



# STATUS OF SCHOOL INFRASTRUCTURE AND CHILD FRIENDLY SCHOOL ENVIRONMENT IN PUBLIC PRIMARY SCHOOLS IN BELGUT SUB-COUNTY

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## ABSTRACT

Pupils thrive in environments where they feel safe, nurtured and respected. The objective of the study was to establish the status of the school infrastructure in the child friendly schools in Belgut Sub-County. The study adopted Lezotte Model of effective schools. The study adopted descriptive survey sample design. The target population for this study consisted of 117 public primary schools in Belgut sub-county, 117 head teachers, 702 teachers and 5487 pupils. Stratified as well as simple random sampling was used in selecting teachers and the pupils who participated in the study. Purposive sampling technique was used to select the headteachers for the study. The sample size was 10% of the target population which consist of 12 headteachers, 18 teachers and 162 standard seven pupils. Questionnaires were administered to headteachers and teachers, while interview schedules issued to standard seven pupils. The researcher used observation checklist to observe and record the availability of facilities, infrastructure and the general health and nutritional status of the sampled schools. Data analyzed using descriptive statistics. This is because the findings yielded both quantitative and qualitative data. The results were presented using tables, pie charts and bar graphs. The findings of the study showed that although the toilets were designed for children and were gender sensitive in most of the schools, classrooms were overcrowded for learning and were not streamlined for wheelchairs. There is need for schools in Belgut Sub-county to collaborate with the County government, Alumni and community to raise funds to facilitate ensures that facilities in the schools were child friendly.

**Key words:** *Status, Infrastructure, Child Friendly School, Environment, Public, Primary*

## 1.0 Introduction

A child-friendly school idea is based on the Convention of the Right of Children (CRC) and is all-inclusive approach which narrates all characteristic of reforms in instruction and which puts the child at the centre of the attention in all activities being organized and implemented at the school. Therefore, everything being accomplished in school and everyone involved in the realizing them should be around the interest of the learner (Chistopher, 2011). Katz (2011) defines Child-Friendly School Environment (CFSE) as a school providing that quality education to all children by considering all the issues that have an impact on the welfare, the right and the friendly environment during the learning process for every child. A child friendly school approach involves six dimensions: an inclusive and child friendly

classrooms, quality teaching and learning, safe and protective school, equity and equality promoting school and enhancing community linkage and partnership (Claire, 2011). School safety is viewed as one of the major factors that influence the implementation of a child friendly school. Safe physical facilities play pivotal role in actualization of child friendly model by satisfying the physical and emotional needs (Squelch 2001).

CFS becomes effective when there is provision of safe and secure physical structures such as classrooms, which are well maintained, adequate sanitary facilities like separate toilets for boys and girls which are in good condition and also provision of emotion needs such as creating pleasant surrounding a friendly atmosphere and inspiring environment. (Lupincci, 2002). This concurs with Kennedy (2003) who asserts that when the learning process is at the core of design priorities, there is significant likelihood that physical facilities will positively influence the performance. This view is also supported by Clark (2001) who pointed out that student who feels safe in school experience positive effect on their learning. CFS initiatives and the dimensions engaged have been successful in some other informal settlement in the world in enhancing the participation of pupil in education. In Ahamedabad informal settlement in India, the children of laborers working in the construction sites have been put back in the normal school system through CFS. In these CFS centers children are being provided with nutritious meal, health services and hygiene education as well as children activities so that they can be kept in school and avoid child labour in the construction sites (Nandavan, 2013). The provision of fortified biscuits in the Dhaka informal settlement schools in Bangladesh has helped curb the problem of low enrolment, absenteeism, drop out, poor performance and malnutrition (Ahmed, 2004).

A global survey of the child friendly schools' concept and its application within UNICEF programmes reveals a weakness in approach where there has been tendency to under emphasize the determinants of a child friendly school in education. Despite the gap in approach the approach has progressed steadily in the world from an estimated 33 countries in 2004 to 56 countries in 2007 (UNICEF, 2010). Pupils' access to instructional materials is an important factor in what and how much they learn (UNESCO, 2005).

In earlier studies it was found that in Bolivia Brazil, Chile, Colombia, Ecuador, Panama, Peru and Venezuela only one-third of primary school pupils had access to instructional materials (Montagnes, 2001). Pupil text book ratio is a significant measure of education quality. Many classrooms in developing countries especially in poor and rural areas possess only one textbook typically kept by the teacher. Students spend most of their time copying text book from the blackboard which they are expected to memorize (Liberia MoE, 2007).

In Turkey in 2002, UNICEF and the ministry of education began to work together to design a child friendly school model project with a well-defined monitoring and evaluation programs. Twenty-five schools volunteered to participate in the project. In the project the number of schools later expanded to 326 where the children, parents and community at large appended the initiative (Shirley, 2010). Research in many parts of the world has shown the relationship between physical facilities and attendance. According to Beynon, in India, schools without their own buildings and hold their classes under a tree in a borrowed building from other users tend to have poor attendance. In a pilot survey of schooling conditions in Least Developed countries done by UNESCO and UNICEF revealed that some parents refused to let their children attend schools where sanitation facilities were poor (UNESCO ,2008). Okpala (2006) also observed the same in Nigeria but added that such unfriendly school physical facilities compel teachers and learners to use a makeshift classrooms and improvise sitting facilities like stones instead of desks or chairs and such unattractive and unsafe nature of learning greatly contributed to low school attendance poor performance and eventual lead to school dropout mostly among the children from diverse background. Nduku(2006) reiterated that many schools in Nigeria have no adequate games and safe recreational facilities and this attract few children to school. This indicates that some school environments are not safe and conducive enough for learning.

In provision to school factors for child friendly schools which includes, proper physical facilities which need to be adequate for all children, enough human resources in correct ratios that is teacher to pupil's ratio 1:40, enough teaching and learning resources, positive community, support to school, government funding to school, supervisor who is necessary for spiritual guidance, school discipline, well defined roles of the school administration, finally the parents' role in the school (UNESCO, 2011). The Children Friendly School policy in South Africa faced many challenges which included lack of physical facilities, human resources and lack of community support among others (Alina, 2010). Ethiopian Ministry of Education Retention Study (1998), found out that young children are more likely to go to school and stick with it if their parents and community leaders encourage them. But once a child passes the gate of the school complex, they enter a new world that may or may not please them. Some schools have attractive grounds; dark and dusty classrooms stem teachers and even mean pupil peers.

In Malawi, according to Eastern and Southern African Region (ESAR) (2006), irregular school attendance and good performance immensely depend on physical school infrastructure. It also observed that unavailability of water and inadequate sanitation facilities in schools contribute to low school access, low retention and poor performance and more so girls. It concluded that friendly inclusive learning should be prioritized to spur improvement on school physical facilities to increase access and to minimize school dropout more so the disadvantaged ones. The Rwanda National Building Code states that the school must be a healthy, clean, secure and learner protecting environment UNICEF (2010). It should have adequate water and sanitation facilities, access to health and nutrition services, policies and code of conduct that enhances physical, psychological and emotional health of the teachers and the learners and education content and practices leading to knowledge, attitudes, values and life skills needed for self-esteem, good health and personal safety. Hence most of the schools in Rwanda have striven to achieve the child friendly schools.

In Tanzania, Child Friendly School policy increased the school enrollment drastically from 435, 441 in 2003 to 2,222,403 in 2008 proportion of boys and girls enrolled in primary school was almost equal. Primary and secondary school examination pass rate in these children friendly school have been decreasing in primary schools from 61% in 2005, to 53% in 2008. For instance, secondary school enrolment rose from 38% in 2003 to 21% in 2009 (Alina, 2010). On the other hand, primary school enrollment increased to 93% in 2008 from 59% in 2000. Despite these achievements in Tanzania the challenges of physical facilities affect the participation and completion of basic education (MoE, 2009). According to Acklers and Hardman (2001) the policy of child friendly school in Uganda promoted good quality teaching and learning processes with individualized instruction. These processes were appropriate to each child developmental level, abilities and learning style. With active co-operation and democratic learning methods, they provided structural content and good quality materials and resources. Child friendly school enhances teacher capacity, morale, commitment, status and income and their own recognition of child rights. In this institution promoted quality learning outcomes by defining and helping children learn what they need to learn and teaching them how to learn (Acklers & Hardman, 2001).

The Kenyan government recognizes that quality education is fundamental to the achievement of the Education for All (EFA) and vision2030 (Republic of Kenya, 2012).The government has formulated educational policies which address access to school, for all school aged going children. For example, in 2003 the government of Kenya introduced free and compulsory primary education to allow all school aged children to be in school (Republic of Kenya, 2012). The Child-Friendly School concept was introduced in Kenya in 2002 and implemented on a pilot basis by the Ministry of Education, with the support of UNICEF, in 11 districts: Nairobi, Turkana, West Pokot, Kwale, Isiolo, Marsabit, Moyale, Mandera, Wajir, Garissa and Ijara (UNICEF, 2005). For instance, classrooms appeared to be generally congested and there was hardly any space for free movement during lessons. Also, a number of classroom conditions were poor, for instance, lighting depended only on sunlight, which was sometimes inadequate.

In some schools they had introduced school mats for children to sit on since there were no sufficient desks Ogola (2010).

Kenyan government is dedicated to ensure that all learners are safe and healthy when they are either inside the school or outside. Moreover, Ministry of Education CircularNo.G9/169 emphasizes on safety in the physical infrastructure, school environment and the participation of school administrators in implementing the policies (Republic of Kenya 2001). Knowledge of school safety laws and regulations provides administrators with the authority to know what is allowed, what is forbidden as well as what actions are considered to be an obligation of the school. According to Otieno (2010) it is emerging that most schools in Kenya have no capacity to handle emergencies, and are yet to implement safety standard manual produced two years ago. The safety standard manual for learning institution in Kenya (2008) depicts physical infrastructures as facilities which include buildings such as classrooms, administration unit, washrooms, kitchen and recreational fields, equipment and many alien. These infrastructural facilities must be suitable, sufficient and set in the right place which is not risky to the pupils. Their rightful location in the school depict environment which are suitable, conducive and easy to maintain.

## **2.0 Literature Review**

### **2.1 Theoretical Framework**

The study used Lezotte (2010) effective schools' model. In his theory, he provided seven "Connects of Effective Schools." This incorporate; a school should be sheltered and located in a conducive place. Lezotte contends that areal school should initially be where learners can feel safe, physically and emotionally. It should be a steady network where children and educators—of all foundations can center on learning. To make an atmosphere of security, corridors and teaching space must be free of conduct like battling, tormenting, and provocation. So, a sheltered situation isn't made just through discipline. Lezotte advocates comparable techniques for inspiration. As indicated by Lezotte, educators, guardians, and different guides need to support a learning situation in school-age children by regarding schools as "consecrated spots." How society esteems school overall culture has an inseparable tie to how students will draw in with their own instruction. At the point when students view school as a foundation with higher affection, as learners enroll in the school with dispositions more helpful for learning (Lezotte, 2010).

A protected and systematic school is characterized as a school atmosphere and culture described by sensible desires for conduct, predictable and reasonable utilization of principles and directions, and minding, responsive connections among grown-ups and students. Lezotte, (2010). Classrooms are warm and welcoming, and learning exercises are intentional, drawing in, and huge. Customized learning environments are made to expand positive connections among students and among students and their instructors. Students feel that they have a place in the school network, and children are esteemed and respected; their legacy and foundations are seen as "resources," not lacks.As per Lezotte (2010), family and network inclusion is a general term used to portray a bunch of exercises, activities, and projects that bring guardians, organizations, and different partners together to help understudy learning and schools. Families and different grown-ups can be associated with the training of youngsters through an assortment of exercises that exhibit the significance of instruction and show support and consolation of students taking in the equivalent is additionally required for a CFS school setup. The theory was related to this study since the primary schools require are altogether required in the UNICEF Child friendly schools' framework. The CFS activity requests that a school ought to work to the greatest advantage of the child, instructive environments must be sheltered, sound and defensive, blessed by the gods with sufficient offices and suitable physical, enthusiastic and social situations to upgrade education. Education environments must be a sanctuary for learners learning. By distinguishing the variables influencing child friendly environment in schools (UNICEF, 2006).

### **2.2 Concept of Child Friendly School**

A child-friendly school is one where the environment is conducive to learning, the staff is friendly and the holistic needs of the children are adequately met (Barasa, 2007). This kind of a school is community-based and recognizes the rights of ALL children. A CFS welcomes nurtures and educates all children

regardless of their gender, physical, intellectual, social, emotional or other characteristics (UNICEF, 2009). A CFS is characterized by; inclusive child-friendly classrooms, safety and protection, equity and equality promotion health and nutrition promotion and community involvement, all for the best interest of the child. Children are different and they all have an equal right to education no matter what their background or ability (Republic of Kenya, 2001). CFS is important because it has its core point of reference, the current and future best interests of the learning child. It provides a reasonably accessible language and set of dimensions for all who are responsible for children's learning, from family through to national policy makers to talk about the means and how to do it (UNICEF, 2009). CFS advocates for need to manage the differences among the learners by recognizing their strengths and weaknesses, planning lessons accordingly using teaching strategies and adapting curriculum to fit each child's abilities.

A study conducted by UNICEF revealed that the Escuela Amiga project in Mexico promotes quality education for indigenous girls and boys through child-friendly learning environments where children's participation is emphasized with a guide for teachers and education managers that includes checklists on constructing a school work plan and monitoring and evaluating progress towards child friendliness (UNICEF, Mexico, 2002). The CFS model recompenses for any inadequacies in the home and society that might make it problematic for children to join in school, attend frequently and prosper in their studies. For example, if there is a nutrition deficiency in the communal, schools feeding programmes can offer children both with the food they so judgmentally need and the inducement to stay in school and get an instruction. The CFS model also builds corporations amongst schools and the community. Since learners have the right to be fully equipped to develop active and fruitful citizens, their education must be linked to the broader community. Child-friendly schools (CFS) are a means of transporting the concept of Child Rights into classroom practice and school management (Christopher, 2001). Recognizing the inherently interactive and integrated nature of the CFS concept is critical to creating child-friendly learnings. It is also proving to be a challenge on how best to determine where, when, and how limited resources should be applied dimension by dimension and cumulatively in order to ensure the best results, as well as the degree to which these results are truly making the school child friendly and ensuring the rights of children to a basic education of good quality (Abdurrahman, 2012). A child friendly school policy involves six dimensions: an inclusive and child friendly classrooms, quality teaching and learning, safe and protective school, equity and equality promoting school and enhancing community linkage and partnership (Claire, 2011).

### **2.3 Status of Infrastructure/facilities**

Schools' physical facilities are the platform on which most learning takes place. School infrastructure affects quantitative growth and the provision of quality education (Patrinos, 2002). In Ghana, schools that have been established in rural communities are faced with problems of poor infrastructure, lack of material input, inadequate logistics and lack of qualified personnel which has led to poor academic performance and in some cases low enrolment of learners as most learners end up dropping out of school (George, 2004). A study carried out by UNESCO in Bangladesh and India indicated that in Bangladesh school head teachers have planted chalkboards around the classrooms at the children's level so that the children can use the chalkboard for planning, drawing and problem solving. In India the report indicates that District Primary Education Program (DPEP) make schools available to children within 1km of their residence even in the remotest areas where school buildings are especially designed and constructed with child- friendly element (UNESCO, 2001). Pupils' safety in school is a fundamental and indispensable component of the implementing child friendly school (UNICEF, 2010). The nature of the school physical structures and the school fields determine the general health and safety of learners in the school. It confirms that learners' achievements could be influenced by school environment in anyway, positively or negatively. School safety threats and insecurity generally emanates from conditional and unconditional factors like strong wind, lightening, drowning, crime and even land slide (OECD, 2006).

According to Maiyashi (2001) and Maduwasi (2005) confirmed that most schools in Nigeria operate in unconducive environment and they lack fundamental equipment and infrastructure which are essential for provision of quality learning. On the same note, world-bank 2004 also reported on the inadequacy of the teaching and learning resources in schools in Nigeria. Enueme (2004), also confirmed that equipment and infrastructure of most public primary schools were insufficient. UNICEF (2000) rationalized that even through most school facilities in Nigeria are inadequate but they are striving to offer education that is attractive and friendly to the learners. According to UNICEF (2009), child friendly school requires a number of facilities to achieve its purpose, below are the facilities needed to help in developing and achieving the concept of child friendly school. Makenzi (2010) notes that a healthy schools environment refers to a physical environment (e.g. lighting, temperature noise) that is conducive to learning and a psycho-social environment that supports individual and family differences and promotes a personnel growth, wellness and the healthy relationships. According to the safety standards manual (2005) pressures to school safety can originate within the school atmosphere or outwardly – from the broader community. The physical environments of many schools in Nigeria are not only deemed inadequate for learning but unsafe for students (UNICEF, 2001).

A study carried out by Najjindo (2009) in Uganda found that there were no special latrines for learners with special needs. Other facilities lacking were wide walkways, wide corridors and wide doors. In some primary schools there were absolutely no safety measures in place. Walkways were nonexistent, no specially designed corridors, and sharp logs and rocks were all over the school yard. Poor primary school infrastructure is a barrier to promotion of access to primary education in Kenya. Physical facilities are an important factor in both school attendance and achievement (KESPP, 2005). Additionally, improved primary school infrastructure is a high priority among schools and therefore, the headteachers as the financial managers should ensure that physical facilities are available to enable promotion of child-friendly public primary schools especially in Embakasi District (Barasa, 2007). They are charged with the responsibility of selection, procurement and maintenance of physical facilities including classrooms, playing ground, firefighting equipment, sanitation and health facilities among others. The Ministry of Education in collaboration with the Ministry of Public Health and Sanitation agree that infrastructure plays a significant role in promoting child-friendly schools. This is because it facilitates the day to day business of the school community (Republic of Kenya, 2009).

Kirui (2011) observed that unsafe schools is still fear on learners, disrupts learning, leads to destruction of resources and worst of all, lives are lost. Safety in schools is a necessary condition for a good learning environment which keeps children in school and provides better academic achievements. A safe school is one whose pupils' lives are not endangered within the school or even when they are at home. Claire (2011) argues that, out of school children are at risk of violence, radicalization, rape, prostitution, and among other life-threatening activities. A safe environment is essential for students' wellbeing and achievements. According to the Ministry of Education (2008) the head teacher, according to Safety Standard Manual, is responsible for ensuring proper implementation of the programme by coordinating all phases. He should co-ordinate the efforts of the School Safety Sub-Committee, in ensuring that the school is safe, secure thus resources are efficiently used to facilitate child-friendly public primary schools. The literature has also revealed that the headteachers play a pivotal role in the implementation of educational policies because they are in charge of all the activities taking place in their schools. CFS being a new concept in Kenyan schools, there is limited study on the management strategies utilized by headteachers to promote child-friendly public primary schools. This study therefore attempts to fill this gap.

### **3.0 Methodology**

The study adopted descriptive survey sample design. According to Weirsmas (1995), surveys are research studies conducted in order to establish the status quo. Surveys are useful for gathering facts in order to establish important and useful information for the educational enterprise. Survey methods collect data through questionnaires or/ and interviews Orodho, (2005). The survey design was selected for this study

because the study was involved in describing, recording, analyzing and reporting conditions, as they currently exist (Kothari, 1985). The research study was carried out Belgut sub-county of Kericho County. Tea is the major cash crops that is grown in the area. The sub-county is famous for the high-quality tea produce from the various tea plantations situated in the area. The residents are mainly from Kipsigis community, but those working in the Tea Plantation come from diverse communities. The division was believed to be vital for the study since it has 35 public primary schools which the researcher used to ascertain the child friendly initiative. All the schools are public primary school. The target population for this study comprise of 117public primary schools in Belgut sub-county, all the head teachers, 702 teachers and 5487 pupils. Stratified and simple random sampling was used.

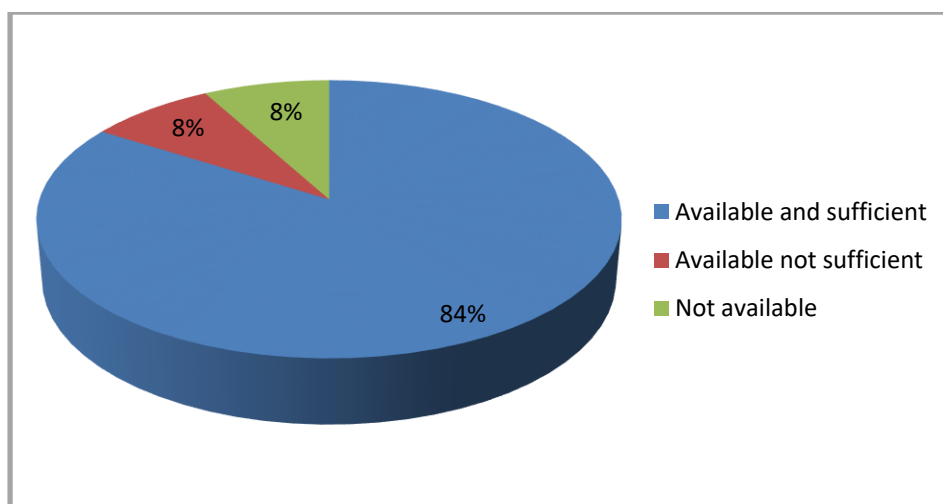
First proportionate stratified sampling technique was used to determine the teachers and pupils in the four zones in the sub-county namely; Chaik, Kabianga, Waldai and Sigowet zones. Then simple random sampling was used to select 24 teachers and 162 pupils, while purposive sampling was used to obtain a sample size of 35 headteachers 24 teachers and 162 pupils from all the 35 sampled schools. The questionnaires, interview schedules and observations were used to collect data from respondents. Questionnaires were used to collect data from head teachers as well as the teachers on implementation of child friendly imitative. Interview Schedule was administered to pupils. Data collected by observation are, thus, more objective and generally more accurate. The researcher used observation checklist to observe and record the availability of facilities, infrastructure and the general health and nutritional status of the sampled schools.

#### 4.0 Results

The study aimed at establishing the influence of school physical facilities in relation to the provision of child friendly school environment, to achieve this, the respondents were required to give their responds whether the facilities are available and sufficient, available and not sufficient and Not available.

#### 4.1 Headteachers ratings on School facilities

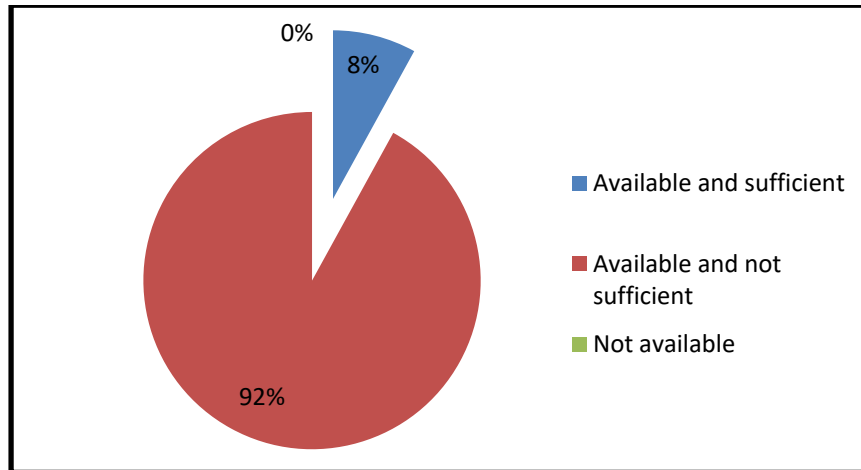
The headteachers were asked to give their ratings on the availability and status of physical facilities in their schools. Figure 1 summary the responses.



**Figure 1: Classroom windows always open & Cross ventilate the class**

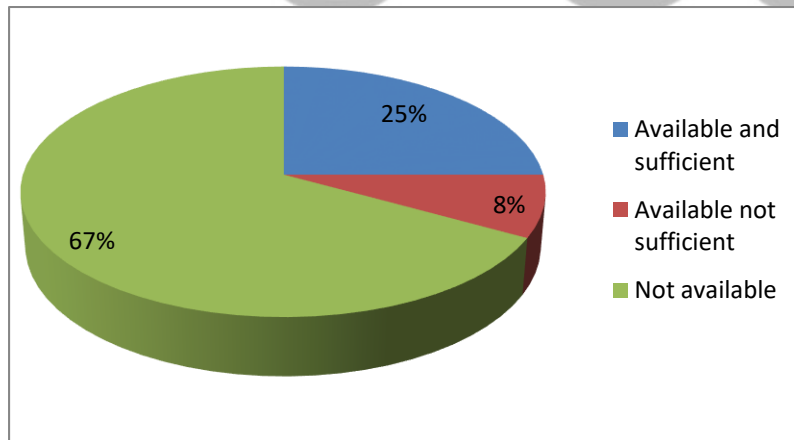
The results on classroom windows always open and cross ventilate the class showed that majority 84% of the schools indicated that it was available and sufficient while 8% said it was available but not sufficient and the same number indicated that it was not available. The findings show that windows in majority of

the schools were sufficient; however the observations made by the researcher established that the windows in most of the schools were broken and did not have grills.



**Figure 2 Classrooms are overcrowded for children to learn**

The findings on classrooms being overcrowded for children to learn indicated that majority 92% noted it was available and not sufficient while only 8% agreed that it was available and sufficient. The findings imply that most of the schools had overcrowded classrooms this could be due to the introduction of free primary education which attracted most pupils to school. Due to overcrowded classrooms, some learners may not be asked to contribute or never offer to contribute especially in any discussion children sitting at the back of the classrooms and may affect performance. The findings are in line with the findings of Ogola (2010) on free education in Kenyan public primary schools established that the free primary education led to congestion in classrooms.

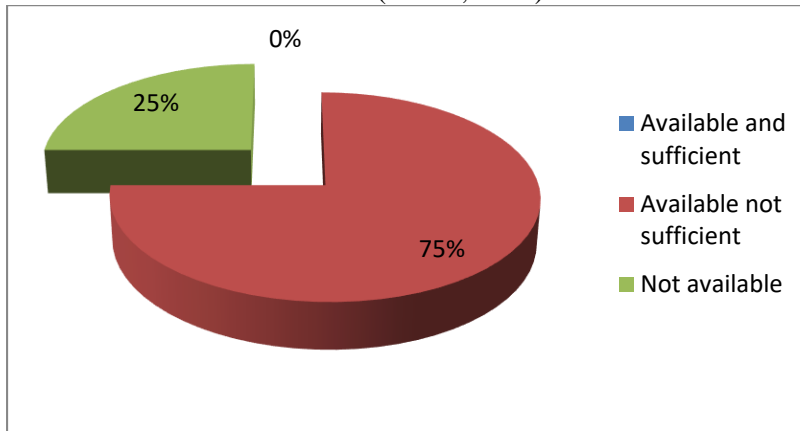


**Figure 3: Classroom streamlined for wheelchair**

Most 67% of the respondents indicated that their classroom were not streamlined for wheelchairs while 25% indicated that it was available and sufficient while only 8% indicated it was available but insufficient. The findings imply that the schools have not streamlined their classes which were challenge to learners with disability. The child friendly initiative has stipulated that for a school to be child friendly, it has to streamline their classes to accommodate learners with disability. The design of school infrastructure should be carefully done, considering the needs of persons with physical, visual, hearing

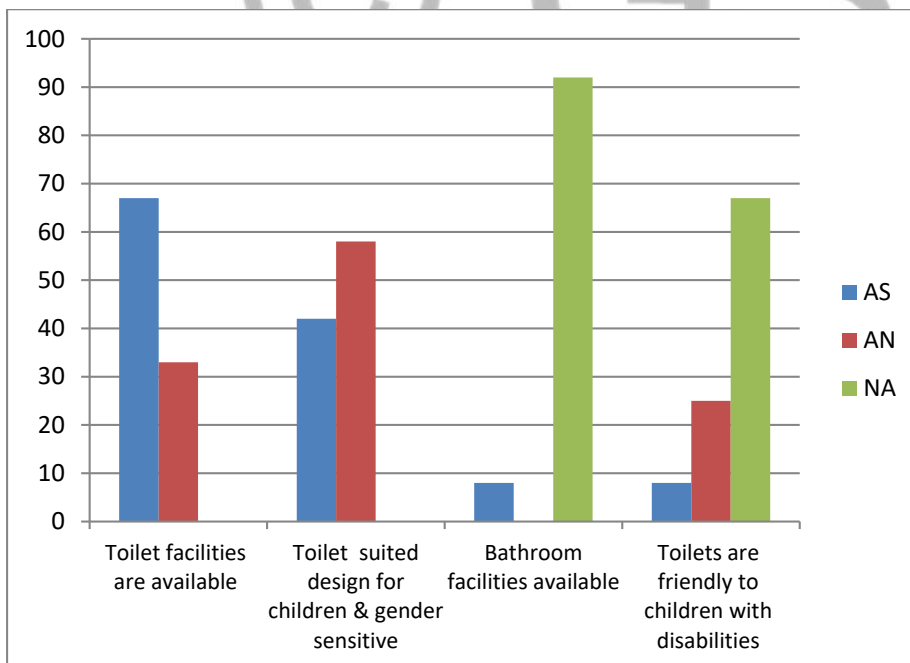


and intellectual impairments for example while all public space, footpaths, corridors bridges should have adequate circulation to minimize the risk of accidents, a general turning circle of 1500mm is recommended for wheel chairs (KEMI, 2014).



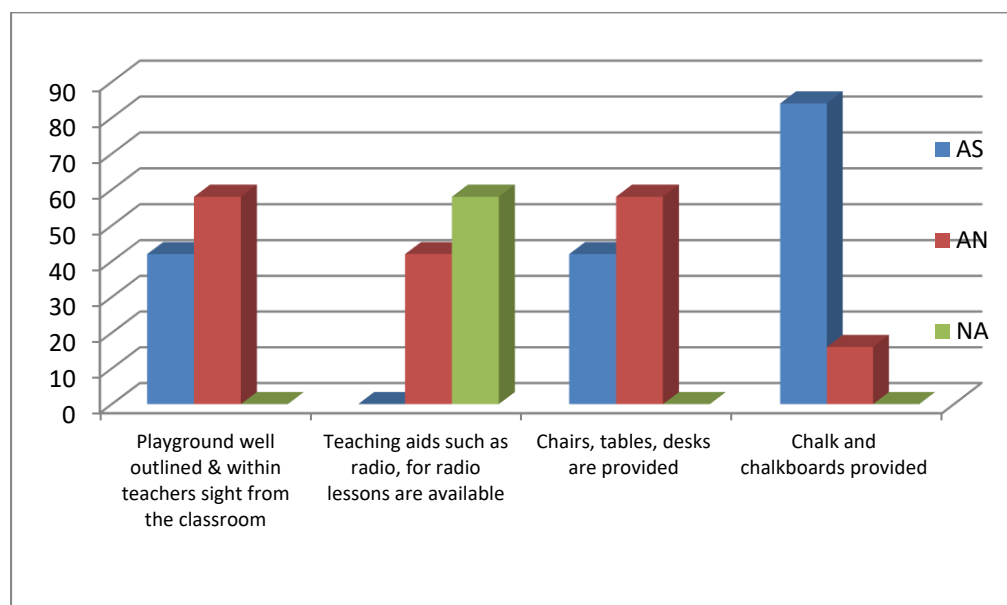
**Figure 4: Inside classroom displays pupils' works**

The responses on inside classroom displaying pupils' works, 75% indicated that it was available but not sufficient while 25% said it was not available in their schools. According to the observation made by the researcher, majority of the schools did not have pupils work displayed in classrooms. Displays of teaching/learning aids and children's work in classroom will help the pupils to take an interest in their learning and feel a sense of belonging to the class. The study further sought to obtain headteachers responses on availability of other facilities which include; toilets, bathrooms, toilets being suited for learners with disabilities etc. They were required to choose from the agreement:- AS- Available and sufficient, AN, Available and not sufficient or NA – not available.



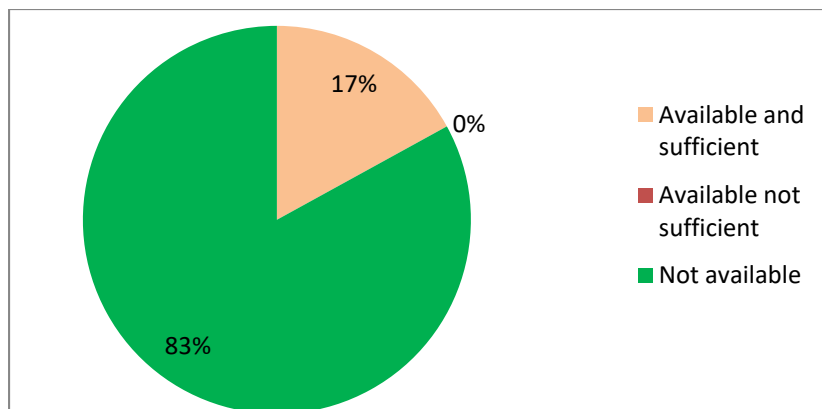
**Figure 5: Toilet facilities**

The findings established that in 67% of the schools, toilet facilities were available and sufficient while 33% indicated that they were available but not sufficient. The results do not agree with the observation by the researcher which noted that the toilets were available but insufficient in majority of the schools. In some of the schools there were no separate toilets for girls in Menes. Insufficient toilets discourage girls in menes they need privacy and if not accorded tend to absent themselves from school. On whether the toilets were suited and designed for children and gender sensitive, 67% said it was available and sufficient while 33% said it was available but not sufficient. It was however established that almost all 92% of the schools did not have bathroom facilities except for 8% who indicated that they had bathrooms and they were available. Bathrooms are important for young children and girls during menes. It is also important during games and sports period. On the toilets being friendly to children with disabilities, 8% indicated that they were available and sufficient, 25% indicated that they were available but insufficient while 67% indicated it unavailability. The findings agree with the observation made by the researcher. All the schools did not have their toilets designed for learners with disabilities. The ministry of education recommends that the ratio for boys' toilets to be 1:30 and 1:25 for the Girls (MOE, 2008). This implies that none of the schools in the district meets the ministries requirements on the number of toilets for the pupils in primary schools.



**Figure 6: Other facilities**

The findings established that 42% of the respondents indicated that the playground was well outlined and within teachers' sight from the classroom while 58% indicated its availability but noted that it was not sufficient. Because of safety of learners, playground should be well outlined and within teachers' sight. The respondents indicated that teaching aids such as radio for radio lessons were available but not sufficient in 42% of the schools while 58% indicated that it was not available. Bansal and Choudhary (2007) reported that radio holds great potential in terms of supporting students who are learning at a distance. Chairs, tables and desks were provided and sufficient in 42% of the schools compared to 58% who indicated that it was available but not sufficient. It was however noted that majority of the schools indicated that chinks and chalkboards were provided and sufficient in their schools contrary to only 16% said it was available but not sufficient. Facilities like chairs, tables, desks, chinks and chalkboards are very importance for they enhance learning.



**Figure 7: Ramps for learners with special needs**

Response on ramps for learners with special needs was not available in majority 83% of the schools compared to only 17% who indicated that it was available and sufficient. According to UNICEF (2006), all buildings should offer alternative ways to enter. Ramps are in most cases easily and relatively inexpensive to build. Control and switches must be located within the reach of all persons including those with special needs. Other disability friendly facilities include ramps, toilets, braille materials hearing aids and clearly defined paths should be provided b all schools (KEMI, 2014).

#### 4.2 Teachers' ratings on physical facilities

The study further sought to obtain the teachers ratings on physical facilities. This was to confirm the headteachers ratings and give a more viable finding. They were required to choose between:- VS – Very satisfactory, S- Satisfactory, NS – Not satisfactory. The findings show that 15 (62%) of the teachers indicate that classroom windows were always open and cross ventilate the class very satisfactorily while 6 (25%) said satisfactorily and 3 (13%) indicated that it was not satisfactory. The findings agree with the headteachers findings. On whether the classrooms were streamlined for wheelchair, majority 19 (79%) indicate that they were not satisfactory while only 1 (4%) and 4 (17%) indicated very satisfactory and satisfactory respectively.

**Table 1: Teachers' ratings on physical facilities**

	VS		S		NS	
	F	%	F	%	F	%
Classroom windows always open & Cross ventilate the class	15	62	6	25	3	13
Classroom streamlined for wheelchair	1	4	4	17	19	79
Inside classroom displays pupils' works	6	25	15	62	3	13
Classrooms are not overcrowded	-	-	4	17	20	83
Toilet facilities are available	10	42	14	58	0	0
Toilet suited design for children & gender sensitive	12	50	8	33	4	17
Bathroom facilities available	2	8	1	4	21	88
Toilets are friendly to children with disabilities	0	0	6	25	18	75

Playground well outlined	0	0	4	17	20	83
Teaching aids such as radio, for radio lessons are available and being used by teachers	0	0	2	8	22	92
Chairs, tables, desks are provided	10	42	11	46	3	13
Chalk and chalkboards provided	10	42	9	38	5	21
Books are provided	2	8	12	50	10	42
Library and librarian	0	0	2	8	22	92
Well painted classrooms	7	29	3	13	14	58
Ramps for learners with special needs	3	13	6	25	15	62

The findings further established that 6 (25%) of the school had inside classroom displaying pupils works very satisfactorily, 15 (62%) were satisfactory while only 3 (13%) not satisfactory. On classrooms not being overcrowded but spacious for children to learn, 4 (17%) said they were satisfactory, while majority 20 (83%) indicated not satisfactory. On availability of toilet facilities, 10 (42%) were very satisfactory and 14 (58%) were satisfactory. The findings established that 12 (50%) indicated that the toilets were very satisfactorily designed for children and were gender sensitive, 8 (33%) said were satisfactory while 4 (17%) were not satisfactory.

Bathrooms were only available in 3 (12%) of the schools while majority 21 (88%) were not available. The findings agree with the findings of the headteachers in figure 4.6 out of which 92% indicted unavailability. The toilets being friendly to children with disabilities, 6 (25%) said were satisfactorily while 18 (75%) were not satisfactory. On whether the playground were well outlined & within teachers sight from the classroom, only 4 (17%) indicated were satisfactory while majority 20 (83%) were unsatisfactory. Teaching aids such as radio for radio lessons being available used by teachers, revealed that they were available in only 2 (8%) contrary to 22 (92%). This is in line with Kanamba (2014) which indicate that teaching aids should be provided to make learning learner friendly. Chairs, tables, desks are provided in majority 21 (88%) of the schools while only 3 (13%) were not satisfactory. The findings also established that were very satisfactorily well painted in 7 (29%), while 3 (13%) were satisfactory and 14 (58%) indicated were not satisfactory. Ramps for learners with special needs were very satisfactory in 3 (13%) of the schools, 6 (25%) were satisfactory while only 15 (62%) not satisfactory.

#### 4.3 Observation Checklist on Physical facilities

The researcher made observation in 12 schools in Belgut sub-county on physical facilities and the findings are indicated in the table below. The observation on presence of pedagogic materials established that it was available in 50% of the schools contrary to 50% who did not have. Pedagogic materials included all educational and teaching learning resources like books, charts, play materials. Adequate lighting in classrooms was however not available in majority 75% of the schools while only 25% had. It was observed that for schools with electricity, lighting was only available at the office but not in classes. Some of the schools with electricity had their electricity disconnected due to non or late payment. Majority 75% of the sampled schools had proper ventilation unlike 25% who did not have. It was further noted that 75% of the schools did not have their window grills removed and door opening outwards contrary to only 25% which was available. For security of learners, CFS initiative stipulates that all schools should have windows without grills and doors opening outwards. This aid incase of danger for easier exit. First aid equipment was only available in 8% of the schools while majority 92% did not have. First aid equipment is very important incase of injuries within the school compound. Furniture and other equipment, separate girls, boys and staff facilities and adequate teaching and learning for all rooms was available in 83% while 17% of the schools did not have. The findings agree with the previous results

of the headteachers responses and the teachers responses. The findings further established that all the schools (100%) do not have stair at both ends of storey buildings, clearly defined paths and allowances of ramps. The findings are contrary to the response of teachers and headteachers. Pupils had access to play areas in 50% of the schools contrary to the same number.

**Table 2: Observation Checklist on Physical facilities**

ITEM	Available		Unavailable		Total	
	F	%	F	%	F	%
Presence of pedagogic materials	6	50	6	50	12	100
Adequate lighting in classrooms	3	25	9	75	12	100
Proper ventilation	9	75	3	25	12	100
Window grills removed	3	25	9	75	12	100
Door opening outwards	3	25	3	75	12	100
First-aid equipment	1	8	11	92	12	100
Furniture and other equipment	10	83	12	17	12	100
Stair at both ends of storey buildings	0	0	12	100	12	100
Clearly defined paths	0	0	12	100	12	100
Separate girls and boys toilets	10	83	2	17	12	100
Adequate quantity and size for teaching and learning for all rooms.	10	83	2	17	12	100
Pupils have access to play areas	6	50	6	50	12	100
Allowance of ramps, doors and smooth floor surface to allow disable person's access to majority of facilities.	0	0	12	100	12	100
Hand wash point with tap and soap	5	42	7	58	12	100
Clean drinking water available	4	33	8	67	12	100
Suggestion box	2	17	10	83	12	100
Kitchen store	3	25	9	75	12	100
Latrine near water source	2	17	12	83	12	100
Adequate number of toilets for learners	9	75	3	25	12	100

Hand washing points with tap and soap was available in 42% of the schools while 58% did not have. Saboori *et al.*, (2010) noted that hand swashing facilities require water and soap to be positioned ideally within 10 metres of every latrine/urinal block.

It was observed that 33% of the schools had clean drinking water contrary 67% who did not have. UNICEF (2006) indicates that most of the schools have no running water or electricity. Only 17% of the schools had suggestions boxes and their latrines were near water source while majority 83% did not have. Suggestion boxes aid in hearing pupils' views on key issues which they shy from sharing.

It was further noted that only 25% of the schools had kitchen store while 75% who did not have. Majority of schools however did not have feeding programme and in the few available, it was meant for class 8. Office was used as store to store foodstuffs and other kitchen utensils. The findings on adequate number of toilets for learners established that 75% of the schools had contrary to 25%. The findings concur with the findings of Njue (2013) which established that most schools in Kiambu had separate

toilets adequate for all learners. Adequate physical facilities in schools enhance quality teaching and learning which positively affect performance, attendance and retention.

### 5.0 Conclusion

The physical facilities and school infrastructure in the schools in Belgut Sub-county were not child friendly. It was found that the most essential and basic physical facilities like classrooms, school compound and toilets were very inadequate and not friendly to learners with disabilities. There were no ramps for wheelchairs and stairs on both sides of storey buildings as required by UNICEF. The study further concluded that head teachers provided their teachers and pupils with the text books and other learning materials they required in order to ensure curriculum delivery although the textbook and other learning resources were inadequate in their schools.

### 5.1 Recommendations

There is also need to intensify internal supervision of the programme and to create more awareness among the teachers, learners and the community. There is need for schools in Belgut Sub-county to collaborate with the County government, Alumni and community to raise funds to facilitate ensure that facilities in the schools were child friendly. The county government should train teachers on the aspect of Child-Friendly School environment to enhance its implementation in Belgut Sub-county and the entire county.

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