

2012-11

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Ganyure, Abdirashid Adan

Mount Kenya University

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EVALUATION OF CHILD FRIENDLY SCHOOLS APPROACH TOWARDS
LEARNING IN PUBLIC PRIMARY SCHOOLS OF CHANGAMWE DISTRICT,
MOMBASA COUNTY, KENYA

ABDIRASHID ADAN GANYURE

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE
DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL PLANNING,
MANAGEMENT AND ADMINISTRATION OF
MOUNT KENYA UNIVERSITY

NOVEMBER, 2012

ABSTRACT

The purpose of this study was to evaluate child friendly Schools approach and its contribution towards public primary schools of Changamwe District, Mombasa County. The study sought to find out the effectiveness in the implementation of the approach in the public primary schools of Changamwe District, Mombasa County. Further the study explored the challenges faced in the successful implementation of the approach and ways of overcoming the challenges. Descriptive research design was adopted to evaluate the level of implementation of Child Friendly Schools approach in teaching and learning. The target population comprised 20 head teachers, 421 teachers, 20 SMC Chairpersons and 19,064 primary school children from public primary schools within Changamwe District. Purposive sampling was used to select 10 schools within the District. Simple random sampling was used to select the number of Head teachers, teachers, pupils and SMC Chairpersons. Data was collected from Primary sources through questionnaires, interview schedule and observation schedule while secondary data was sought from books, Journals, newsprints and websites. The instruments were piloted in two (2) schools that were not in the sample before administration. Content validity and reliability test was carried out on the instruments. Data analysis was done through percentages and use of tables. The theoretical framework was based on CIPP Evaluation Model while the conceptual framework was drawn from independent variables which are Child friendly classroom, safe and protective school, equity and equality promoting school, health and nutrition promoting school and a school with enhanced community linkages and partnership and that of dependent variables which is learning. Some of the findings included the partial implementation of Child Friendly Schools approach in most schools; majority of schools registered a positive increase in KCPE mean score after the inception of the approach in 2010. Some of the challenges affecting the successful implementation of the approach included understaffing, large classes, loaded curriculum, lack of parental support. Some of the recommendations put forward by the researcher includes the need for support from stakeholders in rolling out CFS initiative to other districts, there is need to develop a framework for partnerships in education. Some of the suggestions include the need to carry out similar studies in other Public Primary Schools, investigation in to effectiveness of Child Friendly School approach as used by Public Primary Schools in Kenya