

**HEAD-TEACHER LEADERSHIP ISSUES INFLUENCING
IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL POLICY IN PUBLIC
PRIMARY SCHOOLS IN TRANSMARA WEST DISTRICT, NAROK COUNTY,
KENYA**

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ABSTRACT

The study sought out head-teacher leadership issues influencing implementation of child-friendly- school policy in public primary schools in Transmara West District of Narok County. This requires schools to focus on the whole child, which means taking into account conditions in the family or community that might be hindering the child's education progress. Effective school leadership quality is generally perceived to be essential in improving the efficiency and equity of schooling. It also means that school should remove conditions within the school that may discourage the children from attending school and completing their education. Transmara is one of the districts in the country where the enrollment and completion rates are below the national average and this necessitated the study. The study covered 97 selected public primary schools in the district which were sampled using random sampling technique to ensure representativeness. Data was collected by using questionnaires. Descriptive statistics and philosophical reflection were used to analyse data. The findings revealed that, majority (95.5%) of schools were in rural set up while the remaining 4.5% were located in urban areas. With respect to status of the schools, it was shown that 96.6% were mixed day whereas 1.1% of the school were boys boarding. With regard to the enrollment, it was discovered that 46.1% of the number of the pupils enrolled ranges from 200 – 399 in respective schools though the minority (1.1%) of the pupils joining is 1000 and above. The study also revealed that 92.1% of teachers felt there were rules and regulations which govern the conduct of pupils and teachers in public primary schools while 6.7% said there were no rules. A simple majority (53.9%) of teachers opined that rules and regulations governing the conducts of pupils and teachers are strongly followed while 40.4% said that such rules are not followed. The findings have shown that quality leadership that one has gained can promote child friendly school, generally. Thus, school leaders need to incorporate all the stakeholders including the surrounding community. The study will be important for practicing and aspiring head teachers, education officers and policy makers to initiate training programmes that would prepare head teachers and all stakeholders to embrace and cope with the child friendly schools philosophy that is being propagated by the government and development partners in the school system in the country. Particularly, that head teachers may benefit from this study by understanding that they have the responsibility to spearhead the necessary changes to make the philosophy a success for the benefit of the children and the nation at large.

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