INFLUENCE OF CHILD FRIENDLY SCHOOLS ON PUPILS’ PARTICIPATION
IN PRIMARY EDUCATION IN MATHARE INFORMAL SETTLEMENT,
KASARANI-STAREHE DISTRICTS, NAIROBI COUNTY

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A Research Proposal Submitted in Partial Fulfillment of the Requirements for the
Award of the Degree of Master of Education in Education in Emergencies

University of Nairobi

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DECLARATION

This research proposal is my original work and has not been presented for an award of a degree in any other university.

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E55/66278/2010

This research proposal has been submitted for examination with our approval as university supervisors.

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DEDICATION

This research work is dedicated to my wife Teresah Wamuyu, my late father Stanley Muchoki, they have been inspirational to me. My mother Esther Muchoki for her financial support and motivation. My children perminus Mwangi and Sabinah Mwangi for their understanding and support during the course. To all the pupils and teaching staff of Mathare informal settlement schools.
Acknowledgement

I thank almighty God for his providence. He has helped me come this far. Am grateful to my lectures and special gratitude to Dr. Loise Gichuhi and Dr. Caroline Ndirangu. They guided me, encouraged me and were patient with me. They gave me helpful suggestions that led to the successful completion of the research. Sincere gratitude to my friends and colleagues who gave me the moral support to carry on.
Abstract

The main objectives of the study were to establish the influence of CFS programmes on pupils. Participation in primary education in Mathare informal settlement Kasarani-Starehe districts, Nairobi County. The specific objectives were to establish the extent to which water, sanitation and hygiene services influence pupils’ participation in primary education, determine how recreational facilities and activities influence pupils’ participation in primary education and examine the extent to which health services at school influence the pupils’ participation in primary education in public primary schools in Mathare informal settlement, Kasarani-Starehe districts Nairobi county. The study adopted a descriptive survey design. The study targeted all the ten public primary schools serving Mathare informal settlement. All the head teacher, fifty teachers, eight hundred and twenty four pupils, and one key informant from the city education department. The date was collected by use of questionnaires, interviews schedule and focus group discussions. Descriptive and analytical statistics were used to analyse the data obtained. The data collected from the field was coded and entered in the computer for analysis using the statistical package for social sciences (CPSS). Qualitative and quantitative data were analysed thematically and using descriptive statistics including frequency counts and percentages. The data was presented in summary form using frequency distribution tables. The study recommends that the government facilitate for the disposal of the used towels, e.g. by sinking pit latrines, to avoid the problem of disposal which might impede participation. Since hygiene lessons and practices have very high potential of curbing contamination which can impede participation then they be strengthen to curb it up to their homes. Because many playing
areas for the schools have been grabbed or occupied with other activities the government facilitate the recovery of the same. The educational administrators to strengthen the school feeding programmes to see that schools provide more than one meal. Special meals be provided in the school in Mathare slums for the ECD pupils and the ailing pupils who suffer from H.I.V & Aids and other diseases. The education authorities in Nairobi facilitate for a frequent visit of the schools by health attendants to do checkups, treat pupils and to curb the spread of the various disease which can hamper participation.
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<tr>
<td>APHRC</td>
<td>Africa Population and Health Research Center</td>
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<td>APHRN</td>
<td>Asian Pacific Human Rights Network</td>
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<tr>
<td>CFS</td>
<td>Child Friendly Schools</td>
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<tr>
<td>EPRP</td>
<td>Emergency preparedness Response Plan</td>
</tr>
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<td>GOK</td>
<td>Government of Kenya</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<tr>
<td>INEE</td>
<td>Inter –Agency Network for Education in Emergencies</td>
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<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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<td>PEV</td>
<td>Post Election Violence</td>
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<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations Child Educational Fund</td>
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<tr>
<td>WASH</td>
<td>Water Sanitation and Hygiene</td>
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<td>WFP</td>
<td>World Food Programme</td>
</tr>
<tr>
<td>CREATE</td>
<td>Consortium for Research on Education Access, Transition and Equity</td>
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<td>WHO</td>
<td>World Health Organization</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is globally recognized as a human right whose importance cannot be over emphasized. Many nations, organizations and other groups are working to ensure increased access to education in their own countries or areas of operation. States have passed and enforced laws; they have drawn policies to enhance the delivery of education to their citizens (Cheng, 2008). Despite all these efforts ,not all world populations will participate in education due to a number of impediment standing between them and education. According to Inter-Agency Network for Education in Emergencies (INEE) (2010), those who might lack education includes ; those people in areas facing conflicts , people affected by epidemics, like famine , street children, orphans, disabled and those in the informal settlement among others. The informal settlement population is commonly found in urban areas of low life.

United Nations Habitat (UN Habitats), (2005) as quoted by Jordan (2012) defines an informal settlement as that settlement that cannot provide the following basic needs for its people; durable housing, adequate sanitation, sufficient living space access to safe water, security of tenure among others. In the informal settlement, challenges are numerous and in the list of those constraints are the educational problems. According to Consortium to Research on Education, Access, Transition and Equity (CREATE) (2010), a large portion of the informal settlement dwellers children are excluded from
education. They have poor achievements in education and they repeat one grade for several years. CREATE(2010) recorded that 15% of the children in the informal settlements in the world do not even enroll for education and that one out of ten pupils drop out of schools before reaching grade 5 and that for the group that moves on with education, very few go to secondary schools upon completion.

According to Mudege et al. (2008) pupils from the schools in the informal settlements areas face circumstantial problems. Water, Sanitation and Hygiene (WASH) facilities is a real problem. The little water available is most of the times contaminated making those who consume it to suffer from diseases like diarrhea. Sanitation is problem because the toilets are limited and privacy is not guaranteed. Due to the shortage of toilets, human waste is left in the open resulting to outbreak of deadly diseases like diarrhea and cholera. The schools sanitation facilities such as toilets and urinals are inadequate and in poor state with for instance a pupil-toilet ratio of 58:1 for boys and 53:1 for girls in some schools and 134:1 for boys and 130:1 for girls in others (Kamande, 2011). They barely meet the minimum standards expected such as a pupil-toilet ratio of 30:1 for boys and 25:1 for girls (UNICEF, 2008). Hygiene is a bother to many because Hygiene education is rarely done in the schools, it’s neither practiced and the necessary hygiene facilities are not available in the schools. The pupils have not been provided with vital information, like the importance of washing hands.

The schools in the informal settlement have no facilities for recreation. The schools’ play grounds are limited in the informal settlement schools; the fields have been grabbed by the haves and the influential in the society,
(Munro, 2009). In the informal settlements, the pupils are not provided with enough meals by their parents or guardians. The food quality is also poor and all these make it difficult for the children to participate in education. The children are at times forced to work to cater for those other basic needs which they direly need, (Core & Bojang, 2002).

Health wise, the children from the informal settlements are not well protected from health problems. Majority of the children in these informal settlements never get fully immunized or do not get immunized at all. Activities like health days during which health awareness messages can be passed are rarely or not held. Health education, deworming and administration of vitamins drugs among others which can conveniently be done in the schools do not happen in the informal settlement schools (Cheng, 2008). All these challenges impedes pupil participation in education.

Mathare informal settlement is an area which is fragile and disaster can strike any time. The area is prone to flood, fire outbreaks, drought and ethnic conflicts are more frequent there than in any other informal settlement in Kenya (APHRC, 2008, EPRP, 2010). The children in Mathare informal settlement are facing impediments to participation in education due to a number of factors. The toilets at schools have been very few and are unable to provide for good hygiene and sanitation. Girls have problems in procuring sanitary napkins; hence they avoid school during their menses (Cheng, 2008). Hygiene education is barely offered in schools. Due to lack of sex education girls end up in early sex engagement hence early pregnancies, contracting of sexually transmitted diseases and HIV/AIDS and finally they drop out of school. The spaces for play in many of the schools in Mathare
slums are inadequate. The area is popular in sports specifically football. Pupils can even avoid school to go play football in the open grounds outside schools (Munro, 2009). Health care is a serious problem; Immunization to children is rarely done. The result is that children get ill frequently. Lack of foods make many children go to look for jobs, fail to concentrate in the learning process as well as in other school activities like games. In such fragile areas like the informal settlements, many governments’ agencies and organizations have come up with a number of responses among them being the Child Friendly Schools (CFS) in which children learn in a safe, secure and protected environment (Penson & Tomilson, 2009). CFS is an approach to offering education which was originally introduced by United Nations Child Education Fund (UNICEF) in 2005 as a way of ensuring that offering of quality education continues even where and when there are challenges or educational providers in a state lack capacity (UNICEF, 2005). According to the (UNCEF,2005), CFS encompasses giving better rooms, appropriate furniture, providing activities which are pupils centered, giving adequate water and sanitation services, providing health care, providing the recreation kit, providing nutritious meals at school among other needs. Because of the contexts, approaches and governments levels of preparedness differ, UNICEF recommends that in the development of CFS, it does not have to be the same as elsewhere but the principles of CFS be followed. These principles are; inclusiveness of CFS , participation of all in the school processes, being learner centered, being gender sensitive, school being efficient and effective in serving the learners, providing school based health, nutrition, water and sanitation (UNICEF, 2005).
Governments are increasingly appreciating the concepts of CFS in education for their countries. Most countries are in the process of institutionalizing CFS principles into their education policies and systems. Some have put the principles to action. The government of Kenya and partners started working with the CFS in its approach to education provision in 2002 and rolled it out for implementation in the whole country in 2010. The CFS initiative would improve the quality of learning and management of schools through creating a child friendly environment. They developed a manual which would function as the tool kit to be used by teachers, education officers and other stake holders to cover 5 key thematic areas namely; giving child friendly classroom, a safe and protective school an equity and equality promoting school, held and nutrition promoting school and a school; that enhance school community linkage and partnership (Government of Kenya (GOK), 2010). The CFS manual gives the specific programmes and activities and the span of time within which each of these areas would be in place. The responsible actors were as well identified and responsibilities assigned. Much ought to have been done by the end of 2012 (GOK, 2010). CFS would help address the challenges that face education in the informal settlements like water, sanitation, hygiene, recreation, nutrition and health problems which are an impediment to pupils’ participation in education in the informal settlements.

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 study conducted in Malawi by world food programme (WFP) showed that providing food in schools in the informal settlement of Lilongwe which was just a pilot study revealed that provision of meals led to an increase in enrolment of between 5 and 36 percent (WFP, 1996). In Kibera informal settlement, children are not attracted to enroll in schools due to the quality of food such as nutritional value and amount. The improvement of meals offered in some of the schools has increased the pupil’s participation in education. (Odinga, 2012).

Recreational activities were used to enhance attendance in the acting informal settlement in Cambodia in which poor participation had resulted from the government neglect (NandoPeretti Foundation, 2012). In the Khodiya Nagar informal settlement in Ahmedabad, India, children in the CFS do songs and other interactive activities which they enjoy a lot. This has increased their participation even in other educational activities (Nandavan 2013). To curb absenteeism in South Africa, the school used sporting and extra-curricular activities.

In Bangladesh provision of adequate sanitary facilities especially for girls in the appropriate quantity and enough amount of water for washing is important. Its provision contributes to enrollment and retention. The
The provision of health services has an impact in pupils’ participation education. There are poor health services in the informal settlements. In Jamaica, Bangladesh, Philippines and Uganda, a study indicated that when the health conditions were addressed, pupils participation increased and that reflected in the study skills and attendance (Amanda (UD). In Mathare, informal settlement some schools have a health expert (nurse) hired by the donors. The services offered to the people are enhancing participation. The biggest beneficiaries are the girls especially where the nurse is a woman to whom they can open up to. (Cheng, 2008)

In Kenya, CFS has operated long enough to be bearing fruits. In a move seen to double as a push to ensure general implementation and an evaluation to the performance of CFS, the government of Kenya has turned to considering how child friendly a school is when ranking the schools during KCPE, (Muindi, 2013,Owuor,(2013).CFS had a lot to do in the informal settlements of Mathare so as to enhance the participation of pupils in education in the area. This study seeks to establish how CFS initiatives have influenced pupils’ participation in education in Mathare informal settlement. The study intend to determine whether provision of WASH facilitates, recreation facilities and activities, nutrition services and health services has influenced pupils participation in education.
1.2 Statement of the problem

Mathare informal settlement is a fragile area. It’s an area prone to fire outbreaks, floods, inter-ethnics conflict, drought, and outbreak of diseases and high infection rates of HIV/Aids (Emergency Humanitarian Response Plan [EHRP], 2010. Mathare informal settlement is still recovering from the 2007/2008 post-election violence (PEV) a situation that made the schools in Kenya to remain closed for quite some time in January and even for a longer period in the informal settlements in Nairobi (African Population and Health Research Center (APHRC), 2008). Even if there are other informal settlements in Kenya and are fragile, it’s not common for ethnic conflicts to break out as frequent as it happen in Mathare (APHRC,2008, Irungu,2013) This is attributable to the dominance of the two major tribes in Kenya ,that is the Luo and the Kikuyu who frequently aggress each other.

The poor and deplorable living condition plus these frequent conflicts intensifies the fragility context of the area. All this pose an impediment to the pupils’ participation in education. Children do not enroll, drop out of school, pupils fail to attend school, in the classroom they participate minimally or do not participate at all and in the physical plays they remain dormant because under such environment they are unable to access vital needs consequently lacking enthusiasm and the drive towards seeking education.

The little efforts like the free primary education have done very little to this problem of participation. The government of Kenya rolled out the CFS programme in 2010 (GOK, 2010). This study intends to establish how that programme could have influenced pupils’ participation in primary education. Because CFS entails a number dimensions, this study intends to specifically
look into the influence of WASH, recreation, nutrition and health services to pupils participation in education as components of CFS. If the most effective programmes are not in place in that area, if the programmes in place are weak, then the pupils from the informal settlements might continue being left out in education and their opportunity to ever move out of such areas of living in future which the education has the potential of doing might be lost. It’s therefore an important study.

1.3 Purpose of the study

The Purpose of the study was to establish the extent to which Child Friendly Schools influence pupil participation in primary education in Mathare informal settlement.

1.4 Research objectives

The study will be guided by the following objectives;

i] To establish the extent to which Water, Sanitation and Hygiene (WASH) services influence pupils’ participation in primary education.

ii] To determine how the recreational facilities and activities influence pupils’ participation in primary education.

iii] To establish the influence of nutrition on Pupils’ participation in primary education.

iv] To examine how health services influence the pupils’ participation in primary education.

1.5 Research questions

i] To what extent do WASH services influence pupils’ participation in primary education in Mathare informal settlement?
ii] How does the provision of recreation facilities and activities influence pupils' participation in primary education in Mathare informal settlement?

iii] What is the influence of nutrition services and practices on pupils’ participation in primary education in Mathare informal settlement?

iv] How do the health services influence pupils’ participation in primary education in Mathare informal settlement?

1.6 Significance of the Study

This study may be significant to the Ministry of Education (MOE) and partners in the implementation of the CFS programmes because it will inform them on the impacts of the much done in the schools because it will act as an evaluation of the CFS programme. The head teachers will realize significance improving or fixing some of these CFS areas for maximum results. It might enable the policy makers come up with policies which address the WASH, recreational, nutritional and health needs of the pupils at schools all over the country.

1.7 Limitations of the study

The researcher faced a number of limitations. Some respondent were a little reluctant to go deep into some matters during the interviews but the researcher assured them the confidentiality in dealing with any data collected from them and they accepted to participate freely. The researcher had difficulties controlling the attitude of the respondents but he approached them with caution and finally won their confidence and cooperation.
1.8 Delimitation of the Study

The research was carried out within the primary schools in Mathare informal settlement only and therefore the results reflect the situation in Mathare informal settlement. The study focused on the best working WASH facilities, recreation, and nutrition and health services, as some of dimensions of CFS and came up with Specific recommendations to the stakeholders. Only the teachers, pupils and the CFS programmes’ coordinator in Nairobi city hall, participated.

1.9 Assumptions of the Study

It’s the assumptions of the researcher that;

i) All the respondents answered all the questions genuinely.

ii) The schools’ CFS programmes are the ones bearing the benefits identified during the study.

1.10 Definition of significant Terms

Child Friendly School (CFS) Refers to school in which quality education is being offered in an environment that is conducive for learning, staffs are friendly health, sanitation, safety and other needs of the children are adequately met.

Hygiene education Refers to the lessons passed to the pupils by teachers and other persons on cleanliness and its importance.

Health services Includes the medical treatments, check-ups and medicine administering done to pupils to cater for their health. It also includes awareness campaigns and practices conducted in schools.
**Nutrition services** Refers to the meals offered to the pupils at the school to eliminate hunger and to improve their body health and development.

**Participation** Refers to pupils actively taking part in teaching and learning activities. This encompasses pupils’ enrolment, daily attendance, class learning activities, and their engagement in recreation activities at school.

**Recreation activities** Refers to games, sports and other co-curricular activities taking place in the institutions of learning.

**Recreation facilities** Refers to sporting equipment and spaces necessary for the various sports in the schools.

**Sanitary facilities** Includes but not limited to toilets, tissue papers, sanitary towels, sanitary towels disposal points and wash facilities mainly for girls in the schools.

**WASH** Refers to water, sanitation and hygiene practiced in the schools necessary for the learners to be able to participate in education

1.11 **Organization of the study**

The projects consist of five chapters. Chapter one contains the introduction which consist of the back ground of the study, the statement of the problem, the purpose of the study, the objectives guiding the study, the significance of the study, the limitation and delimitations of the study, the basic assumptions and the definitions of significant terms. Chapter two contains the literature review which has the following sub-titles; introduction, concept of Child Friendly Schools, water, sanitation and hygiene and pupils’ participation in CFS, recreation facilities and activities and pupils’ participation in CFS, nutrition services and pupils’ participation in CFS, health services and pupils’ participation in CFS, theoretical framework and the conceptual frame.
work with a diagrammatic presentation. Chapter three describes the research methodology which consists of; research design, target population, sampling procedures and sample size, research instrument, instrument validity and reliability, data collection techniques and analysis. Chapter four consists of research findings and research discussion and interpretation of the collected data. Chapter five consists of the summary of the findings, conclusion, recommendations and suggestions for future studies.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

The chapter contains the reviewed literature. It’s focusing on the concept of child friend schools and the impact of the different dimensions/components of CFSs under study on participation education. These are; WASH facilities, recreation facilities and activities and health and nutrition services. The chapter also contains the theoretical frame work as well as the conceptual framework of the study variables.

2.2 The concept of child friendly schools.

According to UNICEF (2005) CFS are means of translating the convention on child rights into school management and class practice. According to UNICEF manual 2005, CFS is all about giving better rooms, appropriate furniture, providing activities which are pupil centered, giving adequate water and sanitation, health providing recreation kit providing nutritional meals among other needs.

The purpose of CFS was to move schools and education towards quality standards addressing all elements that influence the wellbeing and the rights of the child as a learning and main beneficiary of teaching and learning while at the same time, improving other functions in the process (UNICEF 2005)

According to UNICEF (2009), CFS is not a, “one-size-fit all” model and therefore embraces multi-dimensional approaches to the development of CFS whether its improving on the existing situations or even mainstreaming CFS, certain principles or dimensions are followed. These principles are CFS
being inclusive, being gender responsive, CFS being academically effective and efficient in serving the learners interests, there being school based health, nutrition, safe water and sanitation to protect the child and there being a democratic participation of all in the school processes.

The Kenyan programme of CFS is described as one where the environment is conducive for learning, the staffs are friendly and health and safety needs of the children are adequately met. However, both ideas meet at the point that they aim at giving the children their right to education in a protected environment in which their wellbeing is being taken care of (GOK, 2010). This study is guided by the understanding of the UNICEF and GOK manuals of Child Friendly Schools.

2.3 Water, Sanitation and Hygiene and pupils’ participation in Child friendly schools

WASH stands for water, sanitations and hygiene. In the schools pupils need adequate and quality water to drink and wash. Sanitation revolves around sanitary facilities such as enough toilets which are genderized and providing the minimum privacy needed. The girls need to be provided with means of disposing the used sanitary towels as well as a space for changing these towels and when need be, take a shower. Boys need a urinal and 1 toilet should be shared by 30 boys while 25 girls ought to share 1 toilet (GOK, 2008). Hygiene refers to the education and practices taking place in schools addressing cleanliness.

Munoz(2010) says that women problems in the education sector during disasters include security, lack of sanitary facilities, absence of female teachers and house work. UNICEF (2010) in a research done in Tanzania
and concluded that if not provided with girl friendly sanitation facilities, the
girls will avoid school especially during the menstruation period. All these
make their education either short or inadequate. These revelations depict how
vital these sanitary facilities are in the child friendly schools.

In 2007, UNICEF and the government of Bangladesh began an urban
component of sanitation, hygiene education and water supply in Bangladesh
including in the slums in Dhaka city. They aimed at reducing outbreak of
deadly diseases like diarrhea and encourage and increase school attendance
as well as improving completion rate. They also aimed at improving hygienic
behaviors particularly hand washing. By 2004, the practice of wash hand had
increased by 70% from 54% in 2002. Among the greatest impacts was that
the number of days for which the pupils would miss school as a result of
ailments reduced. (UNICEF, 2008).

Hygienic problems can be tackled through hygiene education and practices
because the children are eager to put their knowledge and skill into practice
immediately (Plaag and others, 2005). To curb diseases related to unhygienic
incidences, UNICEF is supporting hand washing practices. According to
UNICEF (2009) hand wash practice was developed through education
ministries’ Standards Initiatives for Primary Schools and more organization
have been coming in. GlaxoSmithKline (GSK) (2013) has been helping
schools initiate personal hygiene and sanitation programmes and in
Bangladesh, school attendance has risen from 66% to 75% while completion
has moved from 55% to 68%. In Kenya, absenteeism has cut by 15% as
access to school based water and sanitation increase. Water Aid (2013)
sponsored the development of safe drinking water facilities, enough latrines
and better bathrooms in the schools in Rwanda, Uganda and Tanzania and in Tanzania, many children now can go to school and stay there unlike before.

WASH is seen crucial for children survival in school and researches are recommending measures be there to forestall any negative effect that the lack of the same can have on pupils’ participation in education.

2.4 Recreation and pupil’s participation in Child Friendly Schools

The International Year of Sports and Physical Education [IYS&PE] (2005) says that sports and expressive arts must be provided for in the timetable in schools as physical education because sporting activities are necessary in child friendly spaces. Davis (2004) says that in a CFS children are able to be children, their needs for play are fulfilled, their psycho-social well-being is taken care of and their coping capabilities are enhanced. In a child friendly space, recreation activities and recreation equipment are necessary. All ages must be taken care of for a comfortable stay. The playing includes activities like sports, team game and cultural activities. Macy & others (2012) says that, when children feel safe and protected, they tend to engage in two primary activities; playing and learning. These children develop play and learning skills and perhaps youth can even share their experience with the others or their pals. This sharing is said to be necessary for emotional and intellectual development.

Expressive art is an effective tool in treating victims of psycho-social trauma (Yousef, 2009). He further says that this art can help build resilience and protect individuals who may be vulnerable to trauma. Karen (2010) says that physical activities can be used to replace academic learning sessions and that
cannot hurt the academic grades but instead can result into better grades. According to UNICEF (2007) the play therapy which involved games, art, puppetry and storytelling were used in Columbia in 1990s during the civil war to encourage hope and trust for the young children.

In terms of influence on participation in education, UNICEF (2005) education programmes had been using sports to increase pupils’ participation in education in Romania among the Roma community. Children would get motivated to regularly attend school. Braam (2007) looked at learner’s absenteeism in the South African Schools system and reported that 5% - 15% of the pupils would be absent or report to school late. Braam said that sporting and extra-curricular activities and improved communication between the parents and the school would curb the trend. COOPI(2013) observed that, in Kampala slums and in NEBBI district slums, provision of play and recreation activities kept the children in the caring/education Centre.

Macharia, (2012) looked at the influence of playground safety on the participation of pre-school children in outdoor activities in Naivasha and concluded that adequate, orderly and well organized play grounds, space, developmentally appropriate play equipment and regular and adequate play grounds maintenance, inspection and organized supervision of the children while in the playground enable pre-school children to effectively participate in educational outdoor activities. Amy(2012) Says that engaging children in extra-curricular activities make them improve in performance because it is a way of increasing participation in education activities.
2.5 Health and Nutrition and pupils’ participation in Child Friendly Schools

Health and nutrition conditions of the pupils in some schools during emergency and during normalcy can be in a very deplorable condition. Nutrition and health services are unavailable or are inadequate in many parts of the world especially in the disaster stricken areas and the areas which are economically doomed like the slums. In the slums areas food and health services are hard to come by due to the poor economic status of the residents and neglect by the government. Children suffer serious hunger and ailments. The services affordable for them are of very poor quality. This situation determines whether pupils will or will not participate in education.

INEE, 2010 says that offering education during emergency could be an entry point to the provision of services like nutrition and health services among others. UNICEF Manual for child friendly schools suggest that the child friendly institutions at all times should be able to offer health services such as psycho-social support services, deworming, vaccination for communicable diseases prevention and health education. They should offer nutrition services like school feeding programme and micro-nutrient supplement provision. The CFS manual states some of the safety preparedness necessities which schools should ensure they have in place such as first aid kit, a medicine cabinet and even a clinical officer frequently visiting the institution to address health problems facing the children. Ahmed, (2004) did a study in Bangladesh to establish the impact of feeding children in schools. The four slums in Dhakar city were involved and the because of their level of food insecurity. The results were that the children enrollment rose by 14.1%,
probability of drop out lowered by 7.5%, school attendance of the learners raised by about 1.3 days a month and the children diet was improved. Jukes et.al (2008) say that a poor health and nutrition problem is the major barrier to education access, gender equality and the quality of basic education. Amanda, (UD) says that in Africa, students who are nourished are more attentive and involved during class. In another study he conducted in Jamaica, Kenya, Uganda, Bangladesh and Philippines, the indications were that there was increase in test score and also improvement in school attendance. It’s practical to improve the service being offered in child friendly schools. The foods available can be fortified. In South Africa, fortified biscuits helped reduce anemia and low urinary iodine in children aged 6 – 11 years (Yamauchi, 2006).

Nyakengo, (2011) studied the effects of feeding on class academic performance of pre-school children in Kiambiu slums Nairobi, Kenya and noted a significant relationship between feeding and participation in class learning activities and class academic performance. She adds that, insufficiency of food, lack of proper balanced diet nutrients affect concentration span and can cause temperament tantrum by pre-school children. It also determines whether the pupils will attend school or not. Odinga , (2012) looked at the effects of feeding programs on the enrolment of Pre-school children in Kibera slums, Nairobi county and said that children failed to enroll because of the kind of food they would be offered i.e. the nutritional value and the quantity.

According to the Kenya education sectors support programme and KESSEP, Kenya government has the commitment to take care of health and nutritional
needs of the children in the schools. National Schools Health Policy (2009) has already been disseminated to ensure that children in the schools are taken care of in terms of health. There is also the so called national school health strategic plan to handle the same.

2.6 Summary of the Literature review

The reviewed literature materials have disclosed that WASH, Health nutrition and recreation are essential for a child friendly school. They have shown that for a learning institution to be said to be child friendly, it should provide for the variety of needs all which matter for quality education, for the safety of the learners as well as their well-being while in the learning spaces. Majority of the scholars are pointing at the importance of provision of the facilities and some are highlighting the possible consequences if the services are not available. Almost all the literature materials reviewed prove that CFS has the potential to increase pupils’ participation in education. WASH has the potential to ensure that children remain healthy for them to be able to participate in education in the informal settlements. Recreation attract the pupils’ to school and at the same time act as a measure of participation in education. Health and nutrition has been depicted as the components of CFS with the highest potential to encourage pupils to participate in education. Less has been said about the informal settlements especially Mathare and this necessitates this study.

2.7 Theoretical frame work.

The theoretical frame work model adopted for this study is the Maslow’s hierarchy of needs theory. (Maslow,1943). He fully expressed the theory in his 1954 book, “Motivation of Personality”, whereby he explains how
human needs are addressed from the most important to the least important in a hierarchical way. Maslow used the terms physiological, safety, belongingness and love, esteem and self-actualization needs to describe the pattern that human motivation generally move through. Maslow’s hierarchy of needs theory is often presented in the shape of a pyramid with the largest fundamental levels of needs at the bottom and the need for self-actualization at the apex section. Maslow in this theory suggests that the most basic level of needs must be met before the individual will strongly desire the secondary or higher level needs. Since children are growing, their basic needs must be met so that they can shift their focus to the other needs. These basic needs include water, food and health safety among others. Once these needs are met the children will pursue the next desire in the hierarchy. In child friendly schools, the basic needs must be met before the children can move for the other desires like education. If these needs are not addressed, then pupil’s participation in education will be impossible. This situation portrays how relevant this theory is in studying learning in CFS a far as prioritization of needs or desires is concerned.

Wahba and Bridwell (1976) criticize Maslow’s theory saying that even though there exist universal human needs, they are not in a hierarchical manner as put by Maslow. Despite the criticism, Maslow’s theory is helpful in analyzing the children’s needs while in the institutions of learning and choosing the succession of addressing them for maximum fulfillment.
2.8 Conceptual framework

The studies dependent variable is pupil participation in primary education and its independent variables are WASH facilities, recreation activities and facilities, nutrition and health services needed in child friendly schools. If the child’s WASH, Health, nutrition and recreation needs are provided for in the learning spaces at the time of disaster, fragility or at the time of normalcy, then it will result into the expected. It will require that a number of processes be engaged so that the variables can work to produce the results expected. Teaching and learning is a vital process as well as the CFS programme’s policy formulation and implementation. Pupils’ participation in education is dependent on availability of WASH, recreation, nutrition services and health services.

![Conceptual Framework Diagram]

- WASH services
- Recreational facilities and activities
- Nutrition
- Health services
- Teaching and learning
- Pupils’ participation improved
Fig 1.1: Conceptual framework of CFS influence on pupils’ participation in education.

Many of the elements that affect the learners’ wellbeing and rights will be addressed hence; the pupils’ participation in education will be realized. The indicators of participation include; enrolment, attendance, access, graduation/completion rate, active involvement e.g. in games.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section contains the description of the methods that were applied in carrying out the study. The sections here are; the research design, target population, sampling techniques and sample size, research instrument, the validity and reliability of the instruments, data collection techniques and data analysis.

3.2 Research Design

The research design used in this study is descriptive survey. It was used to study the influence of CFS on pupils’ participation in primary education in Mathare informal settlement, Kasarani and Starehe districts, Nairobi county. Tromp and Kombo (2006) say that the descriptive surveys describe things as they are. They describe this method as a method of research which gathers data at a particular point in time with the intention of describing the nature of existing conditions of a situation or determining specific information. It is an effective method of collecting data from a large number of sources relatively cheaply within a short period of time.

3.3 Target Population.

The target population was from the ten public primary schools. The total population of pupils was 8243 pupils. The researchers also looked for responses from the 251 teachers and 10 head teachers in these schools. The key informant was the deputy city director of education who was involved in the implementation of the CFS initiative in Nairobi County.
3.4 Sampling procedure and sample size.

All the ten schools were purposively selected for the study because they have pupils from Mathare informal settlement studying there. Mugenda & Mugenda (1999) says that purposive sampling is used when the information required can be obtained from a specific source. Stratified sampling technique was used to identify the sub-group in the population and their proportions and select from each sub-group to form a sample. The stratified sampling technique resulted into a proportionate representation so as to address the differences in the sub-group in terms of traits (Oso & Onen, 2005).

Table 1.1: Study Groups’ Sizes

<table>
<thead>
<tr>
<th>Group</th>
<th>Target population</th>
<th>Sample</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>10</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Teachers</td>
<td>251</td>
<td>49</td>
<td>20.0</td>
</tr>
<tr>
<td>Pupils</td>
<td>8243</td>
<td>824</td>
<td>10.0</td>
</tr>
<tr>
<td>Key informant</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8505</strong></td>
<td><strong>882</strong></td>
<td><strong>10.4</strong></td>
</tr>
</tbody>
</table>

In this study, 8 public primary schools were involved while 2 public primary schools were involved in the pilot study. Orodho, (2005) postulates that, a good representative sample of 20% of the entire population can be enough where the population is small and 10% where the population is large. The pupils who participated in the study were 824. Through purposive sampling, standard 6,7 and 8 pupils are the ones who were involved. Stratified sampling was used in every school to get the 48 teachers to ensure that the varying characteristic of every school’s teachers were considered. For the
subgroups which emerged, simple random sampling was used to give the subjects equal chances of being selected into the representation. The 8 head teachers participated in the study

3.5 Research Instruments.

The data collection was done using several instruments to complement each other. The interviews were done with the head teachers of the schools. These interviews were structured to save the time spent in the whole exercise. According to Kombo & Tromp (2006) this kind of interviews gives reliable information. Interview guide was used to get information from the head teachers. This enriched responses and gaps. The head teachers were asked a series of questions concerning the four objectives of the study. The interview questions were in line with the research objectives. The researcher sticked to the questions’ guideline prepared.

The teachers and pupils filled in the questionnaires. Kombo & Tromp (2006) says that questionnaires can gather data over a large sample. Questionnaires are preferred for collecting data because they are tailored to the convenience of category of respondents to solicit the desired information. It had the advantage of obtaining first had experiences from the categories of respondents. The questionnaire consisted of open ended and closed ended questions. It’s divided in to five sections. The questionnaire had different number of items in the pupils and teachers’ questionnaire but focused on the same information. Section A of the questionnaire contained the demographic information and the school data. Section B collected information on the impacts of water, sanitation and hygiene on the pupils’ participation in education. Section C got responses on the influence of recreation to pupils’
participation in education. Section D sought to information on the influence of nutrition services on pupils’ participation in education. Section E collected information on the influence of health services offered in schools on the pupils’ participation in education.

The researcher also used focus group discussion to collect data by discussing with two groups of six pupils in every school. The discussion was based on the objectives of the study.

3.5.1 Instrument Validity.

Validity, according to Mugenda & Mugenda (2003), is the accuracy and meaningfulness of inferences which are based on research results. In this research design, validity is guaranteed through a well thought choice of indicators which have informed the formulation of the questionnaires, interview schedule and the observation schedule. Validity is also enhanced by undertaking a pilot survey in two schools (20%) before the main exercise of collecting the real study data from the respondents. About ten cases which represent the target population in all the major aspects were used in the pilot study. In this case, the researcher took ten percent of the varied populations from the 2 schools set aside for the pilot study. Any items found difficult or ambiguous was modified appropriately in order to improve the quality of the instruments and hence increasing its validity. The content validity was determined by having the experts look at the questions in the questionnaire and they did their own analysis to ascertain that the questions answer the research questions and address the objectives of the study. Recommendations from experts were considered so as to improve the instruments. The part of
the population that was involved in the pilot study (2 schools) were not considered in the final data collection.

3.5.2 Instrument Reliability

Reliability is the measure of how consistent results from a test are (Kombo and Tromp, 2003). It’s a question of whether if a test is administered to a subject twice you are likely to get the same score on the second administration as you did in the first one. In this study the test retest method was used to establish the instrument reliability. The questionnaires were administered twice to the same group of respondents with a span of one week in between. The results of the two sets of questionnaire were then correlated to determine the reliability. The study used the Pearson product moment correlation to estimate the reliability of the instruments.

\[ r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}} \]

The instruments were deemed reliable with a reliability coefficient of more than 0.76 and since the coefficient is greater than 0.7, the instruments were deemed reliable for data collection.

3.6 Data Collection Procedures.

After successfully defending the proposal, the researcher sought permission to do the study from the national council of Science and technology (NCST). The researcher got an authorization letter from the City Director of Education and the local DEO to carry on the study. The letter allowed the researcher to visit the schools in Kasarani and Starehe districts within which Mathare informal settlement lie. During the first visit, the researcher
established good relationships with the administrators of the schools. The researcher pursued an assurance from them that they would do the study together. The researcher, there after administered the instruments and the questionnaires were administer in a drop and go style to be collected after five days. For the interviews, the researcher conducted it one on one with the head teachers and recorded the information for later reference but with the knowledge and authorization of the respondents.

3.7 Data Analysis

The collected data was processed before being analyzed. Mistakes in it were corrected. Outlying data was eliminated on basis of the one seen better being retained. Unclear responses were dealt with as well as contradicting data responding to same item. The collected data was coded on the scale of the most possible acceptable to the least. The coding scheme was numerical. The data was classified into a number of limited categories appropriate to the problem in consideration. The classification entailed reducing the data into homogeneous groups according to the attributes or intervals and tabulations. The data was typed and secured electronically and inform of hard copies. The data both quantitative and qualitative and descriptive and analytical statistics were used in analyzing that data. Descriptive analysis involved tabulating and describing the data, getting the percentages and the frequencies as statistical measures.

Qualitative data was analyzed using the Content analysis technique and the verbal and other qualitative data categories were analyzed thematically whereby similar responses were tallied to come up with frequencies and then percentages which were calculated on the basis of total number of responses.
The statistical analysis techniques involved measures of frequency distribution, presenting them in frequency distribution tables and percentages of the occurrences of attributes. Bell (1993) says that when making results known to a variety of readers, percentages have considerable advantage over more complex statistics.
CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION.

4.1. Introduction

This chapter presents and discusses the findings of the study. The study was to establish the influence of child friendly schools on pupil participation in primary education in Mathare informal settlement, Kasarani and Starehe districts, Nairobi County. The analysis and interpretation of the data was in relation to objectives and the research questions of the study. The presentation of the data include the respondents views on Water, Sanitation and Hygiene (WASH) recreation facilities and activities, nutrition services and health services’ influence on pupils’ participation in primary education in Mathare informal settlement, Kasarani and Starehe districts, Nairobi County. The presentation of the data was presented both in descriptive and tabular form and it formed the sub-headings in this chapter.

4.2 Questionnaire Return Rate

The researcher targeted 824 pupils and 48 primary school teachers as per the sample size. A total of 751 questionnaires (91%) were returned from the pupils. In the case of teachers, 41 of them responded and that was (84%) return rate.
Table 4.1: Questionnaire return rate.

<table>
<thead>
<tr>
<th>Respondents’ category</th>
<th>Sample</th>
<th>Responses</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>48</td>
<td>41</td>
<td>84%</td>
</tr>
<tr>
<td>Pupils</td>
<td>824</td>
<td>751</td>
<td>91%</td>
</tr>
<tr>
<td>Total</td>
<td>872</td>
<td>792</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

According to Table 4.1, the totals of return on average, rated at 87.5% and was considered satisfactory for the purpose of this study. According to Kirby. S, et al, a return rate of over 70% is sufficient for a study.

4.3 Demographic Data of Respondents

The data presented in this section in the pupils questionnaire focused on the respondents’ gender, age, level of study and the length of period in years they had been in that particular school. In the teachers’ questionnaire, the researcher focused on information on respondents’ gender, teaching experience in that particular school and professional qualification.

The findings of the study were presented in the subsequent sections.

4.3.1: Respondents’ gender.

The researcher asked both the pupils and teacher to indicate their gender in the questionnaire. Their responses were as presented in the Table 4.2.
### Table 4.2: Distributions of pupils’ and teachers by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Pupils F</th>
<th>%</th>
<th>Teachers F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>362</td>
<td>48.2</td>
<td>15</td>
<td>36.6</td>
</tr>
<tr>
<td>Female</td>
<td>389</td>
<td>51.8</td>
<td>26</td>
<td>63.4</td>
</tr>
<tr>
<td>Total</td>
<td>751</td>
<td>100.0</td>
<td>41</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study established that for the responding pupils, simple majority (51.8%) were female and also that for the responding teachers, majority were female (63.4%). These results may therefore be interpreted to imply that the primary schools in Mathare informal settlement have an enrollment of more girls than boys. Boys are 48.2% while girls are 51.7%. Gender parity yet is to be achieved. However, the teaching staff is female dominated. This ascertains that the girls’ challenges are suitably handled at school because they are able to share their problems with the teachers.

#### 4.3.2 Pupils’ age

The researcher sought to establish the age of the pupils responding to the questionnaires and the finding were presented in the Table 4.3.
Table 4.3: Distribution of pupils by age.

<table>
<thead>
<tr>
<th>Age group (yrs)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 12</td>
<td>223</td>
<td>29.7</td>
</tr>
<tr>
<td>13 – 16</td>
<td>494</td>
<td>65.9</td>
</tr>
<tr>
<td>17 and above</td>
<td>34</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>751</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to Table 4.3, majority of the pupils were in the bracket of 13 – 16 years and a significant group of 29.7% is in the age group of 10 – 12 yrs. That means that all age groups were adequately represented in study.

4.3.3 Pupils’ Level of Study.

The pupils had also been requested to indicate their level of study. Their responses are tabulated in the Table 4.4.

Table 4.4 Pupils’ level of study

<table>
<thead>
<tr>
<th>Class</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>242</td>
<td>32.2</td>
</tr>
<tr>
<td>7</td>
<td>278</td>
<td>37.0</td>
</tr>
<tr>
<td>8</td>
<td>231</td>
<td>30.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>751</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.4, the three levels of study were almost equally represented. This was a very significant situation because it’s a group that
could have experienced a lot before CFS and during the CFS programme. It’s a group whose education level would help to handle the questionnaire and participation in discussions.

4.3.4 Pupils’ Period of Study in the Current School.

The pupils were requested to indicate the period for which they had been to that school. This would help the researcher established whether learners had experienced the difficult situation in the school before the implementation of Child Friend Schools programmes. Their indication is as in Table 4.5

<table>
<thead>
<tr>
<th>Period in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and below</td>
<td>119</td>
<td>15.9</td>
</tr>
<tr>
<td>2 – 4</td>
<td>266</td>
<td>35.4</td>
</tr>
<tr>
<td>5 – 7</td>
<td>217</td>
<td>28.9</td>
</tr>
<tr>
<td>8 and above</td>
<td>149</td>
<td>19.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>751</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.5 indicate that 35.4% have been in those schools for 2-4 years, 28.9% have been there for 5-7 years and 9.8% have been there for 8 and above years. Only 15.9% have been there for one year and below. Since the CFS programme was rolled for out for implementation in 2010, then it’s correct to conclude that the 28.9% and the 19.8% have definitely experienced the situation in the schools before and after the CFS implementation. There is also a group in the 35.4% that could have experienced the two situations. The
total of these groups gives a percentage of 60.6% of the pupils who could have experienced the two eras of situation. It’s a very significant population.

It’s worth to note that the years as the years increase, the numbers of pupils in the successive age groups are reducing such that the number in class 8 is far below the expected and is reducing to be smaller than the total population which could be in the study. This small number in class 8 could be as a result of drop out or transfers to and from others schools.

4.3.5 Teachers’ Period of Stay at their Current Station.

The researcher enquired from the teachers the period of time they had worked in that station because that would reveal their awareness of the variables under study before and after the CFS programmes and the impact they have made in the schools.

Table 4.6: Teachers’ period of stay in their current stations

<table>
<thead>
<tr>
<th>Period in years</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3</td>
<td>13</td>
<td>31.7</td>
</tr>
<tr>
<td>4 – 6</td>
<td>18</td>
<td>43.9</td>
</tr>
<tr>
<td>7 and above</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to Table 4.6, Majority of the teachers (43.9%) have been in their current schools for 4-6 years. 24.4% have been in their schools for 7 and above years. While 31.7% have been in the schools for 1-3 years. These results imply that 43.9% and 24.4% of the teachers, a total of 68.3% have
adequate experience of the situation before and after CFS. It was a group wealthy of experience for this study.

4.3.6 Teachers Academic Qualifications.

The researcher asked the teachers to indicate their personal academic qualifications. Their responses were as recorded in the Table below.

Table 4.7: Teachers academic qualifications

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Degree</td>
<td>11</td>
<td>26.8</td>
</tr>
<tr>
<td>Diploma</td>
<td>12</td>
<td>29.3</td>
</tr>
<tr>
<td>P1 Certificate</td>
<td>14</td>
<td>34.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>141</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.7 shows that 9.8% of the teachers have acquired masters of education, 26.8% of them have attained a degree in education and 29.3% have obtained a diploma in education. This implies that a group of total 65.9% had acquired considerably high skills in the teaching profession. 34.2% are still holding the p1 certificate, however all the teachers are trained.

4.3.7 Headship Experience.

The research had sought to know the head teachers experience and their responses were as tabulated in Table 4.8 below.
Table 4.8: Head teachers’ experience.

<table>
<thead>
<tr>
<th>Period (in yrs)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 – 10</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Above 10</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From Table 4.8, 62.5% of the head teachers have a leadership experience of above 10 years and 37.5% have an experience of between 6 and 10 years. This experience matter when implementing government programs like child friendly schools (CFS) so that they ensure that it’s done in a way that can achieve the targets such as attracting pupils’ participation in education.

4.3.8 Head Teachers’ Experience in the Current Station.

The researcher wanted to establish the head teachers’ administrative experience in the stations they were serving by the time of data collection. Their periods of stay have been put down in Table 4.9.

Table 4.9: Head teachers’ experience in their current stations

<table>
<thead>
<tr>
<th>Period (yrs)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>6 – 10</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Above 10</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The head teachers experience in their current stations was recorded as in the Table 4.9. It shows that 50% of the teachers had between 0- 5 years of experience while 37.5% had an experience of 6 to 10 years, only 12.5% of the head teachers had more than ten years of experience. This is a merit because it implies than about more than 50% have experienced the situation of pupils’ participation before and after the implementation of CFS programmes in their respective school.

4.3.9 The Head teachers’ Academic Qualifications

The research sought to know the academic qualification of the head teachers and it has recorded and presented as in Table 4.10.

Table 4.10: Head teachers’ academic qualifications

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results in Table 4.10 indicate that 87.5% of the teachers hold the bachelors of degree in education and 12.5% have obtained a diploma in education. Such education qualifications are advantageous because it imply that head teachers have the capacity to implement the programs effectively and efficiently. They can also be able to do better observation and analysis of the situations however its worth to point out that while a number of classroom teachers have pursued masters degree in education, none of the head teachers sampled have pursued the same in that area.
4.4.0 Findings of influence of WASH pupil participation in education.

In this section the study sought to know the influence of water, sanitation and hygiene as components of WASH on pupils’ participation in education. The findings are presented in the subsequent section. A number of items in this section were presented to the respondent all aimed at establishing whether the water, sanitation and hygiene has an influence on the pupils’ participation in education.

4.4.1 Influence of Water on Pupils’ participation in education.

All the schools in Mathare informal settlement provide water in the schools and 98% consume that water except the 2% that carry from home for various reasons. The researcher wanted to establish the extent to which availability of water influenced pupils’ participation in education in the schools in Mathare informal settlement. The researcher wanted to find out the influence on enrollment, attendance, classroom activities and engagement in games.

The pupils were requested to indicate whether availability of water in their schools had influenced their enrollment in their respective schools. Their responses are as tabulated in Table 4.11.
Table 4.11 Influence of water on enrollment according to pupils

<table>
<thead>
<tr>
<th>Water affected enrollment</th>
<th>frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attracted to enroll</td>
<td>398</td>
<td>53.0</td>
</tr>
<tr>
<td>Did not attract to enroll</td>
<td>353</td>
<td>47.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>751</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The results in Table 4.11 show that 53.0% of the respondents indicated that their choice of enrollment to that particular school was influenced by availability of water. However 47.0% implied that they did not enroll in their respective schools because availability of the water. The results can be interpreted to mean that water influences enrollment. The pupils gave their reasons for attributing their enrollment to availability of water and the two most popular responses are that they desire clean environment which is facilitated by provision of water and some said that they could not get adequate water at home. The findings further revealed that the teachers agree that water is very important for pupils’ participation and teaching and learning can be difficult if there was no water at all.

The researcher wanted to establish the extent to which availability of water in the school in the slums influenced the pupils’ school attendance. The responses of the pupils are recorded in Table 4.12.
Table 4.12: Influenced of water on attendance according to pupils.

<table>
<thead>
<tr>
<th>Influence of Water on School Attendance</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attracts to School</td>
<td>598</td>
<td>79.6</td>
</tr>
<tr>
<td>Does not Attract to School</td>
<td>153</td>
<td>20.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>751</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

These results Table 4.12 shows that 79.6% of the pupils are motivated to attend school daily by the provision of water at school but 20.4% of these pupils said that their attendance is not influenced by provision of water at school. These results can be deemed to mean water influence pupils attendance. The 79.6% had been asked to give reasons for attributing their attendance to the availability of water and among the 3 most popular reasons are that they use water in cleaning themselves because that is difficult at home, some said that there was no water at home, some said that water is something they could survive on even without food.

The pupils were asked to tell whether availability of water had an school influence on their decision to engage in games in school. Their results were recorded in Table 4.13

Table 4.13: Influence of water on engagement in play as according to pupils.

<table>
<thead>
<tr>
<th>Influence of water on recreation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water motivates pupils to play</td>
<td>585</td>
<td>78.0</td>
</tr>
<tr>
<td>Does not motivate pupils to play</td>
<td>166</td>
<td>22.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>751</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
From the results above 78.0% of pupils feel that presence of water at school motivates them to engage in play but 22.0% of them say that presence of water doesn’t influence their decision to engage in play. The pupils had been instructed to give reasons for their responses and among the most popular reasons given by the pupils is that: They use the water to clean themselves after play, they use it to cool themselves during and after the play and that they use it for drinking when playing. These results can be interpreted to mean that availability of water has an influence on pupils’ choice to engage in games.

The study further wanted to establish whether availability of water has an influence on pupils’ participation in classroom activities. The responses were recorded and tabulated in Table 4.14.

Table 4.14: Influence of water on pupils’ classroom activities.

<table>
<thead>
<tr>
<th>Water’s influence on pupils’ classroom activities</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affects classroom activities</td>
<td>557</td>
<td>74.2</td>
</tr>
<tr>
<td>Does not affect classroom activities</td>
<td>194</td>
<td>25.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>751</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

These results show that 74.2% of the pupils benefit from water during their classroom activities. These findings mean that to a large extent water help to participate adequately in their classroom activities. Asked to explain for their answer, the respondents stated that water eliminates the discomfort from thirst while in class, cleanliness facilitated by water boosts their confidence especially for girls and that water helps get rid of drowsiness while in class in
the warm afternoons. Majority of the pupils involved in the focus group discussion said that water is very significant for their participation in education in all aspects. They believe that it’s significant to have water in the schools for girls’ participation in education.

4.4.2 Influence of Sanitation on Participation in Education According to Pupils.

The study wanted to establish the sanitation facilities and resources available in the schools. The schools had the facilities as listed in Table 4.15.

Table 4.15: Sanitation facilities available at schools according to pupils

<table>
<thead>
<tr>
<th>Facilities</th>
<th>No. of school</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toilets</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>Urinals</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>Washing soap</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Sanitary towels</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>Toilet paper</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>Washing water</td>
<td>8</td>
<td>100.0</td>
</tr>
<tr>
<td>Disposal bins</td>
<td>5</td>
<td>62.0</td>
</tr>
</tbody>
</table>

The researcher sought to establish the resources and facilities available in the school in the informal settlement. Table 4.15 contains the resources of facilities available in these school. The table gives the percentage of the schools in the area which have each of the resources and facilities listed. Toilets, urinal, sanitary towels and the washing were available in all schools. Five schools (75%). Ensure that the pupils have tissue papers and its worth
to point out that it’s provided by the parents and only capable parents who provide. The results imply that most of the schools offer the most of the vital sanitation services and facilities necessary for the pupils to go on participating in education.

The study also wanted to establish the adequacy, cleanliness and the level of privacy of the sanitation facilities provided in the school. The study specifically established that 6 out of 8 schools have a pupil-toilet ratio of approximately 1:32 for boys and 1:27 for girls and in 2 out of 8 the ratio was approximately of 1:40 for boys and 1:30 for girls. According to the responses of the responding pupils the opinion is that the sanitation facilities are adequate for them even if it’s below the recommended standards but a few feel that these facilities are yet to meet the level of adequacy they would wish.

In terms of cleanliness, the results showed that majority of the pupils hold the opinion that sanitation facilities are clean for their usage but a small population feels that the cleanliness is yet to meet the standard they would wish to enjoy. According to more the majority of the responding pupils, they felt that the sanitation facilities provide them with the privacy they desire. A small population felt that the facilities still do not provide the privacy that they would like to enjoy.

The responding pupils were requested to indicate whether the sanitation facilities influenced them to attend school, participate in classroom activities, participate in games or join that particular school. Their responses were recorded in the Table 4.1.
Table 4.16: Influence of sanitation on participation in education according to pupils.

<table>
<thead>
<tr>
<th>Sanitary facilities influence</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>yes</td>
<td>537</td>
<td>71.5</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>214</td>
<td>28.5</td>
</tr>
<tr>
<td>Engagement in classroom activities</td>
<td>Yes</td>
<td>593</td>
<td>79.0</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>158</td>
<td>21.0</td>
</tr>
<tr>
<td>Engagement in games</td>
<td>Yes</td>
<td>644</td>
<td>85.8</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>107</td>
<td>14.3</td>
</tr>
<tr>
<td>Enrolling in school</td>
<td>Yes</td>
<td>353</td>
<td>47.0</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>398</td>
<td>53.0</td>
</tr>
</tbody>
</table>

The results in Table 4.16 show that 71.5% of the pupils’ attendance to school is attributable to the sanitation services at school while 28.5% of the sample are not influenced to attend school by sanitation facilities. The engagement in classroom activities for 79% of the pupils is attributable to sanitation facilities but 21.0% of the sample did not attribute their engagement in classroom activities to sanitation facilities and services. These results still showed that 85.8% are influenced to engage in games at school by the provision of sanitation services at school however 14.3% of the same sample does not associate their decision to engage in games to sanitation facilities. The research also intended to establish whether the pupils’ decision to join their particular school and not any other one was as a result of consideration of sanitation facilities. The majority of the pupils responding (53%) did not consider that before enrolling, 47% said that the choice for the school to
enroll was determined by the sanitation facilities and services in the school. From Table 4.16, all the measures of participating have measured above 70% with sanitation influence on enrolment rating 47%. These results can be deemed to indicate that sanitation influence pupils’ participation in education.

Further to this, majority of pupils whom participated in the focus group discussion said that sanitation facilities influence pupils’ participation in education. They highlighted that girls get the privacy they need especially during their menses because at home there is even no space to change the sanitary pads, already rarely available but at school they can get them, change confidently and damp them in the facilities provided. The toilets at home in the slums are crowded and insecure for them.

4.4.3 Influence of Hygiene Education and Practices on Pupils’ Participation.

The study decided to establish the hygiene practices undertaken in the schools. The findings from the pupils are as in the Table 4.17.

**Table 4.17: Sanitation practices in the schools**

<table>
<thead>
<tr>
<th>Hygiene practice</th>
<th>frequency/school</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand washing lessons</td>
<td>698 (8 schools)</td>
<td>100.0</td>
</tr>
<tr>
<td>Teeth brushing</td>
<td>103 (1 school)</td>
<td>12.5</td>
</tr>
<tr>
<td>Cuts &amp; wound care</td>
<td>141 (2 schools)</td>
<td>25.0</td>
</tr>
</tbody>
</table>

The information in Table 4.17 show that hand washing is done in 8 schools, teeth brushing is done in 1 school and care for cuts and wounds is carried out in 2 schools only. The results in Table 4.17 therefore shows that hygiene is
not yet popular in schools. All the schools have trained the pupils on how to wash their hands to avoid contracting orally transmitted diseases. The information available is that this practice is promoted by external organizations. Teeth hygiene has been done in only one school. In two schools, the pupils have been taught how to take care of wounds and cuts.

The study therefore decided to establish whether hygiene influenced their participation in education in any of the aspects adopted to indicate participation.

Table 4.18: Influence of hygiene practices on pupils education according to pupils.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SA  F %  A  F %  NS  F %  D  F %  SD  F %</td>
</tr>
<tr>
<td>Hygiene qualities have improved your wellbeing</td>
<td>451 60.1 256 34.1 25 3.3 11 1.5 8 1.5</td>
</tr>
<tr>
<td>Hygiene activities have enhanced your school attendance</td>
<td>395 52.6 218 29.0 51 6.8 46 6.1 41 5.4</td>
</tr>
<tr>
<td>Hygiene activities have improved your participation in class work</td>
<td>301 40.1 238 31.7 94 12.5 65 8.7 53 7.1</td>
</tr>
<tr>
<td>Hygiene activities have enhanced your participation in playing</td>
<td>278 37.0 354 47.1 48 6.4 43 5.7 28 3.3</td>
</tr>
</tbody>
</table>

As shown in the Table 4.28, 60.1 % and 34.1% of the pupils strongly agree and agree respectively, that hygiene activities have improved their wellbeing.
52.6% and 29.0% of the pupils strongly agree and agree respectively that hygiene activities have improved their school attendance. 40.1% strongly agree and 31.7% agree that hygiene practices have led to increase in their participation in class work. 37.1% strongly agree and 47.1% agree that hygiene activities and practices in school have influenced their involvement in games. The results imply that hygiene practices and activities motivate the pupils’ participation in education. They hold the opinion that if hygiene practices and activities are taken care of, then they can always healthy and ready to attend school, participate properly in classroom activities as well as in play.

The results from the investigations done on the various components of WASH indicate that water, sanitation and hygiene is significant and influence pupils’ participation in education in various aspects. The most significantly stated way was that it maintains cleanliness for the pupils something that boosts their desire to participate in education. These results agree with the UNICEF records that, the importance of practice of hand wash in schools led to decrease in the number of pupils who would miss school in the slums of Dhaka city in Bangladesh.

The teachers from the area who participated in the study indicated WASH in general promoted enrollment. To account for their opinions, the teachers said that WASH that sanitary facilities attract girls to enroll in certain schools, that because Sanitary facilities are not available at home, some pupils to go to schools so that they can access those facilities and that Pupils wants to associate with the schools with good WASH services.
The teachers said that attendance would be influenced by water, sanitation and hygiene (WASH) services. The three most popular reasons given by those who expressed that opinion were that; WASH has cut absenteeism for girls during their menses so as to get the sanitary pads at school, that the privacy by sanitation facilities attract them to attend school regularly because it is not available at home and also that they attend school to enjoy the clean facilities at the schools in Mathare area. It's therefore right to say that the results agree with the GlaxoSmithKline, 2013 Report that found out and reported that personal hygiene and sanitation programs increases attendance and completion.

On impact of WASH on classroom activities, the teachers indicated that it promoted pupils engagement in classroom activities because the cleanliness facilitated by WASH boosts pupils’ confidence when in the classroom, Chances of being unwell are cut hence high concentration is realized and that since WASH services are serving all, time is saved.

The teachers also indicated their opinion on the influence of WASH on pupils’ engagement in games their opinion is that if properly managed and offered, WASH motivates pupils’ engagement in play. The three most popular reasons indicated by the teachers for their opinion that WASH influence engagement in games was listed in the Table 4.19.
Table 4.19: Reasons for teachers’ opinion that wash influence pupils’ engagement in games.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean themselves after sweaty games</td>
<td>28</td>
<td>80.0</td>
</tr>
<tr>
<td>Girls free to participate if in towels</td>
<td>29</td>
<td>82.8</td>
</tr>
<tr>
<td>Have water for drinking and self-cooling</td>
<td>16</td>
<td>45.7</td>
</tr>
</tbody>
</table>

The results in Table 4.19 indicate that teachers have strong reasons why they hold the opinion that WASH influence pupils’ participation in play. Majority, 82.86%, pointed at the influence of WASH on girls’ participation in play, 80.0% feel that WASH facilitate cleaning for the pupils after the play and 45.7% say that WASH has ensured that the pupils have water for drinking and cooling themselves after play.

All the 8 head teachers (100%) involved in this study agree that WASH services are important for the pupils’ participation in education and since they started implementing the child friendly schools policy, WASH services has promoted the pupils participation in education in their schools. They pointed out 3 main areas of participation which they held the opinion that WASH had greatly influenced. The areas are; Girls’ sanitation for attendance, Water for cleanliness for participation and Hygiene education and practices for good health for participation. They expressed opinion that since they started implementing the child friendly schools policy, WASH services has promoted the pupils participation in education.
The study further established that there were some WASH problems still facing schools. The teachers feel that water problem still needs to be addressed and more water points are required in some schools. In many schools more toilets are needed and that will have a positive impact on participation.

4.5.0 Influence of Recreation Activities and Facilities on pupils’ participation in education

In this section the study sought to determine how recreation activities and facilities had influenced the pupils’ participation in education. The findings are presented in the subsequent sections.

4.5.1 Influence of Recreation on Pupils’ Participation in Education According to Pupils.

The Pupils were requested to indicate whether they liked games. Majority of the pupils said that they liked participating in game and only a very small group that said that they had no interest in games. Asked to account for their interest in games, the pupils’ responses are described in Table 4.20.

Table 4.20: Pupils’ reasons why recreation influences their participation in education.

<table>
<thead>
<tr>
<th>Influence of recreation on Participation in education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relaxes your body and mind</td>
<td>246</td>
<td>36.0</td>
</tr>
<tr>
<td>Help develop their talents</td>
<td>233</td>
<td>34.1</td>
</tr>
<tr>
<td>Entertains them</td>
<td>203</td>
<td>29.9</td>
</tr>
</tbody>
</table>

From Table 4.21, 36.0% of those who like games gave reasons as that it help them relax their body and mind. 34.1% say that games at school is their way
of developing their talents. 29.9% feel that they get entertained when they engage in games with their friends. This shows play is popular in the schools.

**4.5.2 Ways in Which Recreation Activities Influence Pupils’ Participation in Education.**

The study sought to establish further the opinions of pupils on how recreation influences their participation in education. They were required to indicate their level of agreement with the statements given on the four identified aspects of participation and their responses were as presented in the Table 4.21.

**4.21: Influence of recreation on participation in education according to pupils.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>GE</th>
<th></th>
<th>SE</th>
<th></th>
<th>NAA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Games play at school make you attend</td>
<td>107</td>
<td>14.3</td>
<td>167</td>
<td>22.2</td>
<td>477</td>
<td>63.5</td>
</tr>
<tr>
<td>Participating in games help in your class work</td>
<td>275</td>
<td>36.6</td>
<td>239</td>
<td>38.5</td>
<td>237</td>
<td>31.6</td>
</tr>
<tr>
<td>Games’ coaches attract you in play</td>
<td>73</td>
<td>9.7</td>
<td>54</td>
<td>7.2</td>
<td>624</td>
<td>84.0</td>
</tr>
<tr>
<td>Availability of games equipment attract me</td>
<td>293</td>
<td>39.0</td>
<td>238</td>
<td>31.7</td>
<td>220</td>
<td>20.3</td>
</tr>
<tr>
<td>School field condition encourage you to play</td>
<td>275</td>
<td>36.3</td>
<td>216</td>
<td>20.8</td>
<td>260</td>
<td>3.6</td>
</tr>
<tr>
<td>You joined this school because of</td>
<td>54</td>
<td>7.2</td>
<td>55</td>
<td>7.3</td>
<td>642</td>
<td>85.5</td>
</tr>
</tbody>
</table>

According to Table 4.21 the majority, 63.5% of the pupils do not attribute their school attendance to recreation. 84% of the same pupils don’t join in games because of the presence of coaches, 85.4% disagreed that they joined
their respective schools under the influence of games. However significant groups of 36.6% and 38.5% agree a great extent and to a small extent respectively that recreation helps them in their class work. A group of 39.0% and 31.7% agree to a great extent and to a small extent respectively that availability of games equipment of school do attract to engage in games. 36.3% and 20.8% agree to a great and small extent respectively that pupils are attracted to engage in play by the conditions of the fields. These results imply that play has an influence on pupils’ participation in education in the various aspects identified in Mathare informal settlement. Majority of the pupils, who participated in the focus group discussion, said that education without play education would be boring. Majority made three main statements in support of games for participation in education. That Games/play facilitates the relaxation of their body and mind, Play give them a chance to represent their school in sports hence boosting their confidence even in class and that Playing help them advance their talent. These results are further corroborated by the head teachers who said that recreation promote attendance, enrollment and participation in class room activities. All the head teachers disclosed that the recreation situation before the CFS, games was comparably poor. The pupil’s participation in games was below 20% but it had improved since the starting of implementing CFS progammes and that was reflecting even in their class performance. These findings are in line with Karen (2010) who said that play cannot hurt the academic grades but instead can result into better grades.
The study enquired from the teachers whether the pupils’ participation in education was in a way being influenced by games. The responses are presented in the Table 4.22.

**Table 4.22: Influence of recreation on pupils’ participation in education according to teachers**

<table>
<thead>
<tr>
<th>Statement</th>
<th>GE F</th>
<th>%</th>
<th>SE F</th>
<th>%</th>
<th>NAA F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games and sports have influenced pupils school attendance</td>
<td>24</td>
<td>58.5</td>
<td>14</td>
<td>34.1</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Games have promoted pupils engagement in class activities</td>
<td>22</td>
<td>53.6</td>
<td>16</td>
<td>39.0</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Provision of games equipment, space and materials has promoted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pupils involvement in games</td>
<td>28</td>
<td>68.3</td>
<td>11</td>
<td>26.8</td>
<td>2</td>
<td>4.9</td>
</tr>
<tr>
<td>There are some pupils attracted to school by games</td>
<td>17</td>
<td>41.5</td>
<td>17</td>
<td>41.5</td>
<td>6</td>
<td>14.6</td>
</tr>
</tbody>
</table>

According to Table 4.23, 58.5% and 34.1% agree to a great and a small extent respectively that recreation influence attendance. 53.7% and 39.0% agree to a great and to a small extent respectively that recreation promotes pupils engagement in classroom activities. 68.3% and 26.8% agree to a great and to a small extent respectively that pupils engage in recreation when recreation facilities and activities are provided. 41.5% and 41.0% agree to a great and a small extent respectively that a school offering games attract pupils from the informal settlement to enroll in that school. As shown in...
Table 4.23 imply that the teachers believe that games influence pupils attendance engagement in classroom activities and can underscore that provision of playing materials and equipment will attract the pupil to engage in co-curricular activities, The teachers were requested to list three main problems still facing games in their schools which the CFS programmes ought to address. The three most heavily listed were that; fields were inadequate and needed to be improved for more pupils in engage in games, that teachers lacked training in games hence need to be trained so that they can be able to help the pupils and equipment for games were found inadequate and needed to be availed so that diversified games can be provided for the pupils. This implies that the recreation is still in need and ought to be address by the CFS programmes for the pupils to continue participating in curriculum as well as co-curricular activities.

**4.6.0 Influence of Nutrition on Pupils Participation in Education.**

In the third objective the researcher wanted to establish the influence of nutrition on pupils’ participation in primary education. To address this objective, the respondents were given some items in form of statement questions and tables to respond to as per the instructions given. The presentations below indicate the influence of nutrition on pupils’ participation in primary education in Mathare informal settlement, Kasarani and Starehe districts, Nairobi county.

**4.6.1 Pupils’ Rating of Food Provided at School.**

All the 8 schools which were involved in this study offer one meal per day. All the pupils agree by 100 % that foods are beneficial to the pupils for
engagement in educational activities. The researcher asked the pupils to rate the food provided at school and the results were as in the following Table,

**Table 4.23: Pupils’ rating of school meals.**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>125</td>
<td>16.6</td>
</tr>
<tr>
<td>Good</td>
<td>251</td>
<td>33.4</td>
</tr>
<tr>
<td>Poor</td>
<td>187</td>
<td>24.9</td>
</tr>
<tr>
<td>Adequate</td>
<td>196</td>
<td>26.1</td>
</tr>
<tr>
<td>Inadequate</td>
<td>112</td>
<td>14.9</td>
</tr>
</tbody>
</table>

Table 4.42 shows that 50% of the pupils feel that the food is good enough for them, 26.1% feel that the food is adequate to satisfy them, 24.9% feel that the food is poor and 14.9% feel that it’s inadequate. These results mean that the quality and quantity of the foods is still wanting but that what is being offered has its own influence on pupils’ participation in education.

**4.6.2 Influence of Food on Various Aspects of Participation According to Pupils.**

In relation to various indications of participation in education under the influence of nutrition, the pupils were requested to state their level of agreement with the statements given. Their responses are as shown in the Table 4.24.
Table 4.24: Influence of food on participation in education according to pupils.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA %</th>
<th>A %</th>
<th>NS %</th>
<th>D %</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of food at school has promoted school attendance</td>
<td>102</td>
<td>13.6</td>
<td>83</td>
<td>11.5</td>
<td>83</td>
</tr>
<tr>
<td>The food given at school has enhanced participation in class</td>
<td>225</td>
<td>30.4</td>
<td>259</td>
<td>34.5</td>
<td>73</td>
</tr>
<tr>
<td>Food given at school has improved games</td>
<td>251</td>
<td>33.4</td>
<td>291</td>
<td>38.8</td>
<td>54</td>
</tr>
<tr>
<td>Provision of food at school attracts enrollment</td>
<td>39</td>
<td>5.2</td>
<td>72</td>
<td>9.6</td>
<td>82</td>
</tr>
</tbody>
</table>

The results in Table 4.25 shows that majority 40.35% and 24.5% strongly disagree and disagree respectively that provision of food does not influence their school attendance. 30.4% and 34.5% strongly agree and disagree respectively that meals provided enable them to do class work. 33.4% and 38.8 strongly agree and agree respectively that provision of food motivate them attend school regularly. The majority, 52.1% and 22.5% strongly agree and agree respectively that provision of meals do not attract pupils to enroll in those particular schools.

According to Table 4.24, the pupils imply that nutrition has a major influence on pupils’ participation in classroom activities and recreation. However pupils from 3 out of 8 schools, who participated in the focus group discussion, said that attending schools would be difficult if the foods were
withdrawn. These are pupils from the schools at the Centre of the slum. They underscored their principle that they would only enroll to a school where meals were available.

4.6.3 Fate of the Pupils’ Education if Food was withdrawn.

When asked what would happen to the pupils participation in school incase food was no more their responses were tabulated in Table 4.26.

Table 4.25: Pupils’ response on the impacts of withdrawal of food to their education.

<table>
<thead>
<tr>
<th>Effects of withdrawing meals from schools</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would not be able to concentrate in class</td>
<td>381</td>
<td>50.73</td>
</tr>
<tr>
<td>Not be able to attend school</td>
<td>286</td>
<td>38.08</td>
</tr>
<tr>
<td>Would avoid games</td>
<td>214</td>
<td>28.50</td>
</tr>
<tr>
<td>Would transfer to schools with food programmes</td>
<td>106</td>
<td>14.11</td>
</tr>
</tbody>
</table>

In Table 4.26, 50.7% of the pupils say that they if food were removed then they would have difficulties concentrating in class. 38.08% would have difficulties attending school. 28.50% said that they are energized to play by the meal offered at school. 14.11% of the responding pupils feel that they would transfer to school offering meal to their pupils. These results indicate that food play a major role in aiding pupils concentrate while in class.

Majority of the groups which participated in the focus group discussion said that the foods give them energy to engage classroom activities and engage in games. Pupils in the group discussion from 3 schools out of the 8 schools
said that attending school would be a challenge if meal would be eliminated. They would not be able to be in school full time or even might not report at all. In 1 out of the 8 schools / 12pupils out of 96 pupils in the focus group discussion disclosed that they enrolled in that particular school because there were meal otherwise they would not have joined that school but would have gone for an alternative schools with feeding programmes.

The same information was sought from the teachers and their responses were as described below

4.6.4 Influence of Meal on Pupils Participation According to Teachers.

The teachers were requested to indicate their level of agreement with the statements given focusing on the impacts of providing food to pupils on their participation in education. Their responses are as recorded in Table 4.26

Table 4.26 Influence of meals on pupils’ participation in education according to teachers.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>NS</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>SD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals enhanced enrollment</td>
<td>36</td>
<td>87.8</td>
<td>5</td>
<td>12.2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provision of meals has improved</td>
<td>34</td>
<td>82.9</td>
<td>7</td>
<td>17.1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>pupils school attendance</td>
<td>27</td>
<td>65.9</td>
<td>14</td>
<td>34.2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School feeding lead to improve</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupils participation in class</td>
<td>25</td>
<td>61.0</td>
<td>11</td>
<td>26.8</td>
<td>2</td>
<td>4.9</td>
<td>3</td>
<td>7.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School feeding has increased pupils’ participation in games</td>
<td>25</td>
<td>61.0</td>
<td>11</td>
<td>26.8</td>
<td>2</td>
<td>4.9</td>
<td>3</td>
<td>7.3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
According to Table 4.27, 87.8% and 12.2% strongly agree and agree respectively that meal enhances enrolment. 82.9% and 17.1% strongly agree and agree respectively that meals promote attendance. 65.9% and 34.2% strongly agree and agree respectively that meals promote class room activities. 61.0% and 26.8% of the teachers strongly agree and agree respectively that nutrition increases participation in games.

The results in table 4.45 show that the teachers agree with all the statements by above 85%. This means that they believe that providing meals at school to the pupils promote their participation in education in all the aspects identified there by joining the opinions of the pupils involved in the focus group discussion.

### 4.6.5 Description of pupils’ Participation in Education According to Teachers.

The researcher enquired from the teachers about their description of the pupils’ participation in education since the implementation of CFS program of meals

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Regular</th>
<th>Inconsistent</th>
<th>Seasonal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Attendance</td>
<td>40</td>
<td>97.6</td>
<td>1</td>
</tr>
<tr>
<td>Engagement in games</td>
<td>26</td>
<td>63.4</td>
<td>8</td>
</tr>
<tr>
<td>Involvement in classroom</td>
<td>35</td>
<td>85.4</td>
<td>6</td>
</tr>
<tr>
<td>Pupils’ enrollment</td>
<td>31</td>
<td>75.6</td>
<td>6</td>
</tr>
</tbody>
</table>
Table 4.27 show that 97.6% of the teachers describe attendance as regular, 63.4% describe engagement in games as regular, 85.4% describe involvement in classroom activities as regular and 75.6% described pupils involvement as regular. According to the results in table 4.27, participation has been described by majority of the teachers as regular since the introduction of school feeding program with the implementation of CFS programs. All indicators of participation have registered between 63.4% and 97.6%. This indicate that providing meal is a strong factor that promote participation. These results are agreeing with those of Ahmed, (2004), who found out that provision of food in the education centres in Dhaka city led to rise in enrollment, reduction in drop out and school attendance increased. The teachers were requested to list 3 most popular nutritional problem still facing the school which could still be hindering pupils’ participation in education. Some teachers feel that the food is still little hence leading to starvation of children and mal-nutrition. A number of them hold the opinion that the food is not balanced and something ought to be done. A group said that the food is too monotonous and there should be something else for change.

The teachers proposed solution to those challenges and are stated as follows; the school feeding programme ought to be strengthen so that it can cater for all nutritional problem, they said that he food which is unbalanced required just fruits to be introduced and the ailments resulting from poor eating habits will be controlled. Some said that the foods require other types of foods for change.
The participation achievements that would be made include; it would make attendance regular as it’s the opinion of 29 teachers (70.7%). It would promote participation in the classroom; that is what is said by 24 teachers (58.5%). 23 teachers (56.1%) say that if the solutions suggested are implemented, pupils would stay in school and in class for longer.

All the head teachers agree that provision of meal at school is helpful to the pupils by 100%, they agree that school feeding has promoted performance in class, school attendance, school enrollment and engagement in games. All of them agree that before the nutrition component of CFS, the participation was poor in all aspects but now it has improved.

4.7.0 Influence of Health Services on Pupils’ Participation in Education.

The researcher wanted to establish the influence of health services on pupils’ participation in primary education. A number of items were used to gather information to address that objective.

4.7.1 Medical Attentions Available in the Schools.

The common health attention the pupils were getting at school were listed to include deworming, check-ups, first aid, and immunizations and first aid were rated as the most popular health attentions available in every school and for almost all the pupils. Immunization and checkups were indicated to have been enjoyed by just a few. The pupils agree that the health attentions are necessary for their participation in education. According to the teachers, deworming is done in all schools, check-ups are conducted in 5 schools, in 6
schools they do facilitate immunization and in 3 schools, drugs are administered to the pupils. Other health attentions include; First Aid services which still remain the most popular just as put by the pupils. Eye check-ups are also popular in 3 schools as well as vaccination which is facilitated in 3 school. It’s also clear that there no school in the area with a sanatorium and only one school with established links with a health centre that go there for check-ups for the pupils. Otherwise, all the schools indicated that they send pupils for treatment to the nearby health centres

The researchers intended to establish the influence attached to health attention by the pupils. The Table 4.28 is a tabulation of the significance attached to health attentions offered

**Table 4.28: Significance of health attentions on participation according to pupils.**

<table>
<thead>
<tr>
<th>Influence of health attentions on participation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to concentrate in class</td>
<td>264</td>
<td>39.9</td>
</tr>
<tr>
<td>An able to attend school and lesson</td>
<td>198</td>
<td>29.9</td>
</tr>
<tr>
<td>An able to engage in play with first aid assurance</td>
<td>182</td>
<td>27.5</td>
</tr>
</tbody>
</table>

The results in Table 4.28 shows that the most popular reason is that they help them to concentrate in class (39.9%). The other popular reason is that health attentions enable them attend school while 29.9% of the responding pupils holding it and lastly is the opinion that health attentions help them to engage in play with specific attribution to first aid.
4.7.2 Influence Health Attentions on Participation According to Pupils.

The pupils were required to indicate their level of agreement with the influence of health services on their participation in education.

Table 4.29: pupils’ levels of agreement with the influence of medical attentions on their participation in education

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>SD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health attention promote your school attendance</td>
<td>214</td>
<td>31.7</td>
<td>251</td>
<td>37.2</td>
<td>120</td>
<td>17.8</td>
<td>90</td>
<td>13.3</td>
</tr>
<tr>
<td>Assurance of treatment at school has promoted engagement in play</td>
<td>201</td>
<td>27.9</td>
<td>224</td>
<td>31.1</td>
<td>170</td>
<td>23.6</td>
<td>125</td>
<td>17.4</td>
</tr>
<tr>
<td>Medical attention has made you get involved in class activities</td>
<td>207</td>
<td>28.5</td>
<td>270</td>
<td>37.1</td>
<td>155</td>
<td>21.3</td>
<td>95</td>
<td>13.1</td>
</tr>
<tr>
<td>Health attention at school made you join the school</td>
<td>79</td>
<td>11.5</td>
<td>88</td>
<td>12.8</td>
<td>279</td>
<td>40.6</td>
<td>216</td>
<td>35.1</td>
</tr>
</tbody>
</table>

The results in Table 4.29 shows that 31.7% and 37.2% of the pupils strongly agree and agree respectively that their school attendance has been enhanced by the small health attention they got at school. 27.9% and 31.1% of these pupils strongly agree and agree respectively hold the opinion that the health assistance they get at school does not influence their school engagement in play. 28.5% and 37.1% of the responding pupils respectively hold the opinion that the health attention they get at school motivate them to participate in classroom activate. 41.0% feel that the medical attentions do not influence their involvement in play. However 35.1% and 40.6 % of the
pupils respectively said that they are not influenced by the health attention to engage in the classroom activities.

The results can be interpreted to mean that health attentions promote participation because that is what majority is saying and many of the aspect have been indicated to be influenced.

4.7.3 Influence of Health Services on Pupils’ Engagement in Classroom Activities According to the Teachers.

The teachers were requested by the researcher to indicate their experience of influence of health services on pupil participation in education and the majority agrees that the small health services being offered at the schools have an influence on pupils’ participation in the classroom. Asked the reasons, the teachers had the explanation as in the Table 4.30

<table>
<thead>
<tr>
<th>Impacts of health attention on Classroom activities</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes concentration due to Confidence that incase of ailment it will be addressed.</td>
<td>12</td>
<td>42.9</td>
</tr>
<tr>
<td>Health child participate effectively</td>
<td>9</td>
<td>32.1</td>
</tr>
</tbody>
</table>

In Table 4.30, 42.9% of the 28 teachers who confirmed that providing health services promote pupils participation in class. They supported that by saying that it boost concentration and 32.1% of the same said that when healthy, participation is effective. This implies that health attentions influence the pupils’ engagement in the class room.
4.7.4 Influence of Health Services on School Attendance According to Teachers.

The teachers’ opinions on the influence of health services on pupils’ participation on education indicate that majority believe that health services influence the pupils’ attendance. The opinions are attributed to the reasons given in Table 4.32

Table 4.31: Teachers’ reasons why health services have an influence on attendance

<table>
<thead>
<tr>
<th>Influence of health services on attendance</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>When well, they always attend</td>
<td>16</td>
<td>55.2</td>
</tr>
<tr>
<td>Even if injured elsewhere they go for first Aid at school</td>
<td>11</td>
<td>38.0</td>
</tr>
</tbody>
</table>

Table 4.41 show that majority of the teachers (55.2%) hold the reasons that if well they will always attend and 37.9% say that first Aid being offered at school attract them to school since they will be assisted even if get injured elsewhere.

4.7.5 Influence of Health Services on Games According to the Teachers.

On the question of the influence of health services on pupils’ participation in games, majority of the teachers believe that providing treatment and other health services to the pupils at school influence their participation in playing various games at school. The teachers gave the reasons for their expressed opinions as in the Table 4.32.
Table 4.32 Teachers’ reasons why health services influence pupils’ participation in games.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils are healthy for participation</td>
<td>16</td>
<td>59.3</td>
</tr>
<tr>
<td>Pupils are confident that in case of an injury</td>
<td>11</td>
<td>40.7</td>
</tr>
</tbody>
</table>

Majority of the teachers (59.3%) said that health services promote pupils participation in games. 40.7% said that health services do not influence their decision to participate in games. This imply that assurance of health attention in school is significant for pupils’ engagement in recreation.

4.7.6 Influence of Health Services on Enrollment According to Teachers.

The teachers indicated their experience on the influence of health services on enrollment. The majority said that health services have no significant influence on pupils’ enrollment to the various schools.

4.7.7 The Health Problems still being faced at Schools.

The teachers gave a number of health challenges still affecting the pupils and posing a challenge to their participation in education. Top in the list are as presented in the Table 4.33
Table 4.33: Health problems still facing schools according to teachers.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skin problem e.g. ringworm</td>
<td>26</td>
<td>63.4</td>
</tr>
<tr>
<td>Stomach problem like diarrhea</td>
<td>20</td>
<td>48.8</td>
</tr>
</tbody>
</table>

Many teachers 63.4% identified skin problem as a threat to participation in education for the pupils in Mathare informal settlement. 48.8% of the teachers state that stomach problem was another serious problem. The suggested solutions, by the teachers, to the health problem still being faced in the schools were presented in the Table 4.34.

Table 4.34: Solutions to health problem as suggested by teachers.

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checkups be conducted in all schools</td>
<td>19</td>
<td>46.4</td>
</tr>
<tr>
<td>School &amp; surrounding be sanitized</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>food supplements be provided in schools</td>
<td>15</td>
<td>36.6</td>
</tr>
</tbody>
</table>

The teachers gave a list of results expected and amongst the most popular ones; two are in the Table 4.35.
Table 4.35 Expected results from the proposed solutions

<table>
<thead>
<tr>
<th>Expected results</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will Promote classroom participation</td>
<td>16</td>
<td>39.0</td>
</tr>
<tr>
<td>Truancy and absenteeism will be curbed</td>
<td>18</td>
<td>43.9</td>
</tr>
</tbody>
</table>

The results show that majority of the teachers 43.9% believe that implementing the solutions they suggested will control truancy and absenteeism and other group of teachers of 39.0% hold the belief that implementing that will promote participation in the classroom activities.

The head teachers are in agreement that health services are helpful to the pupils for their participation in education. All the 8 head teachers agreed that proving health services has promoted participation in classroom activities, schools attendance and participation in games for the pupils but on 1 out of 8 principals say that health services provision promotes enrollment.

4.7.8 Next CFS Component being targeted for Achievement.

All the head teachers said that they were targeting to go digital in terms of content delivery an achievement they believe will promote concentration in class and to a certain extent attendance and enrollment.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction.

This chapter presents the summary of the study, conclusion and the recommendation arrived at. It also gives suggestions for further studies.

5.2 Summary of the Study

The purpose of the study was to investigate the influence of child friendly school on pupils participation in education in Mathare informal settlement Kasarani and Starehe districts, Nairobi County. This was done by examining various variables that may influence the pupils’ participation in education. The variables were derived from the components of CFS. The variables include: Water, sanitation and hygiene (WASH) Recreation facilities and activities, Nutrition and Health services. These variables formed the research objectives and the researcher questions.

The study used descriptive design in which the targeted 8 head teachers participated in a structured interview. 48 teachers and 824 pupils who would fill the questionnaires 96 pupils would again participate in the focus group discussion.

Out of the targeted group 8 head teachers participated in the interview. 41 teachers and 751 pupils responded to the questionnaire and returned them to the researcher. The 96 pupils actively participated in the focus group discussion. All this data collected was analyzed qualitatively and quantitatively.
5.3 Major Findings of the Study.

This section summarizes the major findings of the study. To help realize the research objectives, four research questions were formulated.

On the first objective, the researcher sought to establish the extent to which water, sanitation and hygiene (WASH) services influence pupils’ participation in education. The study underscored the influence of WASH on enrollment, attendance, participation in class room activities and recreation. 50% to 79% of the respondents indicated that WASH influences enrollment, school attendance, and participation in class room activities and engagement in play. It was evident that water availability had influenced enrollment, attendance, participation and class room activities. 74% to 79% of the pupils indicated that availability water in schools promoted participation in education.

Sanitation influences the pupils’ participation in education. 47% of the responding pupils reported that proper sanitation influence their choice of the school to enroll. 47.0% of the responding pupils reported that proper sanitation had influenced their choice of the school to enroll in. Over 78% said that proper sanitation influenced their school attendance. Over 85% of the pupils reported that proper sanitation influenced their decision to get into the fields and other playing spaces. Above 78% of the same pupils said that their increased participation in classroom activities were attributable to proper sanitation. Hygiene education and practices were found to be having an influence on pupils’ participation in education. More than 81% of the
pupils said that proper hygiene at school had influenced their school attendance. More than 84% stated that proper hygiene at school had influenced their engagement in games at school.

Further findings of the study are that majority of the Head teachers and teachers believe that WASH has influenced participation of pupils in education since CFS programmes implementation started. They both underscored the point that girls’ participation has been enhanced by provision of sanitary towels and water for cleaning.

On the second objective, the research sought to determine how the recreational facilities and activities influence pupil participation in primary education. The study revealed that games have influence on the pupils’ participation in education although not in all the aspects identified. 75.1% of the pupils say that games have been facilitating their engagement in their class work. They said that availability of games materials enhanced their participation in recreation activities including music festivals and ball games. 57.0% of the respondent said that the condition of the spaces provided for play has been attracting them to the fields of play because they feel safe and enthusiastic about it. The influence of games on attendance was disputed by the majority but according to the teachers, games influence pupils’ participation in education in all the parameters identified for the study. More than 78% agree that games are good for the pupils. 58.5% agreed to a great extent that games influence attendances and 34.2% of teachers agreed to some extent. 53.7% of the teachers agreed to a great extent and 39.0% to some extent that games influence the pupils’ participation in classroom activities. 68.3% agreed to a great extent and 26.8% agreed to some extent
that offering games influence pupils’ participation in play. 41.5 agree to a
great extent and 41.5% to some extent that games attract some pupils to a
particular school. The number that says that it does influence pupils’
participation not at all in all the aspects is less than 15%.

About the third objectives, the study sought to establish the influence on
nutrition on pupils’ participation in education, the study found out that food
had the greatest influence on pupils’ participation in education. From the
respondents 30.4% strongly agreed and 34.5% agreed that provision of
meals at school had increased their participation in class room activities.
38.8% agree and 33.4% strongly agreed that nutrition motivated them to
participate in recreation activities at school. Nutrition influence on
attendance and enrollment was disputed by the majority. The pupils didn’t
attribute their decision to enroll and attend school to nutrition. However, the
head teachers and teachers hold the opinion that meals influence the pupils’
participation in education in all the parameters identified for the study.
Comparingly, pupils’ participation in education activities after the CFS
programmes has increased.

The last objective was to examine how health services influence pupils’
participation in education and results revealed that there is a number of
medical health services provided at school even though not well developed
and they have influenced pupils’ participation in education. These health
attentions influence attendance as stated by 31.7% and 37.2% who strongly
agreed and agreed respectively. It promote engagement in games as said by
27.9% and 31.1% who strongly agree and agree respectively. They promote
participation in classroom activities as strongly agreed with by 28.5% and as
agreed with by 37.1% of the pupils. Health attentions influence of enrollment was disagreed with by more than 75% of the responding pupils. The focus group discussion group did not attribute their enrollment to their respective schools to the provision of health services as well but they linked the other indicators of participation in education to health services at school. 68.3% of the teachers recognize the significance of the small health services and 65.9% link the realized engagement in games for the pupils’ to these health assistances at schools. The influence of health services on pupils’ enrolment to the various schools is disagreed with 92.7% and only 3 teachers associated enrollment with it. Majority of the head teachers associated pupils’ attendance, participation in classroom activities and games to health services and a very small number of head teachers who associated enrollment with health services.

5.4 Conclusions of the Study

From the findings of the study, it can be conclude that implementation of CFS programs has influenced pupils participation in education in Mathare informal settlement, Starehe district, Nairobi county. It is evident that WASH has improved enrollment, attendance, involvement in class room activities and engagement in class room activities. The girls are the biggest beneficiaries of the WASH as provided as the CFS programs. In the analysis it was revealed that the girls’ population in the schools had become higher than the boys.

The recreation activities now established in the schools have influenced pupils’ participation in education. The competitive games attract so many
pupils to stay in school so that they can play for the school. The various session when they are free they play a lot and that keep them in the educative environment. There are those who attend to play and others are able to participate in the classroom after play since it relax their mind. However, recreation enhanced by CFS programmes has minimal influence on pupils’ engagement in play.

It emerged that provision of meal has increased enrolment, attendance, participation in play and involvement in the classroom activities. Without meals, enrollment will not happen if the meals were withdrawn, the pupils stated that they would drop out or transfer to the schools where food is offered. Attendance has increased as pupils come to school for the meals offered. The pupils will keep off fields of play and because by 10.00 am they are already hungry and concentration is affected but after the CFS activities on play, the pupils are able to engage in play for more time.

The meagre health services have improved pupils attendance, participation in classroom activities and play with little influence on enrolment.

5.5 Recommendations.

In the light of the finding, the following recommendations were made.

i). With the provision of sanitary towels for girls in schools through WASH, the means of disposal has become a problem. The study recommends that the government facilitate for the disposal of the used towels e.g. by sinking pit latrines, to avoid the problem of disposal which might impede participation.
ii) Since hygiene lessons and practices have very high potential of curbing contamination which can impede participation, then they should be strengthened to curb contamination even at their homes in the slums.

iii). The educational administrators to strengthen the school feeding programs to see that schools provide more than one meal and that would enhance concentration in class.

v). The education authorities in Nairobi facilitate for a frequent visit of the schools by health attendants to do checkups, treat pupils and to curb the spread of the various disease which can hamper participation.

5.6 Recommendations for Further Research.

The study was conducted in Mathare informal settlement, the study recommends that the study be conducted in other informal areas to establish the influence of CFS on pupils’ participation in those areas.

CFS has many components and this study has explored only four areas and therefore the study recommends that study be carried out to establish the influence of the other components of CFS, which might have been established in the school by now, on participation in education.
REFERENCES


GlaxoSmithKline. (2013). *Personal Hygiene and Sanitation Education: Program 2013 Report*


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APPENDICES

Appendix A: INTRODUCTION LETTER

Muchoki S. Mwangi

University of Nairobi

P.O.Box 167

KARATINA

To:

Dear Sir/Madam

RE: REQUESTING FOR PARTICIPATION IN RESEARCH

I am a Master of Education (Med) degree student at the University of Nairobi. I am specializing in Education in Emergencies. I am currently undertaking research study on the Child Friendly Schools influence on the pupils’ participation in primary education in Mathare informal settlement, Kasarani and Starehe districts, Nairobi County.

I would be grateful if you would spare me some time and complete the enclosed questionnaire. Your identity will be treated with the utmost confidentiality. Your timely response will be highly appreciated.

Yours faithfully

Muchoki S. Mwangi
Appendix B: QUESTIONNAIRE FOR PUPILS

The questionnaire is designed to gather general information about yourself and your school for use in this study. The response to the questionnaires will be treated with utmost confidence. Do not write your name. (Tick appropriately)

SECTION A: Demographic information.

1. a) Please indicate your gender. 
   (b) Type of School:
   
   Female [ ]   Male [ ] Boys [ ] Girls [ ] Mixed [ ]

2. Please indicate your age bracket

   18 and above [ ]   15yrs - 17yrs [ ]   13yrs - 16yrs [ ]
   10yrs - 12yrs [ ]   7yrs - 9yrs [ ]   Below 7yrs [ ]

3. Which class are you in currently?

   Standard 4 and below [ ]   Standard 5 [ ]   Standard 6 [ ]
   Standard 7 [ ]   Standard 8 [ ]

4. For how long have you been in this school?

   Less than 1 year [ ]   2-4 years [ ]   5-7 years [ ]   8 years and above [ ]

SECTION B: water, Sanitation and Hygiene influence on pupils’ participation in school

5. (a) Are you provided with water at school?   Yes [ ]   No [ ]

   b) Does the provision of water at school attract your participation in any
of the following ways?

i) Enrolling Yes [ ] No [ ] if yes why? ________________________________

ii) Attending school? Yes [ ] No [ ] if yes why? ________________________________

iii) Games? Yes [ ] No [ ] If Yes why? ________________________________

iv) Class work Yes [ ] No [ ] if yes why?

______________________________________________________

C) Where do you get your water for drinking?

 Carry from home [ ].

 Get it at the school tap [ ].

6. a) which of the following are provided to you at school

(i) Toilets [ ] (ii) Urinals [ ] (iii).Washing soap [ ] (iv). Sanitary towels [ ]

(v) Toilet papers [ ] (vi) washing water[ ] (vii) Disposal Bins [ ]

b) Do school sanitation facilities meet the following according to you?

(i) Are they adequate? Yes [ ] No [ ]

(ii) Are they clean? Yes [ ] No [ ]

(iii) Do they provide for your Privacy? Yes [ ] No [ ]

c) Does the provision of sanitation facilities at your school make/made you?
(i) Come to school?  
   Yes [  ]  No [  ]

(ii) Participate in class?  
   Yes [  ]  No [  ]

(iii) Participate in games?  
   Yes [  ]  No [  ]

(iv) Join this school?  
   Yes [  ]  No [  ]

7.a) Which of the following hygiene practices do you do in school? (Tick Appropriately)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Hand washing</td>
<td></td>
</tr>
<tr>
<td>b) Teeth brushing</td>
<td></td>
</tr>
<tr>
<td>c) How to take care of cuts and wounds</td>
<td></td>
</tr>
<tr>
<td>d) Any other (specify)</td>
<td></td>
</tr>
</tbody>
</table>
To what extent do you agree with the following statements?

Key: SA= Strongly agree; A=Agree; NA=Not sure; D=Disagree; SD = S

<table>
<thead>
<tr>
<th>Hygiene activities e.g. lesson</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Have helped you improve your well being</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Have improved your school attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii. Have improved your participation in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv. Have enhanced your participation in playing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION C: Recreation Activities and their influence in pupils’ participation in education

8. a) Do you like participating in games? Yes [ ] No [ ]

b) If yes, explain why? ________________________________

______________________________________________________________

c) To what extent do you agree with the following statements?
Key:   GE=Great extent;   SE=Some extent;   NAA=Not At All

<table>
<thead>
<tr>
<th>Effects of school games in your education</th>
<th>GE</th>
<th>SE</th>
<th>NAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The games you play at school make you attend school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Participating in games helps you in your class work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Games coaches attracts you to playing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Availability of Games equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The condition of school fields encourage you to play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. You joined this school because of games</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. What is your answer to this statement; “if there were no games in this school you would hate to be here”. True [ ]  false [ ]

10. a) What are the problems facing sports in your school?

________________________________________________________

________________________________________________________

b) What should be done to enhance the impact of games in your education?

________________________________________________________

________________________________________________________
SECTION D: Nutrition Services and their influence on pupils’ participation in education

11 a) How are the foods provided at school?

<table>
<thead>
<tr>
<th>excellent</th>
<th>good</th>
<th>Poor</th>
<th>Adequate</th>
<th>inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) To what extent do you agree with the statements in the table below?

Key: SA=Strongly agree; A= Agree; NS=Not sure=Disagree; SD=Strongly disagree

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Provision of food at school makes you attend school regularly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) The food given at school enable you do class work such as reading, writing and answering questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) The food given at school enable you play games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) Provision of food at school made you join the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


c) If food were removed how would that affect your involvement in school activities?

__________________________________________________________________________

__________________________________________________________________________

12 a) List any food problem which still can affect your involvement in school activities.
b) Suggest one solution to the problem you have stated in 12 a) above.

SECTION E: Health Services and their influence on pupils’ participation in education

13. Which of these medical attentions do you get in school?

1. Immunization [ ] 2. Check-ups [ ] 3. De-worming [ ] 4. First aids [ ]

Any other (specify) _______________________________

14.a) Do these medical attentions help you in your education?

_________________________________________________________________

(b) If yes explain how? ________________________________

_________________________________________________________________

c) To what extent do you agree with the following statements?:

Key: SA=strongly agree; A=Agree; D=Disagree; SD= strongly disagree

<table>
<thead>
<tr>
<th>Significance of provision of health services in education</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Health attention has enhanced your school attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii. Assurance of Treatments at school have increased your participation in play</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii. Medical attention at school has made you increase your involvement in class activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv. Health attentions at school made you join this school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15 a) state any three health problems that still face you at school.

i) ____________________________________________________________________________

ii) __________________________________________________________________________

iii) __________________________________________________________________________

b) Suggest one solution to the above problems________________________________________

________________________________________________________________________________
Appendix C: Questionnaire for Teachers

The questionnaire is designed to gather general information about yourself and your school or use in this study. The responses to the questionnaire will be treated with the utmost confidentiality. Do not write your name. (tick as appropriate)

SECTION A: Demographic Information.

1. Please indicate your gender. Male [ ] female [  ]

2. For how long have you been serving in this current station? ________ years

3. Kindly tick your academic and professional qualifications as applicable below

   Certificate [ ] diploma [ ] degree [ ] master [ ] others [specify]  
   __________

SECTION B. Water, sanitation and hygiene and their influence on pupils’ participation in education

4. What is the level of importance of the following facilities to the pupils?

<table>
<thead>
<tr>
<th>WASH facilities</th>
<th>Very important</th>
<th>Important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitation facilities; toilets, sanitary pads, soaps and any other.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hygiene practices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Do provision of the following WASH facilities influence pupils involvement in school in terms of;

a) Enrollment Yes [ ] No [ ] if yes how? __________________________

b) School attendance Yes [ ] No [ ] if yes how? __________________________

c) Class activities Yes [ ] No [ ] if yes how? __________________________

d) Games; Yes [ ] No [ ] if yes how? __________________________

SECTION C: Recreation Services and their influence on pupils’ participation in education

6. a) Are sports playing any role in children participation in education?

Yes [ ] No [ ]

b) To what extent do you agree with the following statements?

key: GE=Great Extent; SE=Some Extent; NAA=Not At All

<table>
<thead>
<tr>
<th>Statement</th>
<th>GE</th>
<th>SE</th>
<th>NAA</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Games and sports have influenced pupils’ school attendance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Games have promoted pupils engagement in class activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) provision of games materials, spaces and equipment has promoted pupils involvement in games.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) There are some pupils who were attracted to school by games.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. What recreational needs that should be fulfilled for the pupils to continue participating in education (state any three).

SECTION D: Nutritional Services and the influence on pupils’ participation in education

8. How many times does the school provide meals to the pupils?
   i) Once a day [ ]  ii) Twice a day [ ]  iii) Thrice [ ]

b) Kindly indicate your level of agreement with the following statements by ticking in the box of your choice against the statement.

   **Key:** SA= Strongly agree; A=Agree; NS= Not Sure; D=Disagree; SD = Strongly disagree

<table>
<thead>
<tr>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>NS</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provision of meals has enhanced enrollment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Provision of foods has improved pupils’ school attendance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. School feeding led to Improved pupil participation in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. School feeding has increased pupils participation in games.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. With the provision of foods how do you describe the following?

i) Attendance [ ] regular [ ] inconsistent seasonal [ ]

ii) Engagement in games [ ] regular [ ] inconsistent seasonal [ ]

iii) Involvement in class activities [ ] regular [ ] inconsistent seasonal [ ]

iv) Pupils’ enrollment [ ] regular [ ] inconsistent seasonal [ ]

SECTION E: Health Service and their influence on pupils’ participation in education

10. Has the provision of health services influenced pupils’ participation in?

i) Class activities Yes [ ] No [ ] If yes explain how? _______________

   ___________________________________________________________________________________

iii) Games Yes [ ] No [ ] If yes explain how________________________

   ___________________________________________________________________________________

IV) Enrollment Yes [ ] No [ ] If yes explain how? _______________

   ___________________________________________________________________________________

12. a) Please list the three most serious health problems facing the pupils in the school i)_____________ ii)_____________ iii)_____________

b) Kindly suggest one solution to the health problems so that pupils can be able to participate in education_____________
Appendix D: Interview Schedule for the Head teachers

The information which will be obtained from this interview will help establish the influence of Child Friendly Schools on pupils’ participation in education. It will also help establish the level of preparedness to respond to the needs of pupils in times of crisis and time of normalcy. The responses will be treated with utmost confidence.

1. Head teachers gender       Male (       )       Female (       )

2. How long is your teaching experience? 0-5 yrs.[   ] 6-10yrs [   ] Above 10 yrs.[   ]

3. For how long have your been serving as a head teacher?

0-5 yrs.[   ] 6-10yrs [   ] Above 10yrs [   ]

4. For how long have you been in your current station?

0-5yrs [   ] 6-10yrs [   ] Above 10 yrs.[   ]

5. What is your Academic and professional qualification?

Certificate [   ] Diploma [   ] Degree[   ] Masters[   ] others ___________

6. Has your pupils benefit from these services and how?

7. Has provision of WASH services promoted pupils participation in education.

__________________________________________________________
8. Which areas in particular have been enhanced by WASH services?

________________________________________________________________________

________________________________________________________________________

9. Are your recreation facilities in functioning condition?

________________________________________________________________________

10. How has provision of games and sporting activities influenced the pupils’ participation in?

a) Attending school? __________________________________________________________________

b) School enrollment? __________________________________________________________________

c) Classroom activities? __________________________________________________________________

d) Games in school? ___________________________________________________________________

11. How was the situation before the provision of recreation facilitated by CFS programme?

________________________________________________________________________

12. Are the foods offered in this school of help to the learners?

13. What is its impact on?

a) Pupil’s performance in class______________________________

b) School attendance ________________________________

c) School enrollment ________________________________

d) Engagement in games?______________________________
14. How is the pupils participation in education compared to time before the meals provision? ________________________________

15. Are the health services helpful to the pupils? 
______________________________________________________

16. What is the impact of providing health services to pupils in relation to?

a) pupil’s performance in class? ______________________________

b) School attendance?_____________________________________

c) School enrollment?_____________________________________

d) Engagement in games?__________________________________

17. what CFS areas are you targeting to achieve by the end of the next one year?
________________________________________________________

18. What is your expected influence on pupils’ participation in education?
________________________________________________________
________________________________________________________

Thank you for participating
FOCUS GROUP DISCUSSION

Focus Group Study

The Influence of Child Friendly Schools on Pupil Participation in Primary Education in Mathare Informal Settlement, Kasarani and Starehe Districts Nairobi County

Thank you for agreeing to participate in the focus group discussion and we appreciate your willingness.

We are conducting the focus group discussion for the academic research as required by the University of Nairobi for an award of degree of master of education.

The discussion will help establish the influence of WASH, recreation, nutrition and health services on your participation in education as well as to the other pupils.

We need your input and want you to share with us your honest and open thoughts, opinions and experiences.

Ground rules

i. No wrong or right answers

ii. You do the talking

iii. What is said in the forum remain here

iv. We will tape record

The Moderator will be ..............................................

My role will be regulating the discussion and maintaining its focus

1. Each one of you to tell us little about yourselves

2. Why are you in school?

3. Why should a school be friendly to you?
4. What is the significance of water to you for your participation in education?

5. Do you sanitation facilities like toilet motivate your participation education?

6. Are hygiene lessons helpful to you for participation education?

7. What is the contribution of recreation activities in your participation in education?

8. How has provision of meals at school impacted on your participation in education?

9. Has health services provided at school promoted your participation in education?

10. What would you like be improved so that you can continue participating in education?

11. What would happen to your participation in education should the services discussed above lack in your school?

12. What else do you think should be as well provided in your school for you to be able to participate adequately in education?

Thank you for Participating
THIS IS TO CERTIFY THAT:

MR. STEPHEN MWANGI MUCHOKI
OF UNIVERSITY OF NAIROBI, 0-10101,
KARATINA, has been permitted to
conduct research in NAIROBI COUNTY
on the topic: INFLUENCE OF CHILD
FRIENDLY SCHOOLS ON PUPILS' PARTICIPATION IN PRIMARY EDUCATION
IN MATHARE INFORMAL SETTLEMENT,
KASARANI-STAREHE DISTRICTS,
NAIROBI COUNTY
for the period ending: 20th August,2014

Applicant's Signature

Full Secretary
National Commission for Science, Technology and Innovation

Permit No : NACOSTI/P/14/3782/1716
Date Of Issue : 13th June,2014
Fee Received : Ksh 1,000
Authorization Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

6th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Date: 13th June, 2014

Ref: No.

NACOSTI/P/14/3782/1716

Stephen Mwangi Muchoki
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of child friendly schools on pupils’ participation in primary education in Mathare Informal Settlement, Kasarani – Siarehe Districts, Nairobi County,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 20th August, 2014.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi 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.

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nairobi County.