Assurance and Standards Officers. Ninety four senior teachers and the same number of BOM chairpersons were also purposively selected. This is as presented in table 3.1.

Table 3.1: Target Population and Sample Size

| Respondents | Target population | Sample size |
|------------------|-------------------|-------------|
| Zonal QASOs | 8 | 8 |
| Head-teachers | 175 | 94 |
| Senior Teachers | 175 | 94 |
| BOM Chairpersons | 175 | 94 |
| Total | 533 | 282 |

Source: Author, (2016)

3.7 Study Variables

The variables under investigation in this study were dependent and independent variables. The dependent variable comprise of learning environment. The independent variables included community participation, safety and protective measures, school's health and sanitation practices and inclusiveness in public primary schools. When the mentioned independent variables are implemented in a school set up, the learning environment is always assumed to be conducive and hence better learning outcomes. The study assumed that there was a relationship between independent and dependent variable that is, when all the aforementioned independent variables are considered in a school setup, the learning environment will always be conducive for learning.

3.8 Research Instruments

Research instruments aid a researcher in collecting information that is used in answering the research concerns in a study. The tools which were used in this study are questionnaires, interview guide and observation schedules. This study was based on mixed methods research design which according to Creswell, (2014) is the concurrent approach. It involves integration of both quantitative (questionnaires) and qualitative (interviews) approaches in a study and both kinds of data collection were done concurrently. These are discussed in the following sections:

3.8.1 Questionnaire

A questionnaire contains a set of questions which can be answered by the research participants in a set of ways. According to Kothari (2008), a questionnaire is a research

instrument that is used to gather data over a large sample. Most questionnaires are designed to gather already structured data and so include a set of answers which the respondent can choose from, although some may include more open-ended questions which allow the respondent to answer the question in their own way, others give a provision where all the participants are asked the same questions, in the same order and using the same wording and have the same set of answers to choose from (Matthews and Ross 2010). Basing on this argument, the researcher was able to collect information from various schools over a short period of time.

Kothari (2008) points out that, questionnaires are usually free from the interview bias as the answers are in respondent's own words. Respondents have adequate time to give well thought out answers. Matthews and Ross (2010) also argues that a questionnaire is an efficient research tool which when used the researcher will obtain personal ideas from a respondent. A questionnaire was preferred in the study for collecting data because the questions, wordings and sequence are fixed and identical to all respondents.

Secondly, it was deemed to have the advantage of obtaining standard responses to items, making it possible to compare between sets of data. Thirdly, it allowed the participants to give their own opinion on the issue at stake for instance the Likert scale questions (Matthews & Ross 2010). The questionnaire was in two parts: The first part covered background information of the respondents; the second part sought to answer the research questions. This is as presented in Appendices H and J. The questionnaires were administered to a section of senior teachers and head-teachers as this was meant to comply with requirements of the research design in use.

3.8.2 Interview Guide

An interview is a particular type of conversation between two or more people. Usually the interview is controlled by one person who asks questions. Orodho (2008) postulates that many people are willing to communicate orally than in writing and they would provide data more readily and fully than on a questionnaire. Basing on Kumar (2006), the advantages of using a structured interview is that; the researcher will be able to clarify any queries concerning the questions. This ensured that answers were reliably aggregated and allowed comparisons to be made.

In this, participants can discover, uncover or generate the rules by which they are playing this particular game. The interviewer can become more adept at interviewing, in general, in terms of the strategies which are appropriate for eliciting responses (Tight, Hughes and Blaxter, 2006). A structured interview guide was used to gather information from all QASOs and BOM chair persons and also the selected 10% of the head-teachers and senior teachers as this was deemed to go in line with the research design adopted. According to Kothari, (2008) 10% of a target group would always provide a representative sample which in this case is derived from 175 schools. The interview schedules are as presented in appendices I, K L and M.

3.8.3 Observation Schedule

Observation is probably the most basic (not the simplest) way to collect data. In this instrument, the researcher normally records what he or she observes. In social research, observation is often presented as being associated with qualitative data. However, this is not really the case. At the simplest level, counting is clearly a form of observation and is

most likely to be linked with quantitative research design (Matthews and Ross, 2010). The kinds of observations made were structured since the researcher came up with data by critically reviewing the school environment to evaluate what was available to support CFS model.

The observations of the general school appearance were conducted in order to observe the nature of their child friendliness with respect to the physical facilities as well as healthy and safety. Each item on the checklist that was observed was designated with a check. The observations were made to ascertain whether the physical facilities available were of required standards to answer the research questions. The general school compound was observed to check whether the school rendered a child friendly environment to the learners. Appendix N displays this.

3.9 Validity and Reliability of the research instrument

The quality of any research instrument solely depends on its accuracy in data collection procedures and for this to be achieved, the instruments must yield information which help in answering research questions. In this sub-section, validity and reliability of research instruments is presented. The focus is on the relevance and consistency of yielded data; which is of value to any study since any reliable information is importance in any decision making. Detailed information on validity and reliability of research instruments is as highlighted in sub sections 3.9.1 and 3.9.2.

3.9.1 Validity

According to Matthews and Ross (2010) validity is quality attributed to proposition or measures of the degree to which they conform to establish knowledge or truth. The content validity of the instrument was determined by the study through discussion of the items in the instrument with the supervisors, lecturers from the department and colleagues. In order to evaluate the content validity of the instruments, the research came up with dimensions and elements that constituted adequate coverage as per the studies' objectives.

Face Validity was established by ascertaining whether at face value, the questions appear to be measuring the construct as per the research objectives. This simply means that the validity is taken at face value by skimming through the questionnaire. As a check on face validity, research instruments were given to experts to obtain suggestions for modification. The study observed this to ensure that the instruments provided adequate coverage of the study models. Advice given by these experts helped the researcher to determine the validity of the research instruments. The advice included suggestions, clarifications and other inputs. These suggestions were used in making necessary changes to promote the quality of the instruments.

3.9.2 Reliability

Reliability of data collection tool is the ability to consistently yield the same results when repeated measurements are taken of the same individuals under the same conditions. In order to test the reliability of the instrument to be used in the study, the test- retest method was used; this entailed administering the same instruments to the same

respondents twice after a give lapse of time. The questionnaire was administered during the pilot study in Wareng Sub- County. This sub-county was selected for piloting because it has the same characteristics as the area selected for the study. During this exercise, a sample which comprised of 3 schools 3 head-teachers, 3 senior teachers, 3 BOM chairpersons and 1 QASO was selected. Questionnaires were administered, collected data was analyzed.

After two weeks, same respondents were given the same questionnaires, collected responses were also analyzed. Cronbach's Coefficient Alpha was used to determine the reliability of the research instrument by correlating results from the two scores. A reliability coefficient of 0.7 was obtained; this showed that there was a strong relationship between the first and the second scores obtained after the instruments were administered. It was therefore assumed that the data collection instruments were reliable. The entire questionnaire was found to be reliable after several typographical errors and omissions detected were corrected in the instrument hence confirming that its sufficiency for used in the study.

3.10 Data Collection Procedure

The initial permission was obtained from the School of education at University of Eldoret and this was used for applying a research permit from the National commission for Science Technology and Innovation (NACOSTI). The permit was then presented to the County Director of Education, Nandi North Sub-County who in turn wrote an

introductory letter to the head-teachers of selected schools. The sought introductory letter allowed the study to be carried out in the schools selected.

Before actual data collection exercise took place, a preliminary survey was undertaken in the selected schools in Nandi North Sub County. This was important because it enabled the familiarization with the study area, appointments with the identified persons were made and their contacts were also sought. The researcher left copies of the questionnaire with respondents and agreed on an appropriate day for collecting the completed instruments, then proceeded with interviews and observations in the selected schools. This was done to complement with the concurrent research design that was adopted.

3.11 Data Analysis

The purpose of data analysis is to describe, discuss, evaluate and explain the content and characteristics of collected information so as to be able to answer the research questions (Matthews and Ross, 2010). After all the data was collected, it was systematically organized in order to facilitate analysis. This organized data was entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS Version 22.). The obtained research results yielded both qualitative and quantitative data since the study adopted mixed methods approach. Qualitative data was analyzed basing on themes emanating from respondents information. Responses from the likert type scale (questionnaire) were analyzed quantitatively.

Finally Pearson product moment correlation was used to analyze the relationship between the CFS Model and dependent variables; this helped evaluate the influence of child

friendly schools model on learning environment in Public day primary schools in Nandi North-Sub County. Pearson product moment correlation qualified for use because the instruments were of interval and ratio-scaled variables. After analysis, data was presented in tabular form using frequencies and percentages, pie charts and bar graphs were also used in data presentation.

3.12 Ethical Considerations

According to Matthews and Ross (2010) Ethics has to do with concerns, dilemmas' and conflicts that arise over the proper way to conduct research. Ethics help in defining what is or is not legitimate to do, or what "moral" research procedure involves. The study ensured that an approval to carry out the research was obtained from NACOSTI and the Nandi County Education office. The purpose of the study was explained to the respondents; their informed consent was also obtained before the commencement of the study. The study created a consent form which explained the objectives of the study, data collection procedures, privacy information, and requirements of the participants.

Names of respondents were not to be revealed in the final report and this assured them of confidentiality on information they gave. The participation of respondents was voluntary with no benefits attached. The respondents were assured of feedback upon request after the study as this aimed at securing cooperation from them. Together with the mentioned issues, a rapport with the respondent was established and this facilitated the collection of data. Questionnaire sets and interviews were carried out in an environment that allowed privacy of the information and the respondent's confidentiality.

3.13 Field Experience

During the study the researcher interacted with the respondents in order to establish whether the CFS had influenced the learning environment in their schools. From the description of the study area and time when data was collected, it is evident that the researcher had a rough time moving from one school to another. The roads were so dusty that movement on motor cycle made the data collection procedure to be constricted by some health complications that arose in the process. Another tasking experience was to reach the zonal QASOs since they were very busy with their administrative duties and interviewing them was difficult. The researcher therefore had to adjust the time and venues of meeting them.

3.14 Summary

The chapter presented the methodological approach to the study. It provided the philosophical research paradigm which underpinned the study the paradigm was pragmatic. The concurrent mixed research design was explained and study area under investigation which is said to rich in agriculture was also highlighted. The target population, sampling procedures and sample size used in the study were presented. The research instruments used in the study which included questionnaire, interview guide and observation were given together with the validity and reliability of the same tools. The data collection procedures and analysis used in the study were also presented. Lastly, the ethical considerations and summary of the chapter were also discussed. The next chapter will provide the data presentation, its analysis, interpretation and discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the data obtained from tools that were used in the study, its analysis, interpretation and discussion on the influence of Child Friendly Schools Model on learning environment in Public Primary schools in Nandi North Sub-County. The data for this study was collected using questionnaire, interview schedule and observation check list and was analyzed concurrently through descriptive statistics. An analysis of the collected data was done to achieve the following research objectives to; establish the influence of community participation on school learning environment, examine the extent to which safety measures adopted in school influence the learning environment, identify the influence of school inclusiveness on learning environment and establish the effect of school health and sanitation practices on learning environment

4.2 Background Information of Respondents

This section summarizes the respondents background information sought during the study. The information includes their gender, age, highest education level and teaching experience as shown in Table 4.1. From the study most 49 (66.2%) of the head-teachers and 40(54.1%) of the senior teachers were male, while 25 (33.8%) head-teachers and 34(45.9%) senior teachers were female. This showed that majority of head-teachers and

teachers were male, hence an indication of gender disparity in the distribution of senior teachers in study area.

Table 4.1: Background Information of Respondents

| | Response | Head-teachers | | Senior teachers | |
|--------------------|----------------|---------------|---------|-----------------|---------|
| | | Frequency | Percent | Frequency | Percent |
| Gender | Male | 49 | 66.2 | 40 | 54.1 |
| | Female | 25 | 33.8 | 34 | 45.9 |
| | Total | 74 | 100.0 | 74 | 100.0 |
| Age bracket | Below 30 years | 20 | 27.0 | 24 | 32.4 |
| | 31-40 years | 21 | 28.4 | 31 | 41.9 |
| | 41-50 years | 26 | 35.1 | 16 | 21.6 |
| | Over 51 years | 7 | 9.5 | 3 | 4.1 |
| | Total | 74 | 100.0 | 74 | 100.0 |
| | | | | | |
| Education level | Diploma | 11 | 14.9 | 9 | 12.2 |
| | Bachelors | 40 | 54.1 | 38 | 51.4 |
| | Masters | 23 | 31.1 | 27 | 36.5 |
| | Total | 74 | 100.0 | 74 | 100.0 |
| Working Experience | Below 3 years | 6 | 8.1 | 8 | 10.8 |
| | 3-5 years | 12 | 16.2 | 26 | 35.1 |
| | 5-8 years | 5 | 6.8 | 18 | 24.3 |
| | Over 9 years | 51 | 68.9 | 22 | 29.7 |
| | Total | 74 | 100.0 | 74 | 100.0 |
| | | | | | |

Source: Field data (2016)

This finding concurs with UNESCO (2014) which showed that in Nepal girls lack role models in school since only 25% of the teaching staff comprised female teachers. According to their philosophy and customary cultures women are made subservient to male members of the family throughout their life and hence a constraint to accessing education; the lucky few to access education are not enough to provide for the girls in school. According to the views of the current study; children learn best by copying; when the available environment does not provide role models, the girls in such scenario will not take schooling seriously therefore making it a constraint to the achievement of Kenya MDG which stresses on the provision of Universal Education.

At least 26(35.1%) of the head-teachers aged between 41 and 50 years, with 21(28.4 %) falling between above 31 and 40 years, and 20(27%) appearing between below 30 years and 7(9.5%) above 51 years. However 31(41.9%) of the teachers aged between 31 and 40 years, with 24(32.4%) aged below 30 years, while 16(21.6%) aged between 41 and 50 years and 3(4.1%) above 51 years. These findings indicate that majority of respondents were below 40 years and this therefore shows that the respondents may be efficient in implementing child friendly schools model since they are still young and this makes the learners yearn to emulate the energetic teachers they see in their school and hence strive hard so as to be like their young teachers in future.

Majority of the head-teachers 40(54.1%) and 38(51.4%) of senior teachers had Bachelor's degrees in Education, while 23 (31.1%) of the head-teachers and 27(36.5%) of teachers had masters qualification and 11(14.9%) head-teachers and 9(12.2%) teachers had diplomas in education. An average proportion 51 (68.9%) of the head-teachers and

22(29.7% teachers had more than 9 years of teaching experience. The more experienced a teacher is the more he or she is likely to be effective in the implementation of a Child Friendly Schools Model in their schools. The obtained data therefore shows that the study area has head-teachers who are experienced. However, basing on the duration of time the head-teachers and school teachers have had on their professional position, 12(16.2%) of the head-teachers and 26(35.1%) of the school teachers had between 3 and 5 years of teaching experience and 6(8.1%) of the head-teachers and 8(10.8%) of school teachers fell below a 3 years' category of teaching experience.

Highest level of education of teachers is assumed to affect the implementation of Child friendly schools model on learning environment in Public Primary schools. When teachers are advanced in their professional matters, they acquire more knowledge and experience in child handling and therefore a likelihood of implementing a Child Friendly Schools Model in their schools. The findings indicate that teachers in the study area had enough professional training which may help them in the implementation of CFS in their schools.

Training and experience is an aspect which exposes individuals to their environment; this kind of exposure makes them understand how to deal with challenges which they may encounter in various situations of their environment. This finding agrees with GOK (2015) which points out that a well trained and appropriately qualified teacher is a position to increase the care and education of children. According to the current study, kind of environment in question is the one for learning; teachers with enough training are better placed in terms of problem solving skills and child care.

The findings, therefore, depict that most of the teachers had a teaching experience of above 5 years, while head-teachers had above 9 years. This indicates that they are likely to be in a good position to provide information on the influence of Child Friendly Schools Model on learning environment in Public Primary schools. The findings of this study agrees with Meng, (2008) who argued that teachers experience and their training significantly influence their attitudes towards school and the general learning environment ; this as earlier pointed out will help in boosting service delivery in school and hence the provision of a conducive learning environment .

4.3 Learning Environment

Learning environment is the dependent variable in this study. During the study the views of the senior teachers, head-teachers, BOM chair persons and Quality Assurance and Standards officers were used in order to establish the influence of Child Friendly Schools Model on learning environment in Public Primary schools in Nandi North Sub-County. The descriptive statistics was used to establish the status of learning environment by assessing the views of senior teachers, head- teachers, parents and quality assurance and standards officers using both interviews and questionnaires.

The response on the views about learning environment showed that, most of the head-teachers 66(89.2%) and 60(81.1%) of teachers agreed that the learners had adequate space to play without being disturbed by others and a few head-teachers 8(10%) and 10 (13.6%) of the teachers disagreed and only 4 (5.4%) of teachers were undecided. Majority of the head-teachers 45(60.8%) and teachers 48(64.9%) agreed that school

buildings had adequate protection from bad weather elements, with 27(36.5%) of head-teachers and teachers 24 (32.4%) disagreeing, the rest 2(2.7%) of head-teachers and the same proportion of teachers were undecided. From this study it is evident that the school buildings were adequately protected from bad weather and hence conducive for learning.

A large proportion of the head-teachers 63(85.1%) and teachers 63(85%) agreed that learners interact freely with the teachers and a small proportion 6(8.1%) of the head-teachers with 10(13.5%) disagreed while 5(6.8%) head-teachers and 1(1.4%) of teachers were undecided. This implies that learners interacted freely with the teachers in Public Primary school. At least 42(56.7%) of the head-teachers and 40(54%) of the teachers agreed that the enrolment and retention rates were constant, Also, 27(36.5%) of head-teachers and 10(13.5 %) teachers disagreed on the same and 5 (6.8%) of the head-teachers together with 24(32.4%) of the teachers were undecided. An equal proportion of the head-teachers and teachers 54(72.9%) agreed that school community was aware of the school rules and regulations and 16(21.7%) head-teachers and 14(18.9%) teachers disagreed, while the rest 4(5.4%) of head-teachers and 6(8.1%) of teachers were undecided. This showed that community was aware of the school rules and regulations.

Majority of the head-teachers 54(72.9%) and 60(81%) teachers agreed that the school actively informed the community about what was happening in the school. However, 15(20.3 %) head-teachers and 7(9.5 %) teachers disagreed and 5(6.8%) head-teachers and 7(9.5%) of teachers were undecided. This indicated that the parents were informed of what was happening in the school. All the views obtained on the general learning environment in school indicates that the learners in Public Primary schools had adequate

space to play without being disturbed, their teachers cared for them and also the parents knew all that was happening in school as far as the rules and regulations were concerned. This view is in agreement with UNICEF (2011) and Basic education act of no. 14 of 2013 which advocated for a learning environment which is conducive in the sense that it is able to provide children with a psychological comfort during the learning process both in and outside the classroom.

At least 20(27%) head-teachers and with 17 (23%) teachers agreed that schools had inclusive learning materials, with 50(67.5%) head-teachers and 54(72.4%) who disagreed and the rest 7(9.5%) of the head-teachers and 3(4.1%) of the teachers were undecided. This implies that Public Primary schools lacked inclusive learning materials. This fails to agree with Bruns, Filmer and Patrinos, (2011) which recommended that schools needed special physical facilities for learners with special needs since this has a multiplier effect to learning environment of such learners in any given learning environment.

Also, 36(48.6%) of the head-teachers and 58(78.4%) teachers agreed that learners participate in decision making, with 34(45.9%) of the head-teachers and 12(16.3%) of the teachers disagreeing on the same and finally, an equal proportion of 4(5.4%) head-teachers and teachers responded that they were not decided. These findings show that learners were given an opportunity to participate in decision making. Children's rights is an important component which promotes child development; response obtained on this view showed that it is in agreement with Bruns *et al.*, (2011) and GOK(2015) which stresses the need for children to be given a chance to be able to express their views. This is as summarized in Table 4.2

Table 4.2 : Head-teachers and senior Teachers' views on Learning Environment

| Statement | Category | Strongly agree | | Agree | | Undecided | | Disagree | | Strongly disagree | |
|---|---------------|----------------|------|-------|------|-----------|------|----------|------|-------------------|------|
| | | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| Learners have adequate space to play without being disturbed by others. | Head-teachers | 25 | 33.8 | 41 | 55.4 | | | 7 | 9.5 | 1 | 1.4 |
| | Teachers | 20 | 27.0 | 40 | 54.1 | 4 | 5.4 | 9 | 12.2 | 1 | 1.4 |
| School buildings have adequate protection from bad weather elements. | Head-teachers | 22 | 29.7 | 23 | 31.1 | 2 | 2.7 | 25 | 33.8 | 2 | 2.7 |
| | Teachers | 21 | 28.4 | 27 | 36.5 | 2 | 2.7 | 22 | 29.7 | 2 | 2.7 |
| Learners interact freely with the teachers | Head-teachers | 16 | 21.6 | 47 | 63.5 | 5 | 6.8 | 6 | 8.1 | | |
| | Teachers | 22 | 29.7 | 41 | 55.4 | 1 | 1.4 | 8 | 10.8 | 2 | 2.7 |
| The enrolment and retention rates are constant | Head-teachers | 10 | 13.5 | 32 | 43.2 | 5 | 6.8 | 17 | 23.0 | 10 | 13.5 |
| | Teachers | 32 | 43.2 | 8 | 10.8 | 10 | 13.5 | 8 | 10.8 | 16 | 21.6 |
| The school community is aware of the school rules and regulations | Head-teachers | 18 | 24.3 | 36 | 48.6 | 4 | 5.4 | 13 | 17.6 | 3 | 4.1 |
| | Teachers | 19 | 25.7 | 35 | 47.3 | 6 | 8.1 | 11 | 14.9 | 3 | 4.1 |
| The school actively informs the community about what is happening at the school | Head-teachers | 13 | 17.6 | 41 | 55.4 | 5 | 6.8 | 13 | 17.6 | 2 | 2.7 |
| | Teachers | 24 | 32.4 | 36 | 48.6 | 7 | 9.5 | 4 | 5.4 | 3 | 4.1 |
| The school has inclusive learning materials | Head-teachers | 10 | 13.5 | 10 | 13.5 | 7 | 9.5 | 28 | 37.8 | 22 | 29.7 |
| | Teachers | 20 | 27.0 | 34 | 45.9 | 3 | 4.1 | 15 | 20.3 | 2 | 2.7 |
| Learners participate in decision making | Head-teachers | 34 | 45.9 | 2 | 2.7 | 4 | 5.4 | 13 | 17.6 | 21 | 28.4 |
| | Teachers | 14 | 18.9 | 44 | 59.5 | 4 | 5.4 | 9 | 12.2 | 3 | 4.1 |

Source: Field data (2016)

The findings were also in agreement with Ndani (2009) who supported the importance of respecting the children's views as this way one way of respecting their rights. Since the study adopted a concurrent mixed methods research approach, qualitative data was also sought. Another group of twenty head-teachers and the same number of school teachers, parents and the eight zonal QASOs from the study area were also interviewed to establish the roles that the community plays towards enhancing learning environment. Together with this, observation was also made on twenty schools which comprised a 10% of the targeted schools; results obtained showed that: Most 15(75%) of the head-teachers responded that their schools were child friendly and 5(25%) were not in agreement. This is as summarized in Figure 4.1.

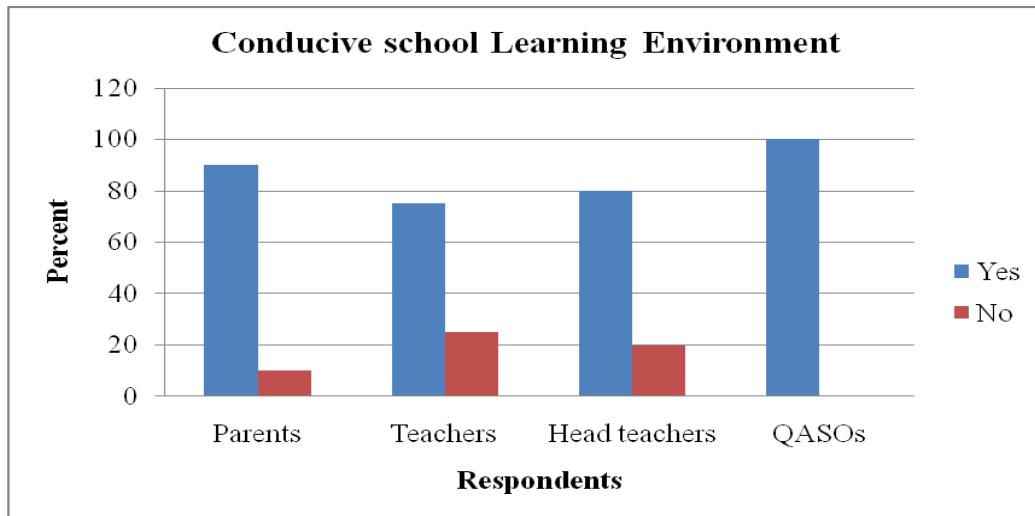


Figure 4.1 Conducive school learning environment

Source: Field data (2016)

A large proportion 18(90%) of the parents responded that their schools were child friendly while 2(10%) were no in agreement with the view. Another section 15(75%) of teachers said that their schools were conducive for learning while the rest 5(25%) said that their schools were not conducive to the learners. All the zonal QASOs 8(100%) responded that their schools were child friendly. When farther asked to substantiate why they felt their schools were child friendly, the QASOs were also in support of this view because they responded that schools currently include learners in school's Board of Management and they also gave them a chance to choose their own leaders. From the interview schedule the parents indicated a child friendly school as one which comprise an environment which accommodates all types of learners, the one that treats them fairly and a place where parents, teachers, students and stakeholders interact and share ideas freely and hence a conducive place for learning.

This, group of respondents also reported that few teachers were trained in handling children with special needs; especially the deaf or partially deaf. The same group said that there was only one school in the sub-County that had inclusive learning materials. The available results of the study agrees with MoE (2012) which pointed out that many teachers and the community lacked competencies of managing learners with special needs. The obtained information therefore, revealed that children with special needs are probably finding the Public Primary schools in Nandi North Sub-County to be unfriendly to them. This agrees with Kenya Basic Education Act No. 14 of 2013, Ndani, (2009), Clair and Miske, (2010), who argue that children's best interest and respect of their views were vital and crucial in their development.

4.4 Influence of community participation on school learning environment

The first objective of the study was to identify the influence of community participation on school learning environment. This was established using descriptive statistics; in this, words and numbers are used to summarize and describe the collected data. The analyzed data is presented by using frequencies and percentages. Pearson correlation coefficient was also used to establish the relationship between learning environment and community participation. The head-teachers and teachers had various views on the community participation in school learning environment as is summarized in Table 4.3.

From the study 31(41.9%) of head-teachers and 46 (62.2%) teachers agreed that families are involved in making decisions that promote learning in class. However, 38(51.4%) head-teachers and 12 (16.3%) teachers disagreed. This implies that families were involved in decision making in order to promote learning in Public Primary school. This finding concurs with RMOE, (2009) which has it that the community in Rwanda was always in designing, construction and maintenance of the school infrastructure.

It also adheres to the Kenyan GOK (2013) and MoEST (2008) views which advocates for the provision of conducive school learning environment where the children's parents are elected as school committee members. This idea ensures the children psychological comfort when they see their parents participate in school activities. Though the response was not above average, the idea indicates that it will make the community own the school and therefore mind about the welfare of the children in it.

Table 4.3 Head-teachers and Teachers Views on Community Participation

| Statement | Category | Strongly agree | | Agree | | Undecided | | Disagree | | Strongly disagree | |
|---|---------------|----------------|------|-------|------|-----------|------|----------|------|-------------------|------|
| | | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| Families are involved in making decisions that affect this school | Head-teachers | 14 | 18.9 | 17 | 23.0 | 5 | 6.8 | 35 | 47.3 | 3 | 4.1 |
| | Teachers | 9 | 12.2 | 37 | 50.0 | 16 | 21.6 | 11 | 14.9 | 1 | 1.4 |
| Many parents attend school events | Head-teachers | 10 | 13.5 | 39 | 52.7 | 4 | 5.4 | 17 | 23.0 | 4 | 5.4 |
| | Teachers | 19 | 25.7 | 28 | 37.8 | 4 | 5.4 | 20 | 27.0 | 3 | 4.1 |
| Parents and other community members render voluntary services to school | Head-teachers | 2 | 2.7 | 20 | 27.0 | 10 | 13.5 | 37 | 50.0 | 5 | 6.8 |
| | Teachers | 5 | 6.8 | | | 4 | 5.4 | 47 | 63.5 | 18 | 24.3 |
| Parents assist in making of teaching and learning materials | Head-teachers | 5 | 6.8 | 18 | 24.3 | 6 | 8.1 | 39 | 52.7 | 6 | 8.1 |
| | Teachers | 9 | 12.2 | 45 | 60.8 | 10 | 13.5 | 10 | 13.5 | | |
| Staff from this school makes direct contact with families whose children drop out of school | Head-teachers | 11 | 14.9 | 44 | 59.5 | 8 | 10.8 | 11 | 14.9 | | |
| | Teachers | 16 | 21.6 | 21 | 28.4 | 9 | 12.2 | 24 | 32.4 | 4 | 5.4 |
| School committee and BOM reflect the diversity of the school community | Head-teachers | 21 | 28.4 | 38 | 51.4 | 6 | 8.1 | 6 | 8.1 | 3 | 4.1 |
| | Teachers | 14 | 18.9 | 35 | 47.3 | 5 | 6.8 | 18 | 24.3 | 2 | 2.7 |

Source: Field data

Most of the head-teachers 49(66.2%) and teachers 47(63.5%) agreed that many parents attended school events. This indicated that parents take school events seriously. This also concurs with the earlier mentioned views of the Kenyan Basic Education Act no. 14 of 2013 and MoEST (2008) that there is school community collaboration through school

management boards where parents are elected as members. At least 55 (74.4%) of head-teachers and 37 (50%) teachers agreed that they made direct contact with families whose children dropped out of school, with 11(14.9%) head-teachers and 28 (37.8%) teachers disagreeing.

The study findings showed that the school staff made direct contact with families whose children dropped out of school. The results obtained here concur with GOK (2015) which has it that it is the responsibility of the school to ensure that when children are absent from school, the head teacher through the class teachers should find the whereabouts of the affected learners; this they do by communicating to the parents directly. Another proportion of the head-teachers 42(56.7%) and 65 (87.8 %) teachers disagreed that parents and other community members render voluntary services to their school, with 10(13.5%) school heads and 4(5.4%) teachers being undecided on the same. This implies that parents and community members do not always render voluntary services to school. The findings under this circumstance is in agreement with Ndani (2009) which pointed out that parents do not render voluntary services in school since they have a view that Free Primary Education caters for all school aspects.

Majority 59 (79.8%) of head-teachers and 49 (66.2%) teachers agreed that their school committee and BOM reflected a diversity of the school community. Also 11(14.9%) head-teachers and 20 (27%) teachers disagree on the same. This portrays that Public Primary schools in Nandi North Sub-County have school committees and BOM that reflects a diversity of the school communities. Basing on the nature of the study area the community is comprised of a diverse ethnic communities whose varied cultures

contribute to a sense of unity and hence a friendly learning environment for all children. Most of the head-teachers 45(60.8%) and 10 (13.5%) teachers disagreed that parents assist in making of teaching and learning materials, with 23(31.1%) heads and 54 (73%) teachers agreeing 6(8.1 %) who responded that they were undecided. This indicated that parents in Public day primary schools in Nandi North Sub-County do not assist in making of teaching and learning materials.

This response as like the earlier one obtained is in agreement with Somerset (2009) which pointed out that parents do not render voluntary services in school since they believe that Free Primary Education caters for all school aspects. Since the study adopted concurrent mixed approach, the interview guide administered to another group of head-teachers identified other roles that the community played towards provision of child friendly school to include: participating in employing teachers, assisting in guiding and counseling of learners, supporting the school financially through fundraising, welcoming visitors and attending school academic functions and occasions.

The sought responses were then categorized into two themes namely: financial support and non financial support. This showed that majority 13(65%) of the parents participated in non financial roles while a small proportion 7 (35%) supported the schools financially. The teachers on the other hand also identified the roles community played towards the provision of a child friendly school as; supporting teachers, fencing the school to keep away stray animals and strangers. They also ensured that children had school uniform as well as attended school events such as academic days.

Derived themes indicated that; 55% of the parents did not help the school with activities which needed their financial support, while 45% of them supported. From the interview schedule parents indicated various roles that they played to ensure that the school learning environment was child friendly. These roles included; ensuring that they attended all the meetings and maintain a good working relationship with teachers. They engaged in school activities like fencing the school, acting as security agents by reporting any dangers that would affect learners. This implies that parents played a vital role in the schools by ensuring that there is a conducive learning environment; but did not actively involve themselves much in providing financial support.

Basing on the themes used to group obtained data, the zonal QASOs identified that the community played a vital role as stakeholders in ensuring learning environment in Public Primary schools was child friendly. These officers responded that, the community assisted in the provision of physical facilities and raising funds to meet school requirements such as fencing the compound and building adequate toilets. However, it was established that the community failed to provide the feeding programme in their schools. This might have been due to the fact that the study area is known to be self sufficient in food production. The obtained information showed that 3(38%) of the zonal QASOs said the community provide financial support to school while 5(62%) were not in agreement.

To sum up information sought from interviews, the obtained information showed that the community plays a vital role towards child friendly school, but they failed in providing financial assistance. The identified roles played by the community in the study area

adheres to Somerset (2009) whose recommendation was that; the home and school needed to interact in order to provide a conducive learning environment for learners. The same findings fails to support UNICEF, (2009a) which pointed out that the community supports the school by providing funds, and food and supplying locally procurable materials among other duties, though in the current study the response on provision of the school feeding programme was negative. The sought interview results from parent, teachers, head teachers and the Zonal is as summarized in Figure 4.2.

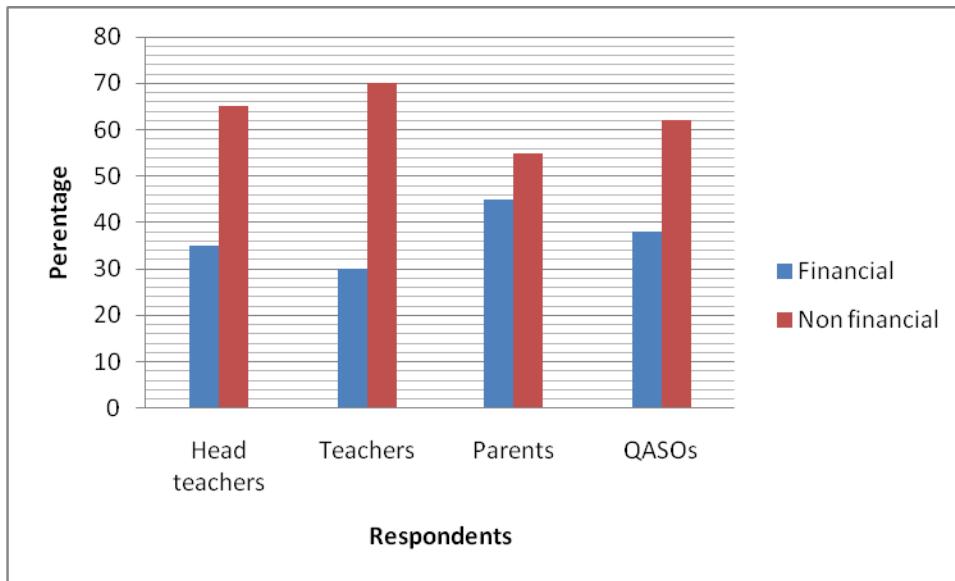


Figure 4.2: Community support

Source: Field data (2016)

It was evident the parents in the study area participated much in making decisions which affect their children's learning but they did not practically involve themselves in making the teaching and learning materials as earlier pointed out.

This was in line with GOK (2015) views that most parents feel that they do not need to participate in school activities because they consider primary education to be free. The parent non-participation in school activities demoralized learners who always feel proud when their parents are involved in their learning. The nature of climatic conditions of the study area are considered to favour agricultural activities and this could be a likely reason why the parents do not see the need of providing the school feeding programme in their Public Primary schools.

4.4.1 Correlation between Community Participation and School Learning Environment

To determine the influence of community participation on school learning environment, Pearson product moment correlation was used to infer the relationship between the two variables as summarized in Table 4.4. The result showed that there was a positive relationship between the community participation on school learning environment [$r=.641$, $n=74$, $p<.05$]. The kind of relationship obtained indicated that an increase in community participation leads to improved school learning environment. Hence, the higher the community participation the more friendly the learning environment is.

Table 4.4: Correlation between Community Participation and School Learning Environment

| | | Environment | Community |
|-------------|---------------------|-------------|-----------|
| Environment | Pearson Correlation | 1 | .623** |
| | Sig. (2-tailed) | | .000 |
| Community | Pearson Correlation | .623** | 1 |
| | Sig. (2-tailed) | | .000 |

**. Correlation is significant at the 0.01 level (2-tailed).

N=74

Source: Field data (2016)

4.5 Extent to which safety measures adopted in school influence the Learning Environment

The second objective of the study was to establish the extent safety measures adopted in school influence the learning environment. Pearson product moment was also used to show the relationship between safety measures adopted in school and the learning environment in school which is an independent variable. The head-teachers and teachers had various views on safety measures in school as presented in Table 4.5. From the study most 65(87.8%) of head-teachers and 69(93.2%) teachers agreed that learners were protected from access by unauthorized persons while at school, with 7 (9.5%) heads and 5(6.8%) teachers disagreeing. This result indicates that learners were protected from access by unauthorized persons in school. Most of the head-teachers 57(77%) and 55(74.4%) teachers agreed that learners were always within sight or hearing of school staff at all times except for brief periods (for instance, when using the latrine).

However, 11(14.9%) head-teachers and 11(14.9%) school teachers disagreed. This implies that learners in the study area are safe since they are always within sight of the school staff. UNICEF,(2009a) advocated for the welfare of the child; so when the teachers are mindful of their learners comfort this agrees with the findings of the current study where the teachers are always vigilant to ensure the learners are always within their sight and hence an assurance of a constant safety.

Majority of the head-teachers 70(94.6%) and 61(82.4%) teachers agreed that learners were not permitted to leave school without the knowledge and permission of school staff while 4(5.4%) heads and 9(12.2%) teachers disagreed. These findings showed that learners were not permitted to leave school without the knowledge and permission of school staff probably because of the set rules that guided their security in school. This as earlier noted is also in agreement with UNICEF, (2009a).

Most of the head-teachers 62(83.8%) and 52(70.3%) teachers agreed that school buildings were in good condition and the 12(16.2%) heads and 22(29.7%) disagreed with this view. This indicated that the school buildings of Public Primary schools in Nandi North Sub-County were in good condition and hence a safety measure against infection due to dust or leaking roofs. This view is in line with UNICEF (2011) and Lewis, (2015) pointed out that learning environments for children should be protective and hence a haven for them to grow and learn. Gray and Lewis (2015) stressed the need for use of CCTV cameras which is not a common gadget in most Public Primary schools in Kenya and more specifically the current study area. Such kind of environments provides

children with both physical and psychological security since they will always be aware that their safety in school is taken care of.

Most of the head-teachers 61(82.4%) and 37(50%) teachers disagreed that school had a First Aid Kit and Fire Extinguisher gadget that were accessible at all times. However, 8(10.8%) heads and 35(47.3%) teacher's agreed. Most schools in Nandi North Sub-County did not have First Aid Kit and Fire Extinguisher gadgets this therefore showed that schools may not be in a position to respond to emergencies. The obtained response showed no agreement with GOK (2009) and GOK (2013) recommendations that for schools to be Child Friendly there was need for them to have first aid kits in every class and the school to have fire extinguishing gadgets also. These gadgets will help in promoting children's safety in case of an accident in school.

Majority 59(79.8%) of head-teachers and 59(79.8%) of teachers disagreed that their schools were fenced and had a secured gate, with 17.5% head-teachers and 11(14.9%) teachers agreeing and 8.3% undecided. This response fails to support GOK (2015) and GOK (2013) which advocated for demarcation and fencing of a school compound, it also stressed the need for a secure gate as these will ensure children's maximum safety in school and hence an enhancement a CFS environment. Majority of the head-teachers 45(56.8%) and 63.6% of the teachers disagreed that their school playgrounds were free from hazards. However, 28(37.9%) head-teachers and 23(31.1%) of teachers agreed that the compound had hazards. This implies that school playgrounds were not safe and hence a hindrance to a conducive environment for children's play.

Table 4.5 Head teacher and teacher views on Safety measures in school

| Statement | Category | Strongly agree | | Agree | | Undecided | | Disagree | | Strongly disagree | |
|--|---------------|----------------|------|-------|------|-----------|------|----------|------|-------------------|------|
| | | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| Learners are protected from access by unauthorized persons while at school | Head-teachers | 18 | 24.3 | 47 | 63.5 | 2 | 2.7 | 7 | 9.5 | | |
| | Teachers | 25 | 33.8 | 44 | 59.5 | 5 | 6.8 | | | | |
| Learners are always within sight or hearing of school staff at all times except for brief periods (e.g., when using the latrine) | Head-teachers | 12 | 16.2 | 45 | 60.8 | 6 | 8.1 | 9 | 12.2 | 2 | 2.7 |
| | Teachers | 13 | 17.6 | 42 | 56.8 | 8 | 10.8 | 9 | 12.2 | 2 | 2.7 |
| Learners are not permitted to leave school without the knowledge and permission of school staff | Head-teachers | 21 | 28.4 | 49 | 66.2 | | | 4 | 5.4 | | |
| | Teachers | 33 | 44.6 | 28 | 37.8 | 4 | 5.4 | 7 | 9.5 | 2 | 2.7 |
| School buildings are in good condition | Head-teachers | 13 | 17.6 | 49 | 66.2 | | | 11 | 14.9 | 1 | 1.4 |
| | Teachers | 19 | 25.7 | 33 | 44.6 | | | 13 | 17.6 | 9 | 12.2 |
| The school playground is free from any hazards | Head-teachers | 7 | 9.5 | 21 | 28.4 | 4 | 5.4 | 41 | 55.4 | 1 | 1.4 |
| | Teachers | 9 | 12.2 | 14 | 18.9 | 4 | 5.4 | 3 | 4.1 | 44 | 59.5 |
| The school has a first aid kit and fire extinguisher accessible at all times | Head-teachers | 6 | 8.1 | 2 | 2.7 | 5 | 6.8 | 39 | 52.7 | 22 | 29.7 |
| | Teachers | 18 | 24.3 | 17 | 23.0 | 2 | 2.7 | 16 | 21.6 | 21 | 28.4 |
| The school is fenced and has secured gate | Head-teachers | 3 | 4.1 | 6 | 8.1 | 6 | 8.1 | 46 | 62.2 | 13 | 17.6 |
| | Teachers | 11 | 14.9 | 4 | 5.4 | | | 23 | 31.1 | 36 | 48.6 |

Source: Field data

The head-teachers who were interviewed identified other aspects that are threats to children's safety in school to include; lack of lightning arrestors to prevent lightning,

presence of stones in the playground that would injure children while playing. This response does not concur with GOK, (2015) which advocates for the installment of lightening arrestors in schools to provide security in case of lightening attack. Additionally, to enhance pupil's safety; these group of respondents said that schools needed fences to keep away stray animals and strangers, clearing out bushes and fill potholes in the school compounds in order to create a safe playing ground. These components were also reported to be missing as was ascertained by the observations made. They ensured that there is provision of good toilet facilities but children did not wash hands after visiting those toilets. The presented matters concerning the children's safety in the study area postulates that the schools are likely to be exposed to safety threats. This therefore fails to concur with Basic Education Regulations of 2015 as highlighted by GOK (2015) that schools needed to be safe.

From the interview results, teachers identified safety measures the school had adopted to create child friendly environment to include; ensuring proper litter disposal points, providing First Aid equipment and fencing the school to keep away stray animals and ensuring that the classrooms are spacious and well ventilated. The parents also agreed that their schools had a fence, but majority responded that; though their schools were fenced lockable gates were not there. The zonal QASOs on the other hand identified various safety measures adopted Public Primary school as; fencing school compound, preparing playing fields, employing watchmen and clearing bushes around the school. These activities helped to boost learner friendliness in school. They also reported that very few schools built ramps in order to give opportunity to physically challenged

learners to move freely in school. These responses were grouped into themes which are as summarized in Figure 4.3

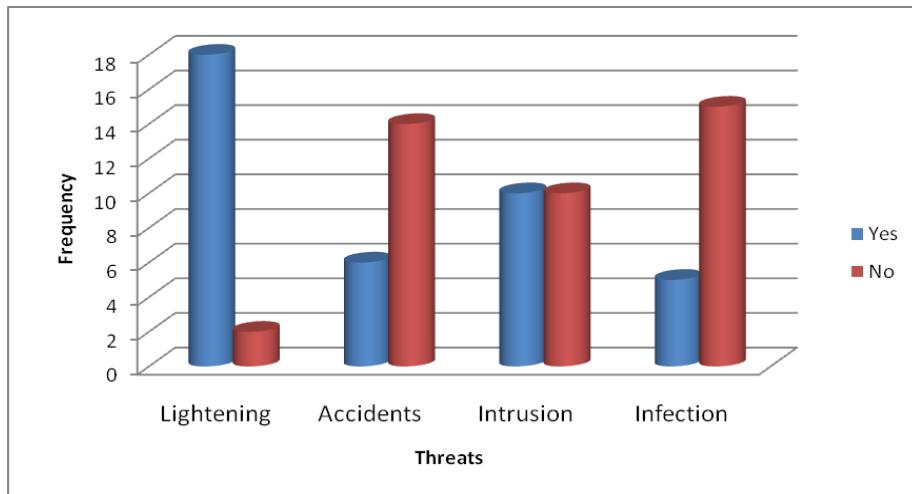


Figure 4.3: Threats to children safety in schools

Source: Field data (2016)

From observation results, the safety of the school was evident by fencing which was available in 19 (95%) of the schools, with 5% not available. The lockable school gate was available in 4(20%) of the schools and not available in 16 (80%) schools. This indicates that most of the schools had school fences but lacked lockable gates. This showed that the school compounds in the study area were not safe enough since lack of lockable gates allows strangers and any other intruders enter school. This is presented in figure 4.4

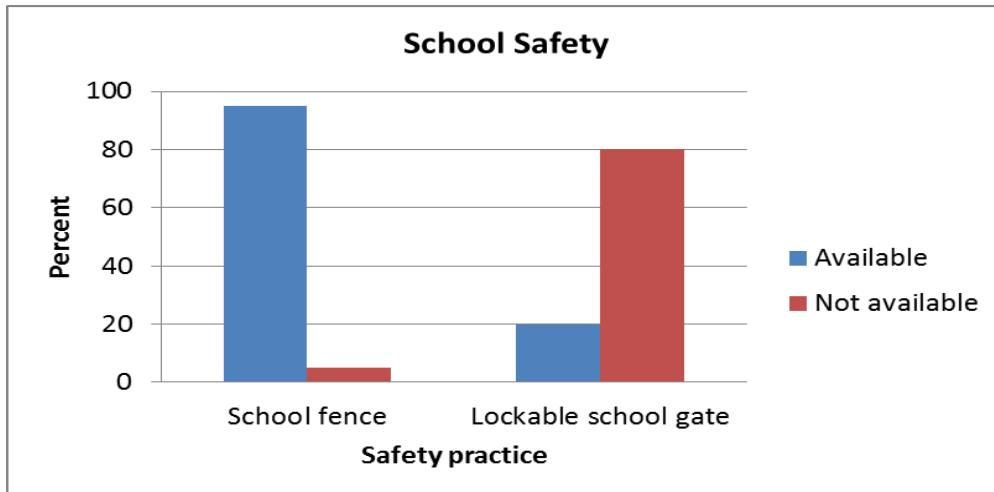


Figure 4.4: Observation on school safety

Source: Field data (2016)

To summarize the findings from the questionnaire and interview guide administered to a portion of head-teachers, teachers, QASOs and parents and also observations made, the results showed that the schools had adopted several safety measures to create a child friendly school. However, the findings disagree with MOE, (2008), Amughisha (2011) and GOK (2015) that only clearly demarcated schools with fences and secures gate are the ones which provide security; this is shown by the availability of fences, though they were not well maintained.

These observations also support Limo's 2013 report that schools did not have First Aid kits to cater for emergencies in case of accidents. Hand washing was a factor which was not adhered to in most schools; this also fails to comply with RMOE (2009) which

recommended that schools should have hand washing points which will help protect learners from any health and sanitation related infections.

4.5.1 Correlation between school's Safety measures and school learning environment

The influence of safety measures on school learning environment was investigated using Pearson product moment correlation as summarized in Table 4.6. This showed that there was a positive relationship between the safety measures on school learning environment [$r=.710$, $n=74$, $p<.05$]. This indicated a strong positive linear relationship that an increase in Safety measures leads to improved school learning environment. Thus the more the Safety measures are adhered to in school the more the friendly the learning environment.

Table 4.6: Correlation between school's Safety measures and school learning environment

| | | Environment | Safety |
|-------------|---------------------|--------------------|--------------------|
| Environment | Pearson Correlation | 1 | .710 ^{**} |
| | Sig. (2-tailed) | | .000 |
| Safety | Pearson Correlation | .710 ^{**} | 1 |
| | Sig. (2-tailed) | .000 | |

**. Correlation is significant at the 0.01 level (2-tailed).

N=74

Source: Field data (2016)

4.6 Influence of School Inclusiveness on Learning Environment

The third objective of the study was to establish the influence of school inclusiveness on learning environment. The head-teachers and teachers had various views on the school inclusiveness as shown in table 4.7. From the study, most 55(74.4%) head-teachers and 62(83.8%) teachers agreed that learners received equal time and attention regardless of their background, with 14(18.9%) head-teachers and 9(12.2%) teachers disagreeing.

This showed that learners in Public Primary schools are given equal time and attention without partiality. The results indicated that 62(83.8%) of the head-teachers and 57(77%) teachers agreed that both boys and girls attend schools frequently, with 11(14.9%) heads and 11(14.9%) disagreed. This implies that boys and girls attend schools frequently. The views obtained were in support of MOE (2008) which postulates that an inclusive education promotes equal participation of all learners regardless of their social, intellectual, physical or economic backgrounds thereby promoting their self-esteem, creativity and independence as suggested by MOE (2010).

Majority of the head-teachers 55(74.3%) and 50(54.1 %) teachers disagreed that school screen students for learning disabilities, with 10(13.5%) head-teachers and 16(21.6%) teachers agreeing. This indicated that schools do not screen learners for learning disabilities. Most of the head-teachers 52(70.3%) and 38(51.4%) teachers disagreed that all teachers had been trained to work with learners with disabilities, with 12(16.2%) heads and 19(25.7%) agreed. This implies that teachers had not been trained to work with learners with disabilities as pointed out by MOE (2012) and KISE (2009) who argued

that; there was need to train more teachers in special education since this would enable that handle children who need special attention in an inclusive school.

Table 4.7 Head-teachers and teachers views on School Inclusiveness

| Statement | Category | Strongly agree | | Undecided | | Disagree | | Strongly disagree | |
|---|---------------|----------------|------|-----------|------|----------|------|-------------------|------|
| | | Freq | % | Freq | % | Freq | % | Freq | % |
| Learners receive equal time and attention regardless of their background | Head-teachers | 17 | 23.0 | 38 | 51.4 | 5 | 6.8 | 10 | 13.5 |
| | Teachers | 21 | 28.4 | 41 | 55.4 | 3 | 4.1 | 9 | 12.2 |
| Both boys and girls attend schools frequently | Head-teachers | 13 | 17.6 | 49 | 66.2 | 1 | 1.4 | 8 | 10.8 |
| | Teachers | 12 | 16.2 | 45 | 60.8 | 6 | 8.1 | 9 | 12.2 |
| The school screens learners for learning disabilities | Head-teachers | 7 | 9.5 | 3 | 4.1 | 9 | 12.2 | 10 | 13.5 |
| | Teachers | 12 | 16.2 | 4 | 5.4 | 8 | 10.8 | 12 | 16.2 |
| All teachers have been specially trained to work with learners with disabilities | Head-teachers | 4 | 5.4 | 8 | 10.8 | 10 | 13.5 | 46 | 62.2 |
| | Teachers | 19 | 25.7 | | | 17 | 23.0 | 11 | 14.9 |
| Members of this school go out into the community to encourage the enrolment of children with disabilities | Head-teachers | | | 13 | 17.6 | 2 | 2.7 | 50 | 67.6 |
| | Teachers | 6 | 8.1 | 21 | 28.4 | 18 | 24.3 | 27 | 36.5 |
| The physical facilities in the school are designed to accommodate all learners | Head-teachers | 17 | 23.0 | 3 | 4.1 | 10 | 13.5 | 6 | 8.1 |
| | Teachers | 17 | 23.0 | 2 | 2.7 | 8 | 10.8 | 10 | 13.5 |

Source: Field data

Majority of the head-teachers 59(79.8%) and 29(39.8%) teachers disagreed that they reach out to the community to encourage on the enrolment of children with disabilities, with 13(17.6%) heads and 27(36.5%) agreed. This showed that the school does not reach out to the community to encourage on the enrolment of children with disabilities. This as earlier pointed out concurs with MOE, (2012), and UNICEF, (2010) whose views supported teachers training in special education as this will enable them cater for such learners' needs and therefore making the learning environment be friendly to them.

Most of the head-teachers 44(59.5%) and 47(63.5%) teachers disagree that physical facilities in the school are designed to accommodate all learners. This indicated that physical facilities in the school were not friendly to those learners that need special facilities to cater for their needs. From data obtained, the head-teachers agreed that boys and girls are treated equally in their school. They responded that; school caters for the learners' differences by allowing NGOs and other stakeholders to provide sanitary towels to needy girls. In addition, they also responded that their schools made direct contact with the parents whose children missed school. This is as shown in figure 4.5

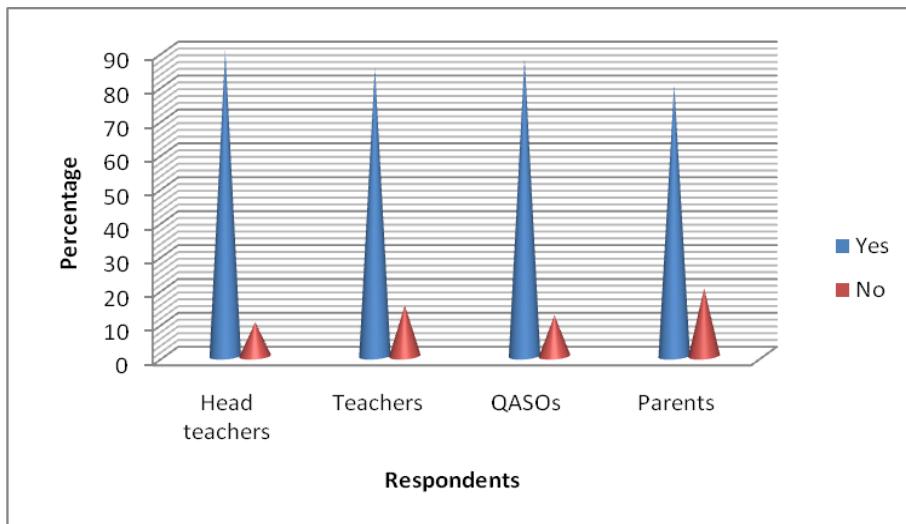


Figure 4.5: Equal treatment of children in school

Source: Field data (2016)

When themes were derived to analyze these responses, it was evident that the respondents' views agreed with MOE (2008) which supports the idea that an inclusive education promotes equal participation of all learners regardless of their social, intellectual, physical or economic backgrounds thereby promoting their self esteem, creativity and independence as suggested by MOE (2010).

Very few of the head teachers said that they encouraged the community to take the children with special needs to school when farther asked to substantiate, they responded that the children with special needs were always referred to special schools. The idea of special schools does not agree with the views of Booth and Ainscow, (2011) who pointed out that schools should move out of segregation since this makes this makes the affected children not fit well with their peers. This idea will always make the children in a special

unit feel as if they are odd from the rest and therefore causing a social distance which makes the school to be unfriendly.

The interview results from teachers showed various ways in which the school used to eradicate gender discrimination. They ensured prefects' body consisted of boys and also the provision of guiding and counseling for the same. They also ensure there was equal representation in school enrollment to school. They ensured that every child is in an environment that is physically safe and psychologically enabling. They constructed separate toilets/latrines for boys and girls. The zonal QASOs established that there are various strategies laid to ensure that learners with diverse needs were in school. These include some schools having special units for physically challenged learners and integrating normal and children with special needs in their classroom. These officers' responses also indicated that, there were few schools with structures to cater for such learners. Some responses obtained about school inclusive from the QASOs also showed that few teachers have been trained on SNE.

From the interview results majority of the parents indicated their school was inclusive. This indicates that both boys and girls were given equal access to the physical facilities. From the observations made on the presence of inclusive facilities the findings shows that it was available in 3 (15%) schools and not available in 17 (85%) schools. This is as presented in Figure 4.6. The findings from the interview guide administered to section head-teachers, teachers, and to all QASOs and parents identified that schools were inclusive in the sense that learners received equal time and attention regardless of their background additionally, they responded that both boys and girls attended school

frequently. This concurs with Ogonyo, 2012), which points out that education is recognized as basic right of children and highlights that EFA goals can be achieved by embracing inclusive education philosophy.

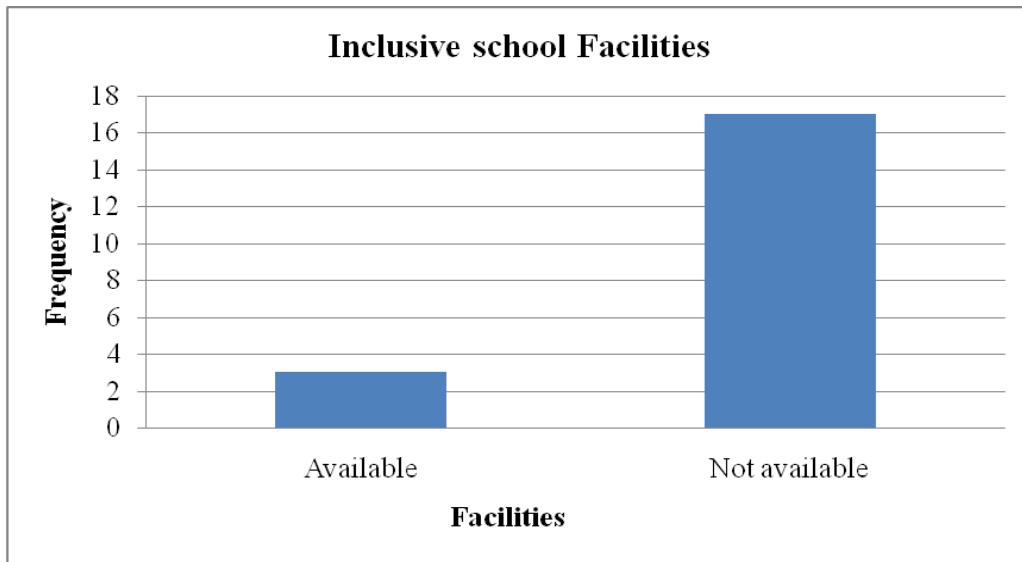


Figure 4.6 Observation on Inclusive school facilities

Source: Field data (2016)

It is also in agreement with Ministry of Education (2009) which considers inclusive education as an approach in which learners with disabilities and special needs are provided with education within mainstream schools. But these findings were not exhaustive enough because they further responded when probed that children with special needs were taken to special school. These findings response from the QASOs agree with Hossain, (2004), MoE (2012) and UNICEF, (2010) that there is a shortage of inclusive teacher training programmes and specialized teachers in Nandi North Sub-County. It is essential that inclusive classes should have trained teachers with skills to manage diverse

learners. When teachers are not competent in managing learners with special needs, it will always make the affected learners feel as if they are rejected in school and hence making their learning environment to be unfriendly to them.

4.6.1 Correlation between School Inclusiveness and school learning environment

The influence of school inclusiveness on school learning environment was investigated using Pearson product moment correlation; this was to establish the relationship between the two variables as summarized in Table 4.8. There was a positive relationship between the school inclusiveness and school learning environment [$r=.509$, $n=74$, $p<.05$].

Table 4.8: Correlation between School Inclusiveness and its learning environment

| | | Environment | Inclusiveness |
|---------------|---------------------|-------------|---------------|
| Environment | Pearson Correlation | 1 | .504 ** |
| | Sig. (2-tailed) | | .000 |
| Inclusiveness | Pearson Correlation | .504 ** | 1 |
| | Sig. (2-tailed) | .000 | |

**. Correlation is significant at the 0.01 level (2-tailed).

N=74

Source: Field data (2016)

This indicated that an increase in school inclusiveness leads to improved school learning environment. Thus the more the school adopted inclusiveness the more the learning environment becomes conducive.

4.7 Effect of School Health and Sanitation on Learning Environment

The fourth objective of the study was to establish the influence of health and sanitation on the learning environment. The head-teachers and teacher's views on health and sanitation in school as summarized in Table 4.9. From the study most 61(82.4%) of head-teachers and 54(72.9%) teachers agreed that students and staff had easy access to safe drinking water, with 11(14.9%) heads and 15(20.3%) teachers disagreed. This indicated that students and staff had access to safe drinking water which a response which concurs with MOE (2015) and Adams (2009) who recommended the need for the provision of safe drinking water in Schools.

In fact this is further supported by WHO (2009) who argued that lack of clean and safe water exposes children to hygiene related diseases. Most of the head-teachers 54(72.9%) and 60(81%) teachers agreed that latrines are clean and sanitary, with 13(17.6%) head-teachers and 15(20.3%) teachers disagreeing. This implies that the latrines in Public Primary schools in the current study area are clean and sanitary and this view is in agreement with MOE (2015).

Most of the head-teachers 51(69%) and teachers 51(69%) disagree that students and staff wash their hands after using latrines, with 13(17.6%) heads and 15(20.3%) agreed. This indicated that students and staff do not wash their hands after visiting the toilet. This response fails to agree with UNICEF, (2009a) which stressed the need for a healthy and sanitary school leaning environment.

Table 4.9 Head-teachers views on Health and sanitation in school

| Statement | Category | Strongly agree | | Agree | | Undecided | | Disagree | | Strongly disagree | |
|---|---------------|----------------|------|-------|------|-----------|------|----------|------|-------------------|------|
| | | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| Students and staff have easy access to safe drinking water | Head-teachers | 16 | 21.6 | 45 | 60.8 | 2 | 2.7 | 9 | 12.2 | 2 | 2.7 |
| | Teachers | 12 | 16.2 | 42 | 56.8 | 5 | 6.8 | 15 | 20.3 | | |
| Latrines are clean and sanitary | Head-teachers | 19 | 25.7 | 35 | 47.3 | 7 | 9.5 | 13 | 17.6 | | |
| | Teachers | 23 | 31.1 | 37 | 50.0 | 4 | 5.4 | 10 | 13.5 | | |
| Students and staff wash their hands after using latrines | Head-teachers | 12 | 16.2 | 1 | 1.4 | 10 | 13.5 | 13 | 17.6 | 38 | 51.4 |
| | Teachers | 10 | 13.5 | 5 | 6.8 | 8 | 10.8 | 15 | 20.3 | 36 | 48.6 |
| This school has a feeding programme for all learners | Head-teachers | 8 | 10.8 | | | 7 | 9.5 | 59 | 79.8 | | |
| | Teachers | 9 | 12.2 | 2 | 2.7 | 6 | 8.1 | 40 | 54.1 | 17 | 23 |
| The school grounds are kept free of litter and garbage, except in designated areas | Head-teachers | 17 | 23.0 | 43 | 58.1 | 4 | 5.4 | 8 | 10.8 | 2 | 2.7 |
| | Teachers | 18 | 24.3 | 47 | 63.5 | 1 | 1.4 | 8 | 10.8 | | |
| The school grounds are kept free of unwanted animals and animal waste (e.g., stray dogs). | Head-teachers | 11 | 14.9 | 31 | 41.9 | 12 | 16.2 | 19 | 25.7 | 1 | 1.4 |
| | Teachers | 7 | 9.5 | 43 | 58.1 | 7 | 9.5 | 14 | 18.9 | 3 | 4.1 |

Source: Field data (2016)

Majority 59 (79.8 %) of head-teachers and 47(63.5%) teachers disagreed that their school had a feeding programme with 8(10.8%) heads and 11(14.9%) teachers agreed. This showed that the schools in Public Primary schools did not have feeding programme. This could probably be due to the fact that Nandi North Sub-County is agriculturally rich. Most of the head-teachers 60(81.1%) and 65(87.9%) teachers agree that school grounds are kept free of litter and garbage, except in designated areas, with 10(13.5%) heads and 8(10.8%) teachers disagreeing. These findings indicated that the schools in the study area were sanitary.

Majority 42(56.8%) of head-teachers and 50(67.6%) teachers agreed that their school grounds were kept free of unwanted animals and animal waste, with 20(27.1%) and 14 (18.9%) teachers disagreed and 12(16.2%) were undecided. This postulated that school grounds were kept free of unwanted animals and animal waste. These responses are in line with UNICEF, (2012) and UNICEF, (2009a) which argues that; for schools to be CFS in nature they needed to be healthy promoting or sanitary. From the interview results, head-teachers identified measures their schools undertook to ensure that the children remained healthy. These included children being accessible to safe drinking water and always being de-wormed and ensuring the construction of adequate latrines, proper litter disposal. Finally, they responded that their schools had duty rosters for cleanliness and special days for cleaning, clearing bushes, draining stagnant water and proper drainage.

From the interview schedule, teachers on the other hand also identified various ways their school renders to ensure the children are healthy includes proper litter disposal and

building enough pit latrines and regular cleaning of the same. The ways the school ensure refuse is well disposed is through burning and ensuring the rubbish pits are well located. The parents like the teachers gave the same responses. When themes were derived to establish the nature of the given responses, it was found out that the responses were more or like those from the Likert scales. They concurred with MOE, (2015) and (2012) which like UNICEF, (2012) and (2009) supported the idea that schools should be sanitary and health providing.

The zonal QASOs identified the health practices provided to children in school to include: advising children to take clean water to avoid waterborne diseases and collaborating with community health workers to de-worm the children. A small proportion of schools had feeding programmes designated for class seven and eight only and they said that the schools did not have hand washing points which learners needed to use after visiting the toilet. All these activities are aimed at creating a healthy learning environment which is friendly to the children. These also like parents' responses agree with UNICEF, (2012) and UNICEF, (2009a) which supported the availability of a sanitary and healthy school environment which enhances CFS.

From the questionnaire and interview guide findings it was established that most the schools had fair healthy and sanitation practices. These revealed that schools frequently disposed their litter well and had adequate toilets, but lacked water to clean their hands after visiting the facility. The findings fail to agree with MOEST, (2008) that a good health and nutrition are indispensable for effective learning and learners can reap maximum benefits from teaching/learning process. This, on the other hand, this also

concurs with WHO (2009) study which argued that when a school lacks clean water and sanitation then it is likely to expose the children to sanitation and hygiene-related diseases. Schools in the area of study reported that they had clean drinking water; this concludes that the learning environment was safe, healthy and therefore friendly to the learners.

Observations made on healthy practices in school, showed that; safe drinking water was available in 12 (60%) of the schools and not available in 8 (40%) schools as presented in Figure 4.7. The refuse disposal site was present in 19 (95%) of the schools and 1 (5%) had no dumping site. The safe compound was available in 15 (75%) schools and not available in 5 (25%) of the schools. Finally the observed feeding programme was available in 5 (25%) schools and not available in 15 (75%) schools.

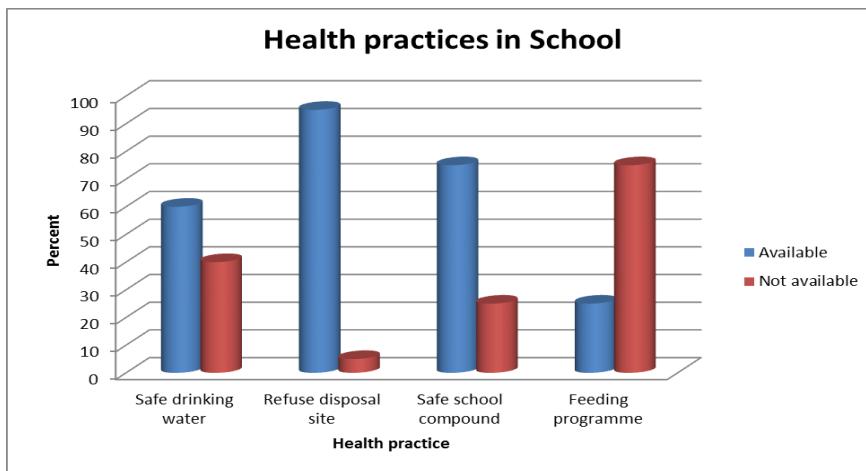


Figure 4.7 Observation of healthy practices in school

Source: Field data (2016)

The observation results indicated that the drinking water in most of the schools was safe, the refuse was disposed well and the compound was safe. The feeding programme was not available in most of the schools.

4.7.1 Correlation between health and sanitation practices and school learning environment

The influence of health and sanitation on school learning environment was investigated using Pearson product moment correlation as summarized in Table 4.10. There was a positive relationship between the health and sanitation and school learning environment [$r=.461$, $n= 74$, $p<.05$]. This indicated that an improvement of health and sanitation in school lead to more conducive the learning environment. Thus the more the school adopted health and sanitation measures the more the learning environment becomes child friendly.

Table 4.10: Correlation between health and sanitation and school learning environment

| | | Environment | Healthy |
|-------------|---------------------|-------------|---------|
| Environment | Pearson Correlation | 1 | .469 ** |
| | Sig. (2-tailed) | | .000 |
| Healthy | Pearson Correlation | .469 ** | 1 |
| | Sig. (2-tailed) | .000 | |

**. Correlation is significant at the 0.01 level (2-tailed).

N=74

Source: Field data (2016)

The findings agreed with MOE, (2010) learners are likely to be affected in different ways by inadequate water, sanitation and hygiene conditions in schools, and this may contribute to unequal learning opportunities.

4.8 Chapter Summary

This chapter highlighted the obtained data, its presentation, analysis, interpretation and discussion with respect to the study objectives. The introduction part gave the background information, followed by the dependent variable which was the learning environment. Finally, each of the four objectives was analyzed both quantitatively and qualitatively. Obtained data was presented using tables and figures. The findings showed that CFS has not been fully implemented in Nandi North Sub County since the community is not supportive in terms of finance; the schools lacked enough children's security since many of them lacked emergency preparedness and secured school gates. The next chapter will provide the summary of the findings, conclusion and recommendations arising from the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study based on the findings obtained from chapter four. The procedure for treating the chapter was first to present the summary obtained from findings, followed by conclusions and recommendation for each of the objectives. In addition, the chapter provides recommendations for further research.

5.2 Summary of Findings

This section presents the summary of the study by answering the main research question and highlighting the findings of each objective, conclusions and its recommendation. The objectives investigated were:

5.2.1 Community Participation on School Learning Environment.

The first objective of the study was to identify the influence of community participation on school learning environment. The findings showed that many parents attended school events, the school made direct contact with families whose children were absent from school. The school committee and the BOM reflected a diversity of the school community. There was a positive relationship between the community participation and school learning environment which is an indication that an increase in community participation leads to improved school learning environment.

The community showed a positive response towards the provision of a Child Friendly School learning environment. However, it failed in provision of voluntary services in school and also assisting in the making of teaching and learning materials; they felt that since education was free, the Government provided funds to cater for these. The study therefore recommends the need for more community mobilization since children's education and upbringing is a collective responsibility.

5.2.2 School Safety Measures and Learning Environment

The second objective of the study was to establish the extent to which safety measures adopted in school influence the learning environment. The findings established showed that; the learners were protected from access by unauthorized persons while at school and were always within sight or hearing of school staff at all times. The learners were not permitted to leave school without the knowledge and permission of school staff. The school buildings, toilets/latrines were in good condition. Some schools were fenced but did not have secured gates.

The buildings and grounds had a friendly appearance and had adequate protection. The schools also were accessible to clean and safe drinking water, but the same commodity was not available for hand washing after visiting toilet. In conclusion, it was established that most schools did not have First Aid gadgets, lightening arrestors and fire extinguishing gadgets. The safety measures had a positive relationship with school learning environment. It was also found that an increase in Safety measures leads to improved school learning environment. Basing on the study findings, it is recommended

that schools should have secure and locked gates, have First Aid gadgets and install lightening arrestors.

5.2.3 Influence of School Inclusiveness on Learning Environment

The third objective of the study was to determine the influence of school inclusiveness on learning environment. From the study findings, most learners were given equal time and attention regardless of their background. However, those with special needs were given the most time. Both boys and girls attended school frequently. The school was welcoming place for all types of learners. Schools reported that they always reached out to the community to encourage the enrolment of children with disabilities. However obtained data showed that schools were not ready enough to accommodate all learners since a large proportion of them lacked inclusive learning facilities and the teachers were not trained enough to manage learners with special needs and those available were just few.

Finally, it was established that the officers to do the assessment of learners with special needs were also few. These findings farther showed that, there was a positive relationship between the school inclusiveness and school learning environment. This indicated that an increase in school inclusiveness the more improved school learning environment. The study therefore recommends that schools should be set in such a way that its environment provides for the needs of learners with special needs; the same schools should have teachers who are well trained to handle such learners and finally more officers for

assessing children with special needs should be employed as they will help in early identification and screening of such learners.

5.2.4 Role of School Health and Sanitation Practices on the Learning Environment.

The fourth objective of the study was to establish the role of health and sanitation practices on the learning environment. From the study most students and staff had easy access to safe drinking water. The latrines were clean and sanitary but the school staff and learners did not wash their hands after using latrines. The school grounds were said to be free of litter and garbage, except in designated areas. Together with this, findings showed that schools under study did not have feeding programmes the only provision that was there was for classes seven and eight. There was a positive relationship between school health practices and learning environment. This therefore means an improvement of health and sanitation in school leads to more conducive the learning environment. The study therefore recommends that schools should set up hand washing points near latrines and always ensure they have water as this enable both the teachers and learners wash their hands after visiting the latrine.

5.3 Conclusions of the Study

The community showed a positive response towards the provision of a Child Friendly School learning environment. However, it failed in provision of services that demanded for financial support.

The findings also showed that schools were not fully secure since most of them did not have lockable gates to avoid intruders into school. Together with this, it was established that these schools were not ready in case of emergencies since they lacked First Aid gadgets and they also did not have installed lightening arrestors.

The third objective had its findings which showed that schools needed to have teaching and learning materials suitable for special needs learners and also have teachers with enough knowledge to handle such learners. Finally, the study established that most schools though they managed the refuse, had clean and enough latrines they lacked points for hand washing after visiting the facility.

5.4 Recommendations of the Study

This section of the chapter focuses on the way forward for the current study. Basing on the findings of the study the following recommendations were made:

There is a need create awareness among community members on the importance of CFS which is an avenue for creating a conducive learning environment.

The ministry of education needs provide enough capitations to cater for the supply of fire extinguishers and First Aid Gadgets in all Public Primary Schools. The same funds should also cater for installation of lightening arrestors. This will ensure school safety in case of any disaster.

The ministry of education and the Kenya Institute of Curriculum Development needs work in collaboration to design a curriculum which will provide teachers with more skills

on handling learners in an inclusive school. To the practicing teachers more in service trainings and seminars should be organized so as to keep them a breast of emerging policies.

The schools need to be sensitized on the need to maintain sanity by ensuring that their staff and learners wash their hands after visiting the toilet.

5.5 Recommendations for Further Research

This study was carried out in Nandi North Sub- county; the same study needs to be done in other parts of the country.

A study should be done to establish schools level of competence in disaster preparedness.

A research should be done to determine Teachers' competence on handling inclusive learning in schools.

A comparative study should be done to establish the level of CFS implementation between public and private primary schools.

5.6 Chapter Summary

This chapter highlighted the summary, conclusions and recommendations of the study based on the objectives. The summary of the in this chapter presented the overall findings of chapter four; this highlighted what has been achieved and what has not been basing on the stated objectives, the recommendations made were based on gaps that were identified and finally, suggestions for further studies were drawn in the last part of the chapter as

this will help fill the gaps that existed as was discovered in the current study. The next section will present an overall summary of the study.

5.7 Summary of the Study

The was set to establish the influence of Child Friendly School Model on learning environment in Public Primary schools in Nandi North Sub-county. Various literature reviews was done to assess what other people had done and also establish the existing gaps. This was done by identifying objectives that were to be achieved in order to answer the research questions. All the Public Primary schools in Nandi North Sub-county were targeted, all parents teachers and head teachers and the zonal QASOs were also in the target group. Sampling was done and the sampled group obtained was presented with the selected research tools. The collected data was analyzed using both quantitative and qualitative statistics and findings of the study showed that; CFS has been implemented to some extend in the study area.

The gaps that need to be filled is the community collaboration, safety of children in school needed to be relooked, the inclusive schooling need to be put into full force by availing the necessary teaching learning materials and offering in service training for the practicing teachers so that they get knowledge on how to handle the special needs children who are integrated with normal children in school. Finally, the findings revealed that hand washing after visiting the toilet was unheard of in majority of schools. To curb the prevailing situation, recommendations were made and if fulfilled all schools will be a

haven for learning and hence an achievement of the Kenya sustainable Development Goal number four which calls for quality education for all.

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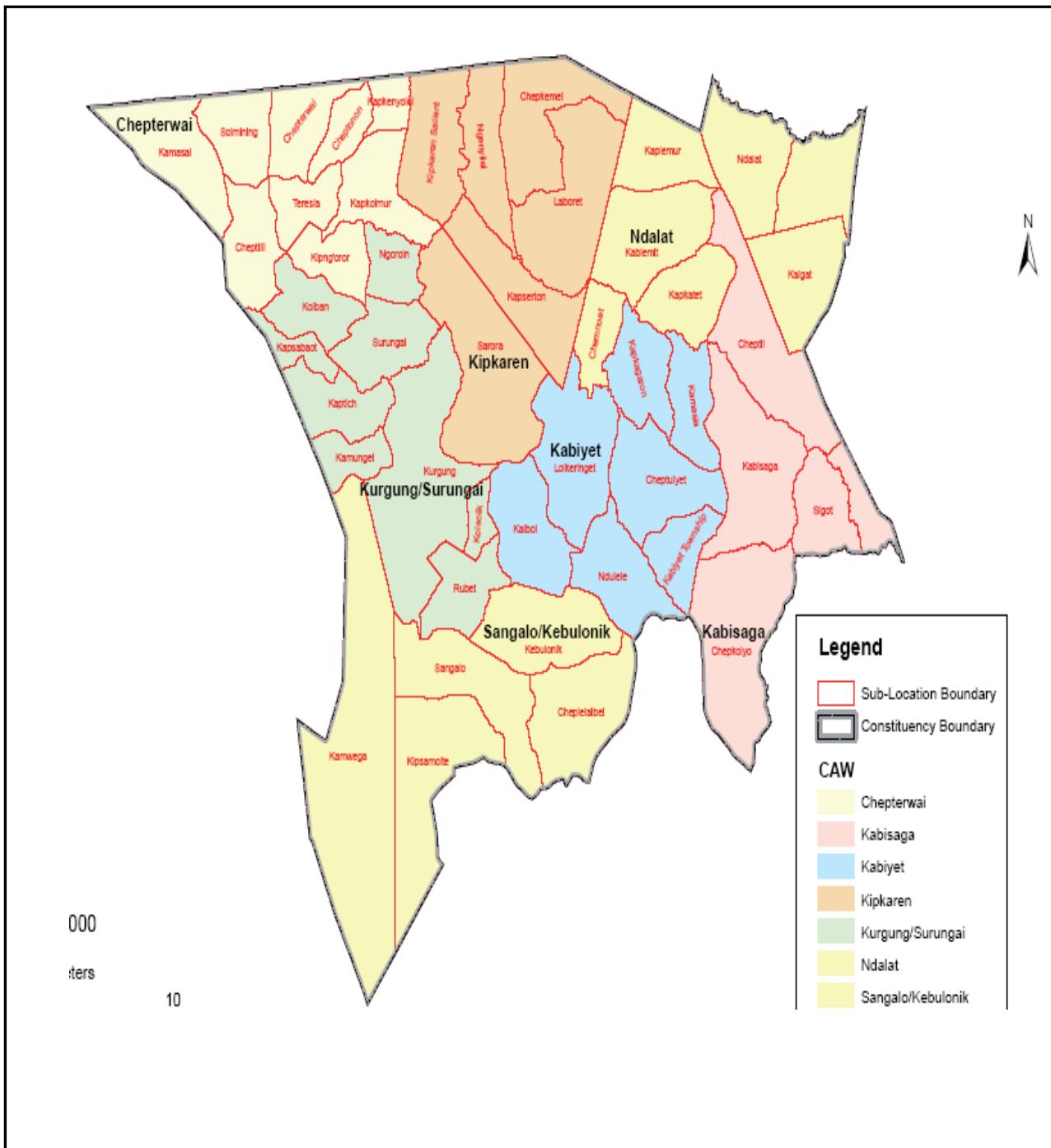
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APPENDICES

APPENDIX I: MAP OF NANDI NORTH SUB COUNTY



APPENDIX II: RESEARCH PERMIT

| | |
|---|---|
| <p>THIS IS TO CERTIFY THAT: MS. SELINA JEPKEMEI KOSKEY of UNIVERSITY OF ELDORET, 3426-30100 Eldoret, has been permitted to conduct research in Nandi County on the topic: THE INFLUENCE OF CHILD FRIENDLY SCHOOL MODEL ON LEARNING ENVIRONMENT IN PUBLIC PRIMARY SCHOOLS IN NANDI NORTH SUB-COUNTY for the period ending: 14th December, 2016</p> <p>Applicant's Signature</p>  | <p>Permit No : NACOSTI/P/15/35722/8849 Date Of Issue : 15th December, 2015 Fee Received : Ksh 2,000</p> <p>Director General National Commission for Science, Technology & Innovation</p>  |
|---|---|

| | |
|--|--|
| <p>CONDITIONS</p> <ol style="list-style-type: none"> 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. | <p>REPUBLIC OF KENYA  NACOSTI  National Commission for Science, Technology and Innovation RESEARCH CLEARANCE PERMIT Serial No. A 7561 Conditions: see back page</p> |
|--|--|

APPENDIX III: 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

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/15/35722/8849**

Date:

15th December, 2015

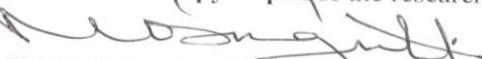
Selina Jepkemei Koskey
University of Eldoret
P.O. Box 1125-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The influence of Child friendly school model on learning environment in public primary schools in Nandi North Sub-County*," I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for a period ending **14th December, 2016**.

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

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


DR. M. K. RUGUTT, PhD, HSC
 DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nandi County.

The County Director of Education
Nandi County.

APPENDIX IV: RESEARCH AUTHORIZATION (Nandi North Sub County)

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY



Telegrams: "Education", Nandi
Telephone: 020-2380058.

When replying please quote

Ref: NND/ADM/47/89

DISTRICT EDUCATION OFFICE
NANDI NORTH
P. O. BOX 86
KABIYET.

27/1/2016

TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH: SELINA JEPKEMEI KOSKEY

The above named is a student at University of Eldoret, she has been given authority to conduct research on "*The influence of Child friendly school model on learning environment in public primary schools in Nandi North Sub-County,*"

The purpose of this letter is to request you to accord her the necessary assistance to enable her collect the information she requires.

Thank you.


JOEL MISOI **DISTRICT EDUCATION OFFICE**
NANDI NORTH
FOR: SUB COUNTY DIRECTOR OF EDUCATION
NANDI NORTH SUB COUNTY

PKB/mjt

Vision: To have a globally competitive quality education, training and research for Kenya's sustainable development
Mission: To provide, promote, co-ordinate quality education, training and research for empowerment of individuals to become caring, competent and responsible citizens who value education as a life-long process.

APPENDIX V: RESEARCH AUTHORIZATION (COUNTY DIRECTOR OF EDUCATION)

MINISTRY OF EDUCATION SCIENCE & TECHNOLOGY



Telegrams: "Education", Nandi
Telephone: 020-2380058.

When replying please quote

Ref: NND/ADM/47/89

DISTRICT EDUCATION OFFICE
NANDI NORTH
P. O. BOX 86
KABIYET.

27/1/2016

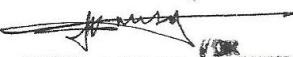
TO WHOM IT MAY CONCERN

RE: AUTHORITY TO CONDUCT RESEARCH: SELINA JEPKEMEI KOSKEY

The above named is a student at University of Eldoret, she has been given authority to conduct research on "*The influence of Child friendly school model on learning environment in public primary schools in Nandi North Sub-County,*"

The purpose of this letter is to request you to accord her the necessary assistance to enable her collect the information she requires.

Thank you.


JOEL MISOI **DISTRICT EDUCATION OFFICE**
NANDI NORTH
FOR: SUB COUNTY DIRECTOR OF EDUCATION
NANDI NORTH SUB COUNTY

PKB/mjt

Vision: To have a globally competitive quality education, training and research for Kenya's sustainable development
Mission: To provide, promote, co-ordinate quality education, training and research for empowerment of individuals to
Become caring, competent and responsible citizens who value education as a life-long process.

**APPENDIX VI: RESEARCH AUTHORIZATION (COUNTY
COMMISSIONER)**

**THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT**

TEL: FAX:

E-mail: dcnandinorth@gmail.com
When replying please quote
Ref: EDU/NND/VOL.I/193



The Deputy County Commission
Nandi North Sub-County
P.O. Box 88-30303
KABIYET

27th January, 2016

All Assistant County Commissioners
NANDI NORTH SUB-COUNTY.

RE: RESEARCH AUTHORIZATION: SELINA JEPKEMEI KOSKEY

This is to inform you that the above named person has been authorized to carry out research for a period ending **14th December, 2016** within the sub-county on the following topic:

"The influence of Child friendly school model on learning environment in public primary schools in Nandi North Sub-County".

Please accord her necessary assistance.

DEPUTY COUNTY COMMISSIONER
NANDI NORTH SUB COUNTY

CHARLES M. KITHEKA
For: DEPUTY COUNTY COMMISSIONER
NANDI NORTH SUB- COUNTY.

Copy To:

- Selina Jepkemei Koskey
University of Eldoret
P.O Box 1125-30100
ELDORET

APPENDIX VII: LETTER OF INTRODUCTION.

Selina J. Koskey,
University of Eldoret,
P.O Box 1125-30100,
Eldoret.
Date.....

To the Head-teacher

.....
.....

Dear sir/madam,

RE: PERMISSION TO COLLECT DATA FOR RESEARCH PURPOSES

I am a student at University of Eldoret undertaking a Doctor of Philosophy degree in Early Childhood and Primary Education. I am conducting a research on; "**The influence of Child Friendly School Model on Learning Environment in Public Primary Schools in your sub county.**" The aim of this study is to establish the influence of the model on learning environment in your school. Since your school has been selected to participate in the study, I kindly request you to allow me do some observations in the school, get some information from you as the head-teacher, one teacher and one parent. Your information alongside others will be used strictly for academic purposes and will be treated with utmost confidentiality. Thank you in advance,

Yours faithfully,

Koskey Selina Jepkemei

APPENDIX VIII: QUESTIONNAIRE FOR HEAD TEACHER

I am a student undertaking a Doctor of Philosophy degree in Early Childhood Development and Primary Education, at the University of Eldoret. In order to complete this program, I am required to carry out a research and present a thesis on “**The influence of Child-Friendly School model on learning environment in Public Primary schools in your Sub County**”. This research is purely for academic purposes and the information you give will be treated with confidentiality. Do not indicate your name anywhere on this questionnaire. I kindly request you to participate since your school is among those selected for the study. Please tick (✓) or fill in the blanks and respond to all items.

Section A: Background Information

Your gender

Male { } Female { }

What is your age bracket?

Below 30 years { } 31-40 years { }

41-50 years { } Over 51 years { }

What is your highest education level?

Certificate { } Diploma { } Bachelors { } Masters { }

Indicate your working experience

Below 3 years { }

3-5 years { }

6-8years { }

Over 9 years { }

Section B: Learning Environment

The following are statements representing the learning environment in Child-Friendly Schools. Please tick the response which best describes your school. Key: SD- Strongly disagree, D- Disagree, UD –Undecided, A- Agree, SA- Strongly agree).

| Statement | SD | D | UD | A | SA |
|---|----|---|----|---|----|
| Learners have adequate space to play without being disturbed by others. | | | | | |
| School buildings have adequate protection from bad weather elements. | | | | | |
| Learners interact freely with the teachers | | | | | |
| The enrolment and retention rates are constant | | | | | |
| The school community is aware of the school rules and regulations | | | | | |
| The school actively informs the community about what is happening at the school | | | | | |
| The schools has inclusive learning materials | | | | | |
| Learners participate in decision making | | | | | |

Section C: Influence of community participation on school learning environment.

The following are statements representing the role of community participation in schools. Please tick the response which best describes the participation of the community in your school. Key: SD- Strongly disagree, D- Disagree,

UD-un decided, A- Agree, SA- Strongly agree).

| Statement | SD | D | UD | A | SA |
|---|----|---|----|---|----|
| Families are involved in making decisions that affect this school | | | | | |
| Many parents attend school events | | | | | |
| Parents and other community members render voluntary services to school | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Parents assist in making of teaching and learning materials | | | | | |
| Staff from this school makes direct contact with families whose children drop out of school | | | | | |
| School committee and BOM reflect the diversity of the school community | | | | | |

Section D: Safety measures in School

The following are statements representing safety measures in schools. Please tick the response which best matches the situation in your school. *Key: SD- Strongly disagree, D- Disagree, UD-Uncertain, A- Agree, SA- Strongly agree).*

| Statement | SD | D | UD | A | SA |
|--|----|---|----|---|----|
| Learners are protected from access by unauthorized persons while at school. | | | | | |
| Learners are always within sight or hearing of school staff at all times | | | | | |
| Learners are not permitted to leave school without the knowledge and permission of school staff. | | | | | |
| School buildings are in good structural condition. | | | | | |
| The school latrines/toilets are in good condition | | | | | |
| The school play ground is free from any hazards | | | | | |
| The school has a first aid kit and fire extinguisher accessible at all times. | | | | | |
| The school is fenced and has a secured gate. | | | | | |

Section G: School Inclusiveness

The following are statements representing inclusive schools. Please tick the response which best matches your school. *Key: SD- Strongly disagree, D- Disagree, UD-Uncertain, A- Agree, SA- Strongly agree).*

| Statement | SD | D | UD | A | SA |
|-----------|----|---|----|---|----|
| | | | | | |

| | | | | |
|---|--|--|--|--|
| Learners receive equal time and attention regardless of their background | | | | |
| Both boys and girls attend schools frequently | | | | |
| The school screens learners for learning disabilities | | | | |
| All teachers have been specially trained to work with learners with disabilities | | | | |
| Members of this school go out into the community to encourage the enrolment of children with disabilities | | | | |
| The physical facilities in the school are designed to accommodate all learners | | | | |

Section H: Health and sanitation provision in school

The following are statements on health provision in schools. Please tick the response which best matches your school. Key: SD- *Strongly disagree*, D- *Disagree*, UD- *Undecided*, A- *Agree*, SA- *Strongly agree*)

| Statement | SD | D | UD | A | SA |
|---|----|---|----|---|----|
| Students and staff have easy access to safe drinking water | | | | | |
| Latrines are clean and sanitary | | | | | |
| Students and staff wash their hands after using latrines | | | | | |
| This school has a feeding programme for all learners | | | | | |
| The school grounds are kept free of litter and garbage, except in designated areas | | | | | |
| The school grounds are kept free of unwanted animals and animal waste (e.g., stray dogs). | | | | | |

APPENDIX IX: INTERVIEW SCHEDULE FOR HEAD TEACHER

1. Is your school environment friendly to the children? If so, what guides you in the provision of the same?
2. According to your own opinion, what roles do communities play in ensuring that the school is child friendly?
3. What Safety measures has your school adopted to create a child friendly learning environment? Are there things that threaten children's safety in your school?
4. Does your school give equal treatment to all children? Give reasons for your answer.
- 5 .How does the school learning environment cater for the special needs children?
6. How does your school ensure that the children stay or remain healthy?
7. What measures has the school undertaken to ensure that there is proper sanitation?
8. How does your school ensure that refuse is well disposed of?

Thank you for taking part in this study.

APPENDIX X: QUESTIONNAIRE FOR TEACHERS

I am a student undertaking a Doctor of Philosophy degree in Early Childhood and Primary Education at the University of Eldoret. In order to complete this program, I am required to carry out a research and present a Thesis on “**The influence of Child friendly school model on learning environment in Public Primary schools in your Sub County**”. Your school is one of those included in the study. This research is purely for academic purposes and the information you give will be treated with confidentiality. Do not indicate your name anywhere on this questionnaire. I kindly request you to participate in my study. Please tick (✓) or fill in the blanks and respond to all items.

Section A: Background Information

Gender:

Male { } Female { }

Age bracket:

Below 30 years { } 31-40 years { }

41-50 years { } Over 51 years { }

Education level

Certificate { } Diploma { } Bachelors { } Masters { }

Working experience

Below 3 years { } 3-5 years { }

6-8 years { } Over 9 years { }

Section B: Learning Environment

The following are statements representing the learning environment in Child-friendly schools. Please tick the response which best matches the learning environment in your school. Key: *SD- Strongly disagree, D- Disagree, UD-Undecided, A- Agree, SA- Strongly agree).*

| Statement | SD | D | UD | A | SA |
|---|----|---|----|---|----|
| Learners have adequate space to play without being disturbed by others. | | | | | |
| School buildings have adequate protection from bad weather elements. | | | | | |
| Learners interact freely with the teachers | | | | | |
| The enrolment and retention rates are constant | | | | | |
| The school community is aware of the school rules and regulations | | | | | |
| The school actively informs the community about what is happening at the school | | | | | |
| The schools has inclusive learning materials | | | | | |
| Learners participate in decision making | | | | | |

Section C: Influence of community participation on school learning environment.

The following are statements representing the role of community participation in schools. Please tick the response which best matches your community Key: *SD- Strongly disagree, D- Disagree, UD-Undecided, A- Agree, SA- Strongly agree).*

| Statement | SD | D | UD | A | SA |
|--|----|---|----|---|----|
| Families are involved in making decisions that promote learning in your class. | | | | | |
| Most parents come to events like open days in your school. | | | | | |
| Parents and other community members render voluntary services to school | | | | | |
| Parents assist in making of teaching and learning materials | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Staff from this school makes direct contact with families whose children drop out of school | | | | | |
| School committee and BOM reflect the diversity of the school community | | | | | |

Section D: Safety measures in School

The following are statements representing the safety measures in schools. Please tick the response which best matches your school. *Key: SD- Strongly disagree, D- Disagree, UD- Undecided, A- Agree, SA- Strongly agree).*

| Statement | SD | D | UD | A | SA |
|--|----|---|----|---|----|
| Learners are protected from access by unauthorized persons while at school. | | | | | |
| Learners are within sight or hearing of school staff at all times. | | | | | |
| Learners are not permitted to leave school without the knowledge and permission of school staff. | | | | | |
| School is fenced and has a gate | | | | | |
| School buildings are in good structural condition | | | | | |
| The school keeps a stocked first aid kit and fire extinguisher accessible at all times. | | | | | |

Section G: School Inclusiveness

The following are statements representing the inclusive schools. Please tick the response which best matches your school. *Key: SD- Strongly disagree, D- Disagree, UD- Undecided, A- Agree, SA- Strongly agree).*

| Statement | SD | D | UD | A | SA |
|--|----|---|----|---|----|
| In general, learners receive equal time and attention regardless of their background (e.g., ethnicity, religion, language, etc). | | | | | |
| Both boys and girls attend school frequently. | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| This school screens learners for learning disabilities. | | | | | |
| This school has teachers who have been specially trained to work with learners with disabilities | | | | | |
| Staff from this school goes out to the community to encourage the enrollment of children with disabilities. | | | | | |
| The physical facilities in the school are designed to accommodate all learners | | | | | |

Section H: Health and sanitation provision in school

The following are statements on health provision in schools. Please tick the response which best matches your school. *Key: SD- Strongly disagree, D- Disagree, UD- Undecided, A- Agree, SA- Strongly agree).*

| Statement | SD | D | UD | A | SA |
|---|-----------|----------|-----------|----------|-----------|
| Learners and staff have an easy access to safe drinking water. | | | | | |
| Latrines are clean and sanitary. | | | | | |
| Learners and staff wash their hands after using latrines. | | | | | |
| The school has a feeding programme | | | | | |
| The school grounds are kept free of litter and garbage, except in designated containers. | | | | | |
| The school grounds are kept free of unwanted animals and animal waste (e.g., stray dogs). | | | | | |

APPENDIX XI: INTERVIEW SCHEDULE FOR TEACHERS

1. Is your school learning environment child friendly? What makes you think that your school is Child-Friendly?
2. What roles does your community play in ensuring that the school learning environment is child friendly?
3. What Safety measures has your school adopted to create a child friendly learning environment?
4. Does your school treat boys and girls equally?
5. How does your school cater for the needs of boys and girls?
6. What makes you think that your school learning environment caters for children with special needs? Give reasons for your response
7. What does your school do to ensure that children are healthy? (*What about feeding children in school?*)
8. What measures has your school undertaken to ensure that there is proper sanitation?
9. In what ways do you think your school is safe for learning?

Thank you for taking part in this study.

APPENDIX XII: INTERVIEW SCHEDULE FOR PARENTS

1. Do you think your school is friendly to the children? If so, what do you have in mind about a child friendly school?
2. What roles do the community play to ensure that the learning environment in your school is child friendly?
3. What Safety measures has your school adopted to create a child friendly learning environment?
4. Does your school cater for all types of learners? If so, what strategies have been laid for this?
5. How do you and other parents make school learning environment conducive for children with special needs?
6. What does your school do to ensure that children are healthy?
7. What measures has your school put in place to ensure that there is proper sanitation?

Thank you for taking part in this study.

APPENDIX XIII: INTERVIEW SCHEDULE FOR ZONAL QASOS

1. Are your Public Primary schools aware of Child Friendly Schools Model?
If so, how useful has it been to the learners?
2. What is the role of the community in ensuring that the learning environment in Public Primary schools is child friendly?
3. What safety measures have been adopted in your Public Primary school? How do they influence the learning environment?
4. What strategies have your schools put in place to meet the needs of the diverse of learners?
5. What health practices are provided to children by your Public Primary schools? How do these influence the learning environment?

Thank you for taking part in this study.

APPENDIX XIV: OBSERVATION SCHEDULE

School _____ Date _____

| Items to be observed | Available | Not available | Comments |
|------------------------------|------------------|----------------------|-----------------|
| Refuse disposal site | | | |
| A clean school compound | | | |
| Feeding programme | | | |
| Inclusive school facilities | | | |
| School rules and regulations | | | |
| School fence | | | |
| Lockable school gate | | | |
| First Aid Kit | | | |
| Fire Extinguisher | | | |

These instruments were expected to address all facets of education, including the environment, issues of equity and equality, and the holistic development of the child (UN Newsletter 2011). Nonetheless there have been some challenges faced in taking on the spirit of a CFS. According to Limo (2013), some schools have not been able to create strong linkages with the community and partners, especially in areas where poverty is high. Others are struggling in trying to enhance equity and equality, particularly in trying to attain gender parity and establish disability-friendly schools. Koskey, (2013) also found out that parents and the entire community do not fully participate in assisting teachers in matters concerning school activities and in particular the development of teaching and learning resources.