PRINCIPALS' CONTRIBUTION TO

A LEARNER FRIENDLY ENVIRONMENT IN PUBLIC SECONDARY

SCHOOLS OF WEST POKOT SUB COUNTY

BY

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DECLARATION

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DEDICATION

I wish to dedicate this thesis to my beloved husband Charles Lomatwa and my children

Asbel, Arnold and Pkalya for their encouragement and support. May God Almighty keep

and reward each one of you abundantly.

ACKNOWLEDGEMENT

ABSTRACT

The purpose of this study was to investigate the school Principals' contribution to promotion of a learner friendly environment in public secondary schools in West Pokot Sub County. The study was guided by the following objectives: to evaluate the level to which the Principals' sensitization of teachers has promoted learner friendly secondary schools; to establish how the Principals' involvement with parents and community has influenced promotion of learner friendly secondary schools; to investigate the extent to which the principals' overseeing of physical facilities influenced promotion of learner friendly secondary schools and to determine the extent to which the Principals' provision of school fence has promoted learner friendly secondary schools. The study was conducted using descriptive survey design and it targeted fourteen public secondary schools in West Pokot Sub County. The sample size for this study comprised of 12 principals and 149 teachers. The study used Krejcie and Morgan's table to determine sample sizes for the teachers. School principals were sampled through purposive sampling while the schools were selected through random sampling. The study was guided by the goal setting theory. The researcher used questionnaires, interview and observation schedules as data collection instruments. The validity of the instruments was checked by the supervisors and other experts of educational administration. Spearman Brown Prophecy formula was used to ascertain the internal consistency and reliability of the research instrument. Qualitative data was analyzed descriptively by calculating frequencies and percentages hence represented by means of tables, graphs and charts. The research findings revealed that majority of the Principals had done fairly well to promote learner friendly environment in public secondary schools in West Pokot Sub County. Principals of West Pokot Sub County had made significant contribution in preparing and supporting their education stakeholders towards the implementation of learner friendly schools. The study recommends that the school management committees to ensure that availability of physical facilities including fence would be of high priority. The government to ensure that every teacher undergoes a refresher course on learner friendly school approach.

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LIST OF ABBREVIATION / ACRONYMS

AIR - American Institute for Research

BOM - Board of Management

CFE - Child friendly environment

CFS - Child Friendly School

ESAR - East and South African regions

EFA - Education for All

KESSP - Kenya Education Sector Support Program

KEMI - Kenya Education Management Institute

LFE - Learner Friendly Environment

MDG - Millennium Development Goals

MOEST - Ministry of Education Science and Technology

PTA -Parent Teachers Association

PSSW - Philippine School of Social Workers

SMCS - School Management Committee

SPSS - Statistical Package for Social Sciences

SMT - Senior Management Team

TSC - Teacher Service Commission

UNICEF - United Nations Children's Fund

UN -United Nations

UNHCRC -United Nations Conventional Rights for Children

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1   Overview

This chapter presents the background to the study, statement of the problem, research objectives, research questions, and significance of the study, justification of the study, scope and limitation of the study, assumption of the study, theoretical framework, conceptual framework and the operational definition.

1.2 Background of the Study

According to UN Convention of 1948 education was declared as a fundamental right for every child and an opportunity to achieve and maintain an acceptable level of learning. Therefore educational systems should be designed and educational programs to be implemented to take into account the unique characteristics, interests, abilities and learning needs of every learner (UNESCO, 1994).

Alina (2010) states that a learner friendly school should provide a comprehensive quality framework for school policies, teaching facilities and community environment in support of children's right to health, protection and development to their fullest potential. According to her, a child friendly school environment encompasses child- seeking, child centered, gender sensitive, inclusive and healthy approaches to schooling and out-of-school education worldwide.

Wango (2009) asserts that management is a progression so as to accomplish organizational goals which are made up of elements such as planning, organizing, staffing directing, coordinating, reporting and budgeting. School Principals as educational managers should perform the above function so as to execute educational policies like that of promoting of the learner friendly secondary schools (Barasa, 2007).

According to Okumbe (1998), the principals as educational managers are both policy makers and policy executors. They manage and provide leadership in their institutions and ensure educational policies are implemented. One such policy is promotion of learner friendly schools (LFS). A child friendly school (CFS) is one where the environment is conducive to learning, the members of staff are friendly, health and safety needs of the children are adequately met (Republic of Kenya, 2010). Moreover, it is the school which is community based, recognizes the rights of all children irrespective of gender, religious and ethnic affiliations, physical or mental abilities (UNICEF, 2008).

A global survey of the child friendly schools concept and its application within UNICEF programs reveals a weakness in approach where there has been tendency to under emphasize the determinants of a child friendly school in education. Despite the gap in approach the approach has progressed steadily in the world from an estimated 33 countries in 2004 to 56 countries in 2007 (UNICEF, 2010).

A study by Philippine school of social work (PSSW,2008) on public schools pointed out that a school is termed learner friendly if it is effective health cares and protects all children and if it involves the community in its activities and protects beneficial to the learner. Principals have responsibility to initiate, guide and evaluate the extent to which

the policies, objectives and events laid down in the long and short term are successfully carried out (Olembo et al., 1992).

A comprehensive united nations children funds (UNICEF) commissioned CFS evaluation in New York in 2009 identified traditional pre-service and in service teacher education as major limiting factors on the quality, implementation and expansion of learner friendly schools initiates. The American institute for research evaluation noted with concern that LFS environments, teachers are not necessarily following pedagogical approaches one would expect in a child friendly school. School principals and teachers identified lack of trained teachers who can implement child centered instructional methods as challenge. UNICEF and education officers concurred that teachers do not have the training they need to implement LFS' (American Institute for Research, 2009).

The UNICEF,s, child friendly schools manual, (2009) makes clear reference to the role of the teacher in CFS and how this responsibility is focused on ensuring child participation and striving for children's empowerment as an outcome of the learning process .Research conducted by UNICEF (2009) on promotion of child friendly schools have shown that different levels of implementation .In Malawi, schools are provided with furniture, teaching material, water and sanitation facilities .In Nigeria the CFS initiative was the goal of creating 600 child friendly schools by 2007 with gender equality as the key dimension .Nevertheless greater success was achieved in the overall enrolment rate in child friendly schools than in reducing the gender gap (UNICEF, 2009).

According to UNESCO (2003), all children have the right to learn, as stipulated in the Convention on the Rights of the Child (CRC) which virtually all governments in the world have signed .Moreover, they are entitled to education, irrespective of physical,

intellectual, social or other conditions, hence, school principals should endeavor to promote learner friendly schools by embracing diversity among learners, making classes more child centered and ensuring that every child has the opportunity to learn to fullest potential.

Wango (2009) asserts that the overall purpose of the schools and education is to benefit the learners since they are the most important consumers of education and all programs and activities are meant to enhance their learning. The Ministry of Education (MoE) in collaboration with UNICEF (2010) contends that, being in school is one experience that most children worldwide have in common and the means by which societies prepare their young for future. However, it can mean negative experiences such as threat of punishment, humility, bullying or even violence at the hands of teachers and fellow students, conditions which hinders learning. Foley, et al (2001); asserts that in a health school, learners act as participants in the continuous process of improving the learning, social and physical environment. Effective school principal should willingly permit teachers and learners to participate in decision making process (Republic of Kenya, 2001). The school principals therefore should effect delegation of duties and responsibilities according to abilities (Wango, 2007).

Okumbe (1998) adds that participation in decision making is very useful vehicle for the facilitation of both organizational and personal goals, satisfaction and motivation which will promote learner friendly secondary schools. School principals should maintain discipline and play the role of public relation officers in their schools (Olembo, Wango, & Karagu, 1992).

While trying to harmonize basic quality education, Kenya faces the challenge of providing a learner friendly school that will ensure a child-centered and right- based teaching methods and qualitative education that is capable of producing healthy, creative, and confident and peace loving citizens. According to UNICEF (2010), child friendly school model was launched in Kenya in 2002 by the ministry of education and UNICEF. It was piloted in eleven UNICEF supported district of Mandera, Marsabit, Turkana, West Pokot, IJara, Isiolo, Moyale, Kwale and Nairobi. It was mainstreamed to cover all the schools in the country which has brought significant improvement in some district (KESSP, 2005). Since the mainstreaming of child friendly school approach, its impact has not been felt in West Pokot Sub County. West Pokot County Quality Assurance and Standards (CQASO) report Published in April 2017 indicates that discomfort among learners in public secondary schools in the Sub County is noticed. This is brought by overcrowded seating arrangement, over utilized toilets, foul language among teachers, lack of learning resources and dilapidated structures. The report also indicates that the facilities that are overstretched have led to low access and retention rates in the Sub County. It is against this background that this was set to investigate principals' role in promoting learner friendly environment in West Pokot Sub County.

1.3 Statement of the Problem

UNESCO (2006) advocates for accessibility of education to all, inclusivity, equity, safety, universal design, reasonable accommodation of students in school .Kenyan government has embraced this through Free primary Education and Free Day Secondary Education which has in turn produced a dramatic response. Since 2003, primary school enrolment has increased by nearly 3 million pupils (a 46% increase), while the number of

schools grew by 7000 (a 38% increase). Free Day Secondary Education has produced equal dramatic effects (USAID, 2012).

Despite many students going to school because of its affordability, this huge enrolment in school has resulted to overcrowding and overstretching of infrastructure, hence unfriendly learning conditions. Government of Kenya in collaboration with the Development Agencies like UNESCO, UNICEF, local authorities and church organizations have come up with policies like promotion of learner-friendly schools(LFS), school safety standards among others to help improve on learning conditions in Kenyan secondary school (Republic of Kenya, 2005).

The learner friendly school was introduced in Kenya in 2002 and implemented on pilot basis by the Ministry of Education with support of UNICEF in eleven districts. In 2010, the Ministry of Education rolled out the program on a national scale. According to CFS coordinator West Pokot County (2015), only ten out of the one hundred public secondary schools in the county were piloted for Leaner Friendly School in the County (Office of the County Education Director, 2018 Records).

According to the records in the County Education office, Principals of all the hundred Schools have been in-serviced on promotion of CFS. Manuals have been given to all the schools in West Pokot. Despite the government's interventions, the level of Learner Friendly School has not been fully implemented this is evidenced as teachers are not motivated, parents are not fully incorporated in school activities, teachers and students are not provided with adequate safety and security. According to the Catholic Church's Peace and Justice Commission, more than 5000 children and 100 teachers have not reported to school for third term session due to banditry attacks along the border between

West Pokot, Turkana, Elgeyo Marakwet and Baringo counties (Star Newspaper ;Kenya, 16thSept 2018). Kacheliba mixed school in West Pokot county was closed indefinitely for having insufficient number of latrines (Daily Nation; Kenya, February 14th 2018). This study therefore, attempted to bridge the knowledge gap and zero in to investigate the school principals' role in promotion of a learner friendly environment in secondary schools in West Pokot Sub County.

1. 4   Purpose of the Study

The purpose of this study was to investigate School Principals' contribution to promotion of a learner friendly environment in public secondary schools in West Pokot Sub County.

1.5   Objectives of the Study

The study was guided by the following specific objectives;

  i.   To establish the extent to which Principals sensitization of teachers has promoted learner friendly in secondary schools of West Pokot sub County.

  ii.   To determine the extent to which the Principals' involvement of parents and community has contributed to learner friendly secondary schools in West Pokot sub County

  iii. To assess the extent to which Principals' overseeing of physical facilities has promoted learner friendly secondary schools In West Pokot sub County

  iv.   To establish the extent to which the fencing of schools has promoted learner friendly secondary schools in West Pokot sub County.

1.6 Research Questions

The following research questions guided the study;

i. To what level have the Principals' sensitized teachers on learner friendly public secondary schools in West Pokot sub County?

ii. How has the Principals' involvement of parents and community influenced promotion of learner friendly public secondary school in West Pokot sub County?

iii. To what extent have the Principals' overseen provision of the physical facilities influenced promotion of learner friendly public secondary schools in West Pokot sub County.

iv. To what extent have the fencing of school compound promoted learner friendly public secondary schools in West Pokot County.

1.7 Justification of the Study

The role of secondary School Principals' in Kenya has evolved over years. This evolution is as a result of embracing a multi–dimensional concept of quality and address to the total needs of the child. According to the international decade of culture of peace and non-violence for children of the world (2001-2010), education is a human right.

The republic of Kenya, through the Sessional paper No,1 of (2001-2010) aims at achieving education for all(EFA)by 2015 which is a child right as emphasized by children's Act (2001), MOEST (2008) and UNESCO(2006).

To fulfill the education related Sustainable Development Goals (SDGs), the school principals' should ensure that their schools' work is in the best interest of the children by providing safe and protective schools that are adequately staffed with trained teachers,

equipped with adequate resources and graced with appropriate conditions for learning (Republic of Kenya, 2008).

The school principals have to ensure that the government's educational policies are implemented in their respective schools particularly that of promoting learner friendly school. Promotion of learner friendly schools has met several barriers which the school principal should strive to address. Some of the barriers include; insecurity, poverty, special needs discrimination, inadequate care giver among others (UNICEF, 2010)

According to the UNESCO (2003), many teachers may not understand what a learner friendly schools is all about, or they feel they do not have the resources that are needed to become a learner friendly schools (LFS), This establishment led to the government's initiative to embrace and launch the UNICEF's CFS concept and manuals for use in public secondary schools. The study is justifiable because it seek to provide an explanation to the Role School Principals play in creating a learner friendly secondary schools

1.8 The Significance of the Study

This study is significant and justified since it would help the policy makers understand the existing role of Principals in creating a learner friendly environment and the challenges they face thereby help them to come up with policies and strategies of addressing the challenge.

The findings and recommendation would be useful to education officers, operational of schools. It may guide principals in their day-to-day management of school and improve students' performance as quality education may be provided as   result of positive role

played by Principals. The researcher hopes the study will form a basis for further research on operational management and the management of educational institutions in general. This is likely to lead to new ideas on operational management that would improve Principals' performance not only in West Pokot County but other secondary schools in Kenya and internationally.

1.9 Scope and Limitation of the Study

1.9.1 Scope of the Study

The study was conducted in 14 selected public secondary schools in West Pokot sub County. West Pokot Sub County was selected as a study area because it is a cosmopolitan area thus the findings from this study would be applied to the other counties with similar characteristics. West Pokot Sub County is located in West Pokot County in the former Rift Valley Province of the Country. The respondents of the study were school principals and teachers. The study was envisaged to investigate School Principals' contribution to promotion of a learner friendly environment in public secondary schools in West Pokot Sub County. Descriptive research design was adopted for the study. The sample size for teachers in this study was based on a sample size determination formula by Krejcie & Morgan (1970) as cited by Kasomo (2000). This study also employed both purposive and simple random sampling techniques. The sample size comprised of 12 principals, and 149 teachers. Sets of questionnaires, interview schedule and observation schedules were used to collect data. Data was coded and analyzed (using measures of central tendency) in themes with the help of SPSS.

1.9.2 Limitation of the Study

The study was conducted in small number schools in the sub county of the study and therefore, the findings would not be adequately used in making generalization to cover other regions or the whole country. However, the study used highly validated and reliable instruments of data collection which improved the findings' credibility. This would not clearly capture the relationship between studied factors and academic performance, but in countering this, the study included as many items as possible per each objective to elicit a variety of responses to the same item thus providing room for a wider perspective.

1.10 Assumption of the Study

The study was based on the following assumptions; the respondents would provide honest information as they answer questions on the questionnaires .The government and other stakeholders had been assisting the schools to promote learner friendly secondary schools. The school principals had put in place some measures like preparation for the teachers to enhance friendly secondary schools in West Pokot County.

1.11 Theoretical Framework

The study was guided by the goal setting theory whose main proponents were Edwin, Locke and Gary, (Okumbe, 1998); and supporting environment theory (SET) pyramid. The goal setting theory states that learners and teachers were motivated by clear goals and appropriate feedback and that working towards a goal provides a major source of motivation to actually reach the goal which in turn improves performance. The principles

of goal setting theory include; clarity, challenge, commitment, feedback and task complexity. The Government of Kenya in conjunction with UNICEF has set a goal to promote learner friendly schools. The supporting environment theory pyramid is divided into four levels of executive functions, the lower part symbolizing low capacity of executive functions and characterized by inward involvement and high need for a supportive environment.

The School Principals have a responsibility to help their schools achieve the learner friendly school goal. This theory was used to investigate the specific objectives and activities the School Principals had undertaken to enhance learner friendly Public Secondary Schools in West Pokot sub County. The School Principals should lead the teachers in identifying themes from the UNICEF toolkit and other relevant document guides aimed to achieve the goal set. School principals should ensure that teachers as players are well prepared for the initiative and motivated enough to embrace the learner friendly school. Other stakeholders should be made aware of what is expected of them.

1.12 Conceptual Framework

The conceptual framework illustrated in figure 1.1 illustrates independent variables namely role of School Principal such as preparing teachers, involving parents and community, mobilize the resources, provide security and safety. This is conceptualized to have effect on the learner friendly Secondary School. The conceptual framework illustrates how variables under study relate and influence each other, well sensitized teachers would be motivated and ready to provide proper learning spaces, involving parents and community in school activities fosters positive partnership and good

relationship. The infrastructure mobilization enhanced a friendly environment for learners' security and teachers' safety and high self-esteem hence better concentration in their studies .Consequently, all these factors promoted learner friendly public secondary schools

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Independent (I.V)   **Dependent (D.V)**

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┌──────────────────────────────┐
│     School principals' role   │
└──────────────────────────────┘
              │
              ▼
┌──────────────────────────────┐
│     Sensitization of teachers │ ──────────┐
└──────────────────────────────┘           │
                                            │
┌──────────────────────────────┐           │
│  Involvement of parents       │ ──────┐   │
│  and community                │       │   │
└──────────────────────────────┘       │   │          ┌──────────────────────┐
                                        ├───┼────────▶ │  Learner friendly      │
┌──────────────────────────────┐       │   │          │  secondary schools     │
│  Overseeing physical          │ ──────┘   │          └──────────────────────┘
│  facilities                   │           │                    ▲
└──────────────────────────────┘           │                    │
                                            │                    │
┌──────────────────────────────┐           │          ┌──────────────────────┐
│  Fencing of School            │ ──────────┘          │  Government            │
│  Compound                     │                      │  policy-security       │
└──────────────────────────────┘                      └──────────────────────┘
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Intervening Variable
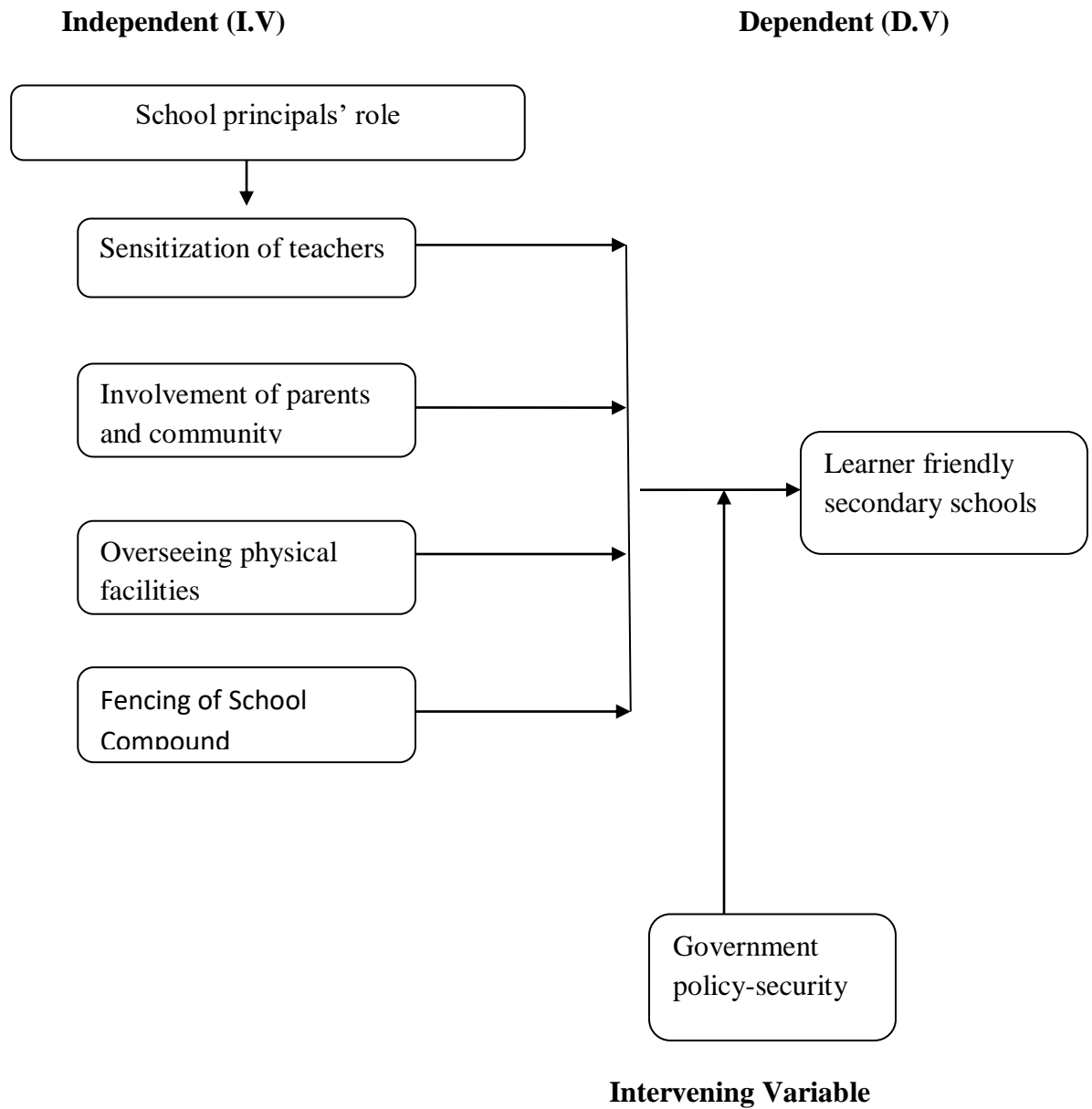
Figure 1.1 Conceptual Framework

1.13 Operational definition of key terms

Learner-friendly schools – According to UNICEF (2010) a child-friendly educational institution is inclusive, protective, and healthy for all children regardless of their social background, ethnic origin, gender, and level of ability. It has all the necessary facilities that make the child's school experience more effective and comfortable. A child-friendly school according to UNICEF is respectful of all children, and the families and communities of the students are invested in school life as well as the students themselves. A "Learner friendly" school therefore, is one in which children have the right to learn to their fullest potential within a safe and welcoming environment. In this study, LFE refers to conducive learning environment in which learner benefit from their learning and from others with the support from school Principal, teachers, parents and community.

Physical facility – It refers to any built structure for use in the secondary school to facilitate the provision of teaching learning processes.

Sensitization of teachers - It means to orientate and organize both human resources and structures in order to ensure secondary school programs are learner friendly.

Learner - Refers to pupils participating in formal learning in West Pokot secondary schools.

Principal's involvement with parents and Community– Here in this study it refers to school heads involving parents and the community in teaching learning activities.

School Principal's Contribution - Refers to the secondary school principal's effort put in place in order to make their school a learner friendly.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on literature related to this study. It is organized in the following sections: Overview of learner friendly schools (LFS), rationale of learner friendly schools (LFS), role of school principals, Preparation and support of the teachers, Involvement of parents or community, Mobilization of infrastructure, Provision and security and challenges to LFS and the interventions and Literature review summary and research gap.

2.2 An Overview of the Learner Friendly School (LFS) Concepts

A learner friendly school is one where the environment is conducive for learning, staff is friendly and the holistic needs of the learners are adequately met (Barasa, 2007). This kind of a school is community based and recognizes the rights of all learners. A LFS welcomes, nurtures and educates all children regardless of their gender, physical, intellectual, social, emotional or other characteristics (UNICEF, 2009)

A LFS is characterized by inclusive learner friendly classrooms, safety and protection, equity and equality promotion health and nutrition promotion and community involvement, all for the best interest of the learner. Learners are different and all have an equal right to education no matter what their background or ability (Republic of Kenya, 2001)

According to UNICEF (2011), Child-Friendly School environment forms upon the basis that children come with from their homes and communities and they must be those that

esteem their unique backgrounds and circumstances. Collected, the CFS model helps kids solve problems in the family and society that might make it challenging for them to enroll in school, show up regularly and perform well in their studies. For example, if there is a food deficiency in the community, schools feeding programmes can offer children both with the nutrition they so critically requirement and the enticement to stay in school and acquire an education. The CFS model also has the capacity to create partnerships between schools and the community. Since children have the right to education, this fully prepares them to become active and productive citizens (Ndani, 2009). The success of their learning in such case must be linked to the wider community; but this fails to hold any water since our current communities have parents who have left the responsibility of child care to the teachers. Additionally, the model fails to give a clear picture of CFS since schools in areas stricken by poverty have always provided environments which fail to agree with this. According to (MOEST, 2010), Child-Friendly Schools, learners become more selfconfident, develop greater self-esteem, take pride in themselves and their achievements learn how to learn independently inside and outside school. They apply what they learn in school to their everyday lives, play and at home will enable them learn to interact actively and happily with their classmates and teachers, enjoy being with others who are different from themselves and learn how to be sensitive to, and embrace the difference. Inclusive teaching-learning which a feature of child friendliness is, allows children learn together and value their relationships, no matter what their backgrounds or abilities are. At the same breath makes them become more creative in their learning, escalate their cultural customs and appreciate they may be diverse from others. Additionally, learners in such settings value their cultural language, improve their

communiqué abilities and better equipped for attainment self-respect for themselves as they learn to respect others (Johnstone, 2011). This opinion fails to carry its meaning since in most communities children with special needs are taken to special schools so the aspect of inclusivity is absent and this contributed by the fact parents lack sensitization on inclusive education policy.

UNESCO (2007) opines that the right to education does not only entail granting access to Education but the quality of education and the learning environment are equally critical. It is important to access equitable and quality basic education as it is within the context of Education for All (EFA) goals and the millennium Development Goals (UNICEF, 2009). A child friendly school concept is based on the convention of the Right of Children (CRC) and is a comprehensive approach which relates all aspect of reforms in education and which puts the child at the centre of the attention in all activities being organized and implemented at the school Christopher (2010). He further defines Child-friendly School Environment (CFSE) as a school providing quality education to all children by addressing all the issues that have an impact on the welfare, the right and the friendly environment during the learning process for every child. A child Friendly School approach involve six dimensions: an   inclusive and child friendly classrooms, quality teaching and learning, safe and protective school, equity and equality promoting school and enhancing community linkage and partnership.

A child-friendly school concept is based on the convection of the Right of Children (CRC) and is a comprehensive approach which relates all aspect of reforms in education and which puts the child at the centre of attention in all the activities being organized and implemented at the school. Therefore everything being accomplished in school and

everyone involved in the realizing them should be around the interest of the learner (Christopher, 2011)

2.3 Rationale for Learner Friendly School (LFS)

Learner friendly school (LFS) is important because it has its core point of reference, the current and future best interests of the learning child. It provides a reasonably accessible language and set of dimensions for all who are responsible children's learning, from family through to national policy makers to talk about the means and how to do it (UNICEF, 2009)

LFS advocates for need to manage the differences among the learners by recognizing their strengths and weakness, planning lessons accordingly using teaching strategies and adapting curriculum to fit each child's abilities

A study conducted by UNICEF (2002) revealed that the Escuela Amiga project in Mexico promotes quality education for indigenous girls and boys through learner friendly learning environments where children's participation is emphasized with a guide for teachers and education managers that includes checklists on constructing a school work plan and monitoring and evaluating progress towards learner friendliness (UNICEF, 2002).

UNICEF has come up with a five chapter toolkit to guide schools (UNICEF,2010).Under each chapter there are theme containing tools and managers of innovation expected to provide leadership ,guidance, inspiration and supervision to teachers who are the main thrusts behind classroom change in child friendly schools (UNICEF, 2009). They lead the

school planning process; by securing necessary resources facilitating essential training for teachers and building constructive links with the local community.

Republic of Kenya in conjunction with UNICEF (2008) asserts that all Kenyans should commit themselves to promoting learner friendly schools. Therefore, the head of institution need to sensitize all the stakeholders including the learner on the roles they are to play in promotion of learner friendly schools. According to United Congress (1970) as observed by Mwangi (2005), it is the head of institutions that set the climate for learning, the level of professionalism and morale for teachers to promote learner friendly schools in which learners feel safe, protected from abuse, violence and discrimination.

According to UNESCO(2003) the school principals should sensitize the teachers on different circumstances and needs among learners so that teachers can build on the assets learners bring from their homes and communities and also compen sate for shortcomings in their homes .Learner friendly schools embrace a multi-dimensional concept of quality and address the total needs of the learner. According to the international decade of culture of peace and non-violence for children of the world (2001-2010), education is a human right. In support of these assertions, the republic of Kenya, through the Sessional Paper No.1 of 2005 aims at achieving education for all (EFA) by 2015 which is a child right as emphasized by children's Act (2001), MOEST (2008) and UNESCO (2006). To fulfill the education related millennium development goals (MDGs),the school principal should ensure that their schools work in the best interest of the children by providing safe and protective schools that are adequately staffed with trained teachers ,equipped with adequate resources and graced with appropriate conditions for learning (Republic of Kenya,2008).

According to UNICEF (2009a) the Child Friendly School (CFS) framework was developed with the intent of including the Convention on the Rights of the Child into school management systems and teaching space performs globally. Accordingly, the right of each child to basic, quality education is at the core of every Child Friendly School initiative. It is noted that this human rights-based slant to education has positive consequence for viable capacity development including the embargo of girls and relegated kids such as those with physical or mental disabilities. As a result of the successive rolling out of the CFS model in over 70 nations, UNICEF sought to use this model as the desired raft result to the learning needs in all of the countries it operates in (UNICEF, 2016).

Secondly, it offers a framework for the planning, monitoring and implementation of the effectiveness of strategies used to increase access to basic, quality education (UNICEF, 2009a).There are five components of the CFS model: the inclusion of all children, academically effective and relevant for children, healthy, safe and protection, gender responsive and community engagement and participation (UNICEF, 2006). The model seeks to holistically promote quality education through these components. No component is mutually exclusive, each of the five components are necessary reinforcing conditions of each other. The first component of the CFS model is universal education, the inclusion of all children regardless of their gender, race, ethnicity, socio-economic status, ability, language or culture. Furthermore this component requires schools to seek out unenrolled children in the community. The second component of the model refers to academically effective and relevant learning for all children irrespective of a child's ability. All children must develop life skills and knowledge to maximise their potential contribution

to the community. This is supported by education policy frameworks centred on the right of the child, highly-trained teachers teaching a relevant curriculum and adequate learning materials. The third component of the model focuses on the area of health, safety and protection. The most important aspect of this is access to clean drinking water, sanitation and hygiene education. Additionally, it addresses the physical and emotional health of children while creating a safe learning environment free from physical violence

The fourth component of the CFS model is that of gender-responsivity such that the promotion and accessibility of education is promoted for all children, regardless of gender. Finally, the fifth component of the model is community support and involvement such that partnerships between the school, parents and the local community are promoted though school committees, parent-teacher associations and education boards. These are essential in realizing the CFS model. The five core components of the CFS model have become increasingly integrated into mainstream policies across the developing world and in both Kenya and Uganda (UNICEF, 2009a). In 2001, 642 CFS were launched in Uganda (UNICEF, 2010), incorporating all five aspects of the model and by 2005 significant improvements in the education sector were evident (UNICEF, 2010). Similarly, in Kenya as of 2009 the CFS model has been implemented in eleven focus districts with the aim of increasing the quality of education (UNICEF, 2009a).

Wahungu (2012) conducted a study on implementation of inclusive child friendly schools policy in public primary schools in Nyandarua County. The purpose of the study was to address the implementation of inclusive child friendly primary schools policy in

Nyandarua County. The findings of the study established that there was a considerable gap between CFS policy hopes and its actual day to day practice in the schools. Schools had the CFS messages inscribed variously in the schools but had not made substantial modification in line with the policy. Based on the study findings, a number of policy sanctions including adopting CFS policy to internal frameworks so that individual schools look for ways of developing and utilizing self-assessment indicators of CFS at the school levels were made. Though the area of CFS is relatively new, it was hoped the study would shed light on the way forward for inclusive child friendly school programme in Kenya. Findings of the study further established that School managements in Nyandarua have a general understanding of the CFS concept and appreciate its importance in turning around schools to be more homely and welcoming for all, but the practice has been difficult to actualize. Inclusive CFS policy is expected to bridge the gap between school environments, and promote the enhancement of an internal environment that is welcoming for all types of learners and encourages them to continue learning. The study concluded that all teachers and head teachers were aware of the existence of the inclusive CFS policy but it is apparent that only the head teacher and the deputy had some training. Training of teachers in CFS is very important for effective implementation since it equips them with the knowledge and skills to handle the diversity of learners in the school. For further study, the research recommended that future studies could widen the scope of the study and look at all five components of CFS and also establish the role of school-community linkages towards the success of inclusive CFS. The current study therefore was conducted in West Pokot so as to assess Principals' Contribution in attainment of Leaner friendly environment at Secondary school level.

Njue (2013) study on factors influencing the implementation of child friendly school program in public primary schools in kikuyu Sub- County, Kiambu County; established that educational buildings and facilities particularly the classroom and sanitation facilities of the schools affect the implementation of Child-Friendly School programme in public primary schools. The study findings further established that there was indication of school community participation in the majority of the schools indicating high parental interest and support in the learning of the pupils. School feeding programmes were not evident in most schools and pupils in those schools wasted a lot of time meant for their studies running home for lunch therefore resulting to low learner achievements, poor retentions rates, low completion rates and ultimately reduced transition to secondary school. The study recommends for forums by educationists on creation of awareness on the importance of the quality education to learners and the school community. The study similarly recommends that educational policy-makers to come up with policies on measures to be used for provision, improvement and implementation of Child-Friendly School environment in the education sector. Although, the research suggests further research to be carried out on investigation on factors underlying causes of drop-out pupils, the current study was attempted to investigate Principal's contribution to CFE in secondary schools of West Pokot.

Cheruto et al., (2021) conducted a study on Implementation of child friendly school programs in schools as perceived by teachers and learners from public primary schools in Chesumei Sub-County. This study set to seek teachers and learners perception on the implementation of the child friendly school programs in Schools in Chesumei Sub-county in Nandi County. Four factors were used to rate the implementation. These were Safe and

protective schools, equity and equality promoting schools, health and nutrition promoting schools and creation of community linkages and partnerships. Below are the findings as rated by the respondents. The findings of the study concluded that Pilot schools were more child friendly than non-pilot schools. Pilot schools were rated highly in the implementation of Child Friendly Schools program as compared to non-pilot schools that were rated lower in implementation of Child Friendly Schools program by teachers and pupils. The main practices that have been implemented by schools are provision of a safe playing ground, provision of adequate and separate toilets for boys and girls and provision of adequate hand washing facilities for teachers and pupils.

In Rwanda, The Ministry of Education established a document which has four standards expected of Child Friendly Schools Infrastructure which include: a school must have suitable, adequate and safe buildings, must be a fit, hygienic, secure and have learner protecting environment, must have a child-friendly obstacle free environment which promotes inclusive access and equal rights of every child and must have adequate and appropriate equipment that support the level of education (Rwanda, Ministry of Education, 2009).

In Kenya, according to the Kenya Ministry of Education Science and Technology (2010) there are many obstacles of achieving quality education for all in Kenya. Today, only 50-60% of Kenya's pupils who enter primary schools complete their eight years of basic education and of those who finish, only half qualify for admission into secondary schools (UNICEF, Kenya 2008). It is worth noting that the Kenyan child has been exposed to varied economic, social, cultural and political circumstances most of which are drawbacks to their wellbeing. Every child however, according to Un convention of 1948

and enshrined in 2010 constitution, has a right to special protection yet it is very clear that schools operate within strained economic contexts The role played by the school environment in performance of children had not been systematically investigated and documented. This is part of the gap that the current study attempted to fill at secondary schools of West Pokot sub- County

2.4 School Principals' Contribution

According to (UNICEF, 2002); ten years ago, school leadership was noticeable absent from most major school reform agendas, and even people who saw leadership as important to turning around failing schools express uncertainty about how to proceed.Today, improving school leadership ranks high on the list of priorities for school reform. In a detailed 2010 survey, school and district administrators, policy makers and others declared principal leadership among most pressing matters on the list of issues in public school education.

A University of Washington study employs a musical metaphor to describe three different leadership approaches by principals. School leaders determined to do it all themselves were "one-man bands;" those inclined to delegate responsibilities to others operated like the leader of a "jazz combo;" and those who believed broadly in sharing leadership throughout the school could be thought of as "orchestral leaders," skilled in helping large team produce a coherent sound, while encouraging soloists to shine. The point is that although in any school a range of leadership patterns exists- among principals, assistant principals, formal and informal teacher leaders and parents- the principal remains the central source of leadership influence. Traditionally, the principal

resembled the middle manager suggested in William Whyte's 1950s classic The Organization Man- an overseers of buses, boilers and books. Today, In a rapidly changing era of standards- based reform and accountability, a different conception has emerged- one closer to the model suggested by Good to Great , which draws lessons from contemporary corporate life to suggest leadership that focuses with great clarity on what is essential, what needs to be done and how to get it done (Jim Collins, 2001).

The shift brings with it dramatic changes in what public education needs from principals. They can no longer function simply as building managers, tasked with adhering to distinct rules, carrying out regulations and avoiding mistakes. They have to be leaders of learning who can develop a team delivering effective instruction Although they say it in different ways, researchers who have examined education leadership agree that effective principals are responsible for establishing a school wide vision of commitment to high standards and the success of all students.

Newcomers to the education discussion might find this puzzling: Hasn't concern with the academic achievement of every student always topped principals' agendas? The short answers is, no. Historically, public school principals were seen as school managers. As recently as two decades ago, high standards were thought to be the province of the college bound.

An effective principal also makes sure that notion of academic success for all gets picked up by the faculty and underpin what researchers at the university of Washington describe as a school wide learning improvement agenda that focuses on goals for student progress.

One middle school teacher described what adopting the vision meant for her, "my expectations have increased every year," she told the researchers.

Effective principal ensure that their schools allow both adults and children to put learning at the centre of their daily activities. Such " a healthy school environment," as Vanderbilt researchers call it, is characterized by basics like safety and orderliness, as well as less tangible qualities such as a " supportive responsive" attitude towards the children and a sense by teachers that they are part of a community of professionals focused on a good instruction.

Many principals work to engage parents and others outside the immediate school community, such as local business people. But what does it take to make sure these efforts are worth the time and toil required? While there is considerable interest in this question, the evidence on how to answer it is relatively weak. For example, the Minnesota-Toronto study found that in schools with higher achievement on math test, teachers tended to share in leadership and believed that parents were involved with the school. The researchers noted, however, that "the relationships here are correlational, not causal," and the finding could be at odds with another finding from the study.

A broad and longstanding consensus in leadership theory holds that leaders in all walks of life and all kinds of organizations, public and private, need to depend on others to accomplish the group's purpose and need to encourage the development of leadership across the organization. Schools are no different. Principals who get high marks from teachers for creating a strong climate for instruction in their schools also receive higher

marks than other principals for spurring leadership in the faculty, according to the research from the university of Minnesota and Toronto.

A recent approach by Leithwood & Mascall (2008), for achieving the expectations being placed on schools is organization of child friendly learning indicates that new emphasis may have arisen because research on decentralization shows that, in itself, it is not enough to transform the way a school is run and that there is need for school autonomy from within thus the School Principals' role in creating learner Friendly Environment is mandatory in a school set up.

Recent research that attempts to operationalize organization learning in schools has identified a reasonable common set of characteristics. For example Sackney et.al (1995): engaging in collaborative processes, a willingness to engage in professional learning and growth and to reflect on and experiment with ongoing practices, and ability to align activities with the school's mission. Leithwood et.al (2006) listed a school's vision, culture, structure, strategies and policy and resources. Marks and Printy (2003) used school structure, participative decision making grounded in teacher empowerment, shared commitment and collaborative activity, knowledge and skills leadership and feedback and accountability.

The researcher is therefore of the view that, teachers will be attracted to, and stay in, the professional if they feel they belong and believe they are contributing to the success of their school and students. Louis (2007) has shown the important role of school-level leadership in the development of professional community.

Teacher morale, efficacy, conditions of work and professional autonomy have all been shown to be crucial to be the emotional lives of teachers. There is no doubt that teachers themselves prefer principals who are honest, communicative, participatory, supportive and demanding and reasonable in their expectations with a clear vision for the school (Day, Summons, et al, 2007).

Research on school leaders in Denmark, Scotland, England and Australia by MacBeath (2008) identified a number of characteristics of effective leaders including 'Good leader are in the thick of things, working alongside their colleagues, respecting teachers autonomy, protecting them from extraneous demands, and look ahead, anticipate change and prepare people for it so that it does not surprise or dis-empower them. Teddlie and Reynolds (2000): post it a 'Centrality-Cohesiveness Model of Differentially Effective Schools'.

Differentially effective schools can be distinguished by the cohesiveness of the staff ('webbed' versus 'stringy') and the centrality of the leadership within the school. 'well-webbed' structures and 'central' leadership found to be more effective than those based on cliques, or 'stringy' structures, and a perceived lack of leadership.

One of the most congruent findings from studies of effective leadership in schools is that authority to lead need not be located in the person of the leader but can be dispersed within the school in between and among people (Mac Beth, 2008; Day et al, 2007).There is a growing understanding that leadership is embedded in various organizational contexts within school communities, not centrally vested in a person or an office.

Harris and Maijs (2004) argue that, "the real challenge facing most schools is no longer how to improve but more importantly, 'how to sustain improvement?' Further, they argue

that, "sustainability will depend upon the school's internal capacity to maintain and support developmental work…[and that} sustaining improvement requires the leadership capability of the many rather than the few and that improvements in learning are more likely to be achieved when leadership is instructionally focused and located closest to the classroom."In other words, Harris and Maijis (2004) are supporting the importance of teacher leadership, "a form of collective leadership in which teachers develops expertise by working collaboratively."

Research on teacher leadership and improved student outcomes from Australia (Silins & Mulford, 2002), supports this position. However, much of what leaders do in the early stage of the turnaround process entails restructuring to improve the quality of communication throughout by restructuring the organization, redesigning roles, responsibilities and accountabilities and setting the stage for the development of new cultural norms related to performance and the more distributed forms of leadership required to achieve and sustain high levels of performance (Foster & Hilaire, 2004)

In relation to this study on the Principals' role in creating Learner Friendly Environment, the researcher's view is that the ability of the principals to relate to the teachers, community, mobilization of the physical facilities, and provision of security and also ability of the principal to handle challenges enable them to act and to improve organizational performance by creating a learner friendly environment is critical for the smooth and effective operation of a school.

From the finding of the current research, it was observed that the School principals should motivate and encourage all staff members, parents and other educational stakeholders to feel that they are part of a team with a common mission. A good team is

one that works in an atmosphere of mutual trust and concern for performance. The leader, in this case school principal, shares and delegates responsibility and ensures that individuals are not afraid to take initiatives and actions as needed.

2.4.1 Preparation and Support for the Teacher for Learner Friendly School

According to the UNICEF (2009) the success of promoting learner friendly schools will depend on the caliber of teachers within the system. Strong teacher mentoring by the school principal was essential for success. This would require a revitalization and restructuring of teacher training would not only improve professional competencies but also encourage investments. Children will willingly attend school on a regular basis if they find the teaching and learning process enjoyable and inspiring. The school principals are responsible for school based teacher development and skill upgrading (Republic of Kenya, 2009).Teacher's role is the key to achieving results in learner friendly public secondary schools (UNICEF, 2009). Teachers' rights responsibilities, accountability and general conditions of professional service should be given attention (Okumbe, 1998).

As managers, school principals should ensure sufficient teacher performance by supervising instructional methods to ensure flexible learning-centered and child centered methodologies, child participation, gender responsiveness and maximum use of available resources (Olembo et.al, 1992)

If reforming schools to LFS is to succeed, it was critical for the school principals to organize for well-designed training and mentoring programs that build competencies, strengthen capacity and improve the morale of teachers. This will include high quality pre-service and in service training for teachers enabling them to operate effectively

within the challenging rights based, child centered and interactive pedagogy that is at the heart of the learner friendly school model (UNICEF,2009)

Experience from India has shown that timely involvement of teachers can enhance the process of education reform. The teacher empowerment projects in Madhya Pradesh in the 1990s included high teacher participation. The PTA assumed a leadership role and helped motivate teachers to fully support child friendly school innovations introduced by the education department. This type of partnership between teachers' unions and associations has helped to successfully implement innovations such as learner friendly public secondary schools (UNICEF, 2009)

Ishumi (1976) contends that the personality development and adjustment of learners depends very significantly on teachers and that teachers ought to be rewarded in status and remuneration which leads to motivation towards promoting learner friendly schools. UNICEF (2010) contends that; teachers should attend workshops on developing learner friendly classrooms on regular basis.

According to Glanz (2009) teachers have responsibility to promote equal opportunities, try to remove barriers to learning and accommodate the various needs for learners. The researcher conquer with the above scholars that the School Principals should encourage ongoing support for improving teachers' understanding of the learner friendly concept

Barasa (2007) contends that the school principals should ensure that teacher's feel appreciated and recognized for their role in educational process by budgeting of the necessary funds and allocation time for these types of exercise. This will enhance teachers' moral to promote learner friendly schools.

The researcher felt that the School principals need to adopt a democratic style of authority to win the support and commitment of teachers. They should lead by example as problem solver, trusted, confidants to teachers and the main public relations officers who project the schools' image.

2.4.2 Involvement of the Parent and Community for Learner Friendly School

As Okumbe (1998) points out, it is important for the school principal to obtain and maintain community support for school programs and ensure that the community is fully involved in the activities of the school. The school principal can achieve this by among others, interpreting the educational programs to the community which can be done through newsletters and other media of communication. He should work close with representatives of the community such as school Board of Management (BOM), the sponsors and the church which play a key role in enhancing support for the school.

A Research conducted in Nigeria by UNICEF revealed that the key strength of the school is its active PTA, which is involved in projects, including construction of classrooms and beefing up security (UNICEF, 2009).There should be an open two way communication between the school and the community so that opinions and advice can be incorporated into the school programs (Barasa, 2007). The school principals should sensitize the parents on their roles in the promotion of learner friendly public secondary schools. The concerns issues of gender, child rights and responsibilities, sanitation and hygiene, disease prevention and control

The ministry of education (MOE) in collaboration with the ministry of the public health and sanitation (MOPHS) agree that the health of the learner is a central development

agenda and a key component of an effective education system in the view of realizing the global goal of 'education for all' (EFA). Health children impact positively on communities around (Republic of Kenya, 2009). A study conducted by UNICEF revealed that community schools on the rural parts of Upper Egypt have been established as a means of providing learners with quality education (UNICEF, 2009). School community relationship is cultivated by the school principal, whose leadership styles are excellent barometers of learner friendly schools.

According to Barasa (2007) it is the responsibility of the principal to design effective strategies that will mobilize community resources to promote educational programs by initiating a mutually beneficial relationship .Aspect of Kenya's educational system, dating back to the harambee schools where 'harambee' means 'let us pull together' should be emphasized by the school principals in the effort to promote school policies like learner friendly schools.

School should purposely develop a school/ community plan which can be utilized as a tool for mobilizing for quality education and provides an opportunity to clear definition of roles and responsibilities of various partners. It deals with the whole child, and young person before, during and after class, is family focused supportive of parents, encourages local partnerships in school- based management and governance, works with others with constant attention to children and young people's rights, to promote child- friendly spaces, integrated psycho-social support and eliminate gender- based violence, for the safety and well-being of all girls and boys and young people. The community should be involved in activities which improve the performance of girls, boys and young people (Christopher, 2011)

Patrinos (2002) found that there is broad consensus across all CFS programmes that community partnership is the "key building block" to realizing CFS goals. While no systematic evaluation has been done of community outreach, anecdotal evidence suggests that failure to involve parents and community members effectively blocks progress on the other four dimensions. By including them, however, substantial progress can be made in the other four CFS dimensions. The challenge is to make participation meaningful (George, 2004). Most CFS attention is going precisely to this aspect by building community capacity for school based management through committees, PTAs, and Education boards; for CFS "visioning" and mapping exercises; and for generating and monitoring school development plans, especially through the school self-assessment process (Patrinos, 2002).

Abotsi (2013) found that most on often parents seem to fall off in matters of their children welfare in schools. More often, they do not understand the dynamics of children's attendance and learning and genuinely make decisions about monitoring and promoting their progress. Less positively, however, there is abroad lack of tracking and reporting on the diversity of types, experiences and processes of community participation (Abotsi, 2013)

2.4.3 Mobilization of Infrastructure and Learner Friendly School

Poor secondary school infrastructure is a barrier to promotion of access to secondary education in Kenya. Physical facilities are an important factor in both school attendance and achievement (KESSP, 2005).Additionally, improved secondary school infrastructure is a high priority among schools and therefore, the school principals as the financial managers should ensure that physical facilities are available to enable promotion of learner friendly public secondary schools especially in West Pokot County (2007).

They are charged with the responsibility of selection, procurement and maintenance of physical facilities including classrooms, playing ground, firefighting equipment, sanitation and health facilities among others (Olembo et.al, 1992). The Ministry of Education in collaboration with the Ministry of Public Health and Sanitation then agreed that infrastructure played a significant role in promoting learner friendly schools. This is because it facilitates the day to day business of the school community (Republic of Kenya, 2009)

The researcher is in agreement with the above scholars that, it is the duty of the school principal to supervise and ensure that classrooms are exciting and habitable for learning to take place. The school should liaise with the Ministry of Public Works and Ministry of Public Health and sanitation for the guidelines on proper physical structures in schools to ensure compliance with the building code, public health act and other relevant legislation and policies.

According to Patrinos (2002) school physical facilities are the platform on which most learning takes place. School infrastructure affects quantitative growth and the provision of quality education. George (2013) revealed that schools in Ghana that had been established in rural communities are faced with problems of poor infrastructure, lack of material input, inadequate logistics and lack of qualified personnel which has led to poor academic performance. These factors were seen to impede the implementation of child friendly schools.

A study carried out by UNESCO (2011) in Bangladesh and India indicates that in Bangladesh school head teachers have planted chalkboards around the classrooms at the children's level so that the children can use the chalkboard for planning, drawing and problem solving. In India the report indicate that District Primary Education Program (DPEP) make schools available to children within 1km of their residence even in the remotest areas where school buildings are especially designed and constructed with child friendly element (UNESCO, 2011)

2.4.4 Provision of Security and Child Friendly School

UNICEF (2010) asserts that children have the most to gain by learning in an environment that is safe and protective and that no meaningful learning and teaching can take place in an environment that is unsafe and insecure to both learning and teaching. According to Barasa (2007), safety is a key factor in the management of schools and that some of the elements that affect the provision of safety are shelter, water and the physical environment.

School principals should ensure that their schools have well-constructed physical structures that are appropriate, adequate and properly located, devoid of any risks to the learners and other users. They should comply with the provisions of the education act (cap 211), public health act (cap 242) and ministry of public works building regulations and standards. The safety standards manual sets out the standards and guidelines that a school should put in place to enhance learner safety in learner friendly schools. They include physical infrastructure, health and hygiene, teaching and learning environment, socio cultural environment, children with special needs among others.

A safe environment is a learner friendly hence it caters for emotional and physical needs of the learner (Republic of Kenya, 2008) Okumbe, (1998) argues that safety and safety needs relate to the desire for peaceful, smoothly run and stable environments all of which ensure a learner friendly public secondary school.

According to the Ministry of Education (2008) the school principal, according to safety standard manual, is responsible for ensuring proper implementation of the program by coordinating all phases. He should coordinate the efforts of the school safety sub-committee, in ensuring that the school is safe, secure thus resources are efficiently used to facilitate learner friendly public secondary schools.

According to Onsarigo (2014),ROSPA gave the indicators of safe schools in England as; high retention rate, strong focus on teaching and learning reflected by better academic performance, high levels of interaction between school administrators, teachers, learners and the community, adequate and well maintained facilities.

According to UNICEF (2009), the learning environment should be safe and protective. This is reinforced by the Rwanda National Building Code states that the school must be a

healthy, clean, and secure and learner protecting environment (UNICEF, 2010). It should have adequate water and sanitation facilities, access to health and nutrition services, policies and code of conduct that enhances physical, psychological and emotion health of the teachers and the learners and education content and practices leading to knowledge, attitudes, values and life skills needed for self-esteem, good health and personal safety.

A child's ability to attain her or his full potential will largely depend on a safe and protective learning environment. In the New Zealand sensible approach to health and safety in schools has been focusing on how the real risks are managed and has acted as internal motivator among the students (UNESCO, 2001).

A hazard can be defined as a natural or human made event that threatens to adversely affect human life to the extent of causing disaster. Meaningful teaching and learning takes place in an environment that is safe and secure to both learners and teachers. According to UNICEF (2010) in their manual on child friendly schools, the following factors which may contribute to hazardous situation should be prevented in the schools; wet greasy spots cluttered floors, poorly placed furniture such as desks, benches, rails or balconies and sharp instruments.

According to UNICEF (2010) and the department of education (1999), the indicators for guaranteeing safe and protective spaces for children include; schools should have proper ventilation and lighting and enough space for 35-40 students. Classroom desks and other furniture should be sized to the age of the pupils. In the case of shared desks, each pupil to have enough space to do seatwork. Classrooms, facilities and premises should regularly be maintained and kept clean. The school should have a library for reading and studying and also facilities and equipments for recreation and sports. There should be

duly assigned personnel in charge of securing its premises, its properties and those of its pupils and teachers. Coordination with the local authorities to ensure the safety and protection of pupils should be ensured. The school should have a policy against discrimination with regard to gender, cultural origin, social status, religious belief and others. Teachers in the school should use non-threatening styles of discipline (MOE, 2001).

Muiruri (2015), established that the safety in any organization improve the performance as it reduces absenteeism and truancy in Kenya. Safe and protective policies in schools therefore will lead to, increased school attendance and reduction of truancy, enhanced retention rate as safe and protected children are able to pursue their education to completion.

According to a TSC/Circular No. 3/2010 on protection of students from sexual abuse, it affirms that sexual abuse against child affect them physically and psychologically and interfere negatively with their learning process. It therefore calls upon all teachers to protect child against sexual abuse and do everything possible to offer assistance to them in the event of abuse. It is the high time the silence on child sexual abuse was broken in order to create a conducive learning atmosphere in our schools thus raising the academic standards. The use of corporal punishment may hinder learning, encourage or lead children to drop out of school and generally undermine the purpose of education. The school management should therefore ensure that such forms of violence and harassment is minimized if not completely eradicated thus enhancing performance as many children would like to be in school.

UNICEF (2010) in their manual on child friendly schools, said that, the following factors which may contribute to hazardous situation should be prevented in the schools; wet greasy spots, cluttered floors, poorly placed furniture such as desks, benches and tables, insufficient lighting, sitting carelessly on benches, rails or balconies and sharp instruments.

The school should have coordination with the local authorities to ensure the safety and protection of students. The school has a policy against discrimination with regard to gender, cultural origin, social status, religious belief and others. Teachers in the school should use non-threatening styles of discipline (MOE, 2001).

The increasing problem of drug abuse has become a major concern to school. According to report by NACADA (2016) drug abuse has a major effect on learners which includes poor mental health withdrawn symptoms, hallucinations and anxiety suicidal tendencies among others.

Cigarette smoking is a pandemic among the youth. Statistics from the national campaign against Drug Abuse (NACADA) estimates that close to one million school children smoke cigarette. This figure is alarming in view of the young age of the smokers involved and the serious health problems they are exposed to at such a tender age. The school must endeavour to create a safe and caring environment where learners and staff know the dangers of drug abuse and strive to make the school a drug free environment NACADA (2006).

2.4.5 Challenges Facing School Principals in Promotion of Learner Friendly School

According to UNICEF (2008), gender discrimination is pervasive in schools and learning spaces. In many cases, discrimination is related to cultural beliefs and traditions. Sometimes it is caused by failure to recognize problems and needs of learners. Inappropriate provisions for school hygiene, sanitation and water affect adolescent school girls' absenteeism and their sustained interest in schooling. The school principal should establish guidance and counseling services to facilitate counseling services for girls and boys on matters of sexual maturation and menstrual practices which will help to promote learner friendly public secondary schools where girls and boys can learn comfortably.

School principal should liaise with organizations like Forum for African Woman Educationalists (FAWE) who support girls by offering sanitary towels. They should encourage parents to discuss issues of sexuality openly with their children. This will reduce the feelings of discrimination among girls (FAWE, 2000)

Access to basic services for the disabled is a daily struggle. The concept of access for the disabled is often unknown in most schools. School principals should make small adjustments for example, ramps, wider doors and adequate corridor space in which to maneuver a wheelchair to enhance accessibility for these learners. The sports and extra-curricular areas and learning spaces should be made accessible to these learners. Teachers and other school personnel must be reminded of their responsibilities to disabled children (UNESCO, 1994).

Cost of infrastructure has become a burden to schools due the high cost involved. School principals should liaise with non-governmental organizations or SMC in charge of school construction which will help to promote community participation and reduce cost (MANITEP Institute, 1991).Governments have neglected budgeting for maintenance costs resulting in the need to replace classrooms faster than their expected life span (UNICEF, 2009). When deciding on construction standards, the school principals should take materials' durability as the key factor. Maintenance of a school culture is not yet fully rooted in many nations and needs to be strengthened at all school levels. For example, cleaning and maintaining the school grounds and buildings before things break down or the grounds become inaccessible or polluted to prevent damage and the extra cost of dealing with preventable problem

2.5   Summary of Reviewed Literature and Knowledge Gaps therein

Majority of the reviewed literature (Leithwood & Mascall, 2008; Sackney et.al., 1995; Leithwood et.al., 2006) indicated that Child-Friendly programme is determined by various factors such as provision of inclusive Child-Friendly classroom facilities, teacher preparation/support, community and parents' involvement, mobilization of physical resources, provision of safe and healthy sanitation facilities, school community participation in school. However, these studies were conducted outside the country.

In Kenya, few studies have been conducted on LFS particularly at high school level of education. Maina (2012) and Koech (2013), Njue (2013) attempted to establish the role of school head teacher in creating learner friendly environment in primary school as perceived by teachers. It is worth noting that their study findings differed from current

study due to geographical location of the research, level of education system (primary vs secondary) and the head of institution (head teacher vs principal). The existing literature failed to look at overall contribution of school principal in promoting learner friendly environment in secondary schools. Therefore, the current study attempts to fill in the knowledge gap by determining the school principal's contribution to promoting learner friendly secondary schools in West Pokot sub County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter focuses on research design, area of study, target population, sampling procedure and sample size, research instruments, piloting, reliability, validity, data collection procedures, data analysis and ethical consideration are discussed

3.2 Study Area

West Pokot County is one of the 14 Counties in the Rift Valley region. It is situated in the north rift along Kenya's Western boundary with Uganda border. It borders Turkana County to the North and North East, Trans Nzoia County to the South, Elgeyo Marakwet County and Baringo County to the South East and east respectively. The County lies within Longitudes 340 47'and 350 49'East and Latitude 10 and 20 North. The County covers an area of approximately 9,169.4 km2 stretching a distance of 132 km from North to South. It is made up of four administrative boundaries namely; West Pokot, North Pokot, Central Pokot and South Pokot. The population of the County is estimated at 631,231 persons as per 2013 projections. The economic drivers in West Pokot include Agriculture livestock keeping and Tourism. West Pokot sub- counties falls into the pastoral livelihood zones and are prone to insecurity in the form of cattle rustling at most of its borders with neighbouring communities (European Commission of Humanitarian Aid Department - ECHO, 2010).

3.3 Research Design

Descriptive survey design was adopted in this study. A descriptive survey involves asking questions often in the form of questionnaire to a large group of individuals either by mail, by telephone or in person (Kothari, 2004). The design was recommended for this research because it involved a large group of teachers and principals and had the advantage of providing a lot of information from a large sample of individuals (Creswell, 2012). The objectives addressed by the study : to evaluate the level to which the Principals' sensitization of teachers has promoted learner friendly secondary schools; to establish how the Principals' involvement with parents and community has influenced promotion of learner friendly secondary schools; to investigate the extent to which the principals' overseeing of physical facilities influenced promotion of learner friendly secondary schools and to determine the extent to which the Principals' provision of school fence has promoted learner friendly secondary schools.

Alongside the descriptive research design, the study employed qualitative data approach. The strategy that was adopted by the researcher was grounded theory which was built from existing theories rather than testing of hypotheses. Ideas on child friendly environment for secondary schools in West Pokot emerged from collected data are more closely connected with reality of grounded theory hence according to Fassinger (2005), Strass & Corbin (1998) offered insight hence enhancing understanding on Principals contribution and provide a meaningful guide to policy makers and implementers.

3.4 Target Population

The study targeted all Public Secondary Schools in West Pokot sub County. According to Ministry of Education West Pokot County, there are 46 Public Secondary Schools. The 46 Public Secondary Schools consist of national, county, and sub county schools.

3.5 Sample size and Sampling procedure

3.5.1 Sample size

A sample is defined as a smallest group obtained from the accessible population (Mugenda &Mugenda, 2009). Each member in the sample is referred to as subject or a respondent. The sample size for teachers in this study was based on a sample size determination formula by Krejcie & Morgan (1970) as cited by Kasomo (2000). The formula is given as:

$$ n = \frac{X^2 * N * P(1 - P)}{\left(ME^2 * (N - 1)\right) + (X^2 * P * (1 - P))} $$

Where:

n= Sample size

X^2 = Chi-square for the specified confidence level at 1 degree of freedom

N= population size

P = population proportion

ME = Desired Margin of Error (expressed as a proportion)

Out of the schools sampled in West Pokot, only 12, schools were accessible by the researcher. The sample size comprised of 12 principals, and 149 teachers.

3.5.2 Sampling Procedures

According to Kombo and Tromp (2006), sampling procedure is a process of selecting a number of individual or objects from a population such that the selected group contains elements representative of characteristics found in the entire group. This study employed both purposive and simple random sampling. The researcher used purposive sampling on principals because the selected schools and selected respondents were chosen for specific purpose regarding what are the roles of school principals in promoting a learner friendly in secondary schools. In purposive sampling the researcher's interest is important and the researcher satisfies the study's specific needs (Leedy & Ormrod, 2005).

Agreeing to Kombo and Tromp (2006) purposive sampling targets a group of people believed to be reliable for the study hence principals as the school managers, are the most reliable in the study since they are overseers of LFS promotion in their schools. The study employed   simple random sampling to select the teachers to answer the questionnaires. This involved obtaining teachers' list containing the names of teachers then prepared uniform pieces of paper each bearing the name of one teacher for all teachers. The paper was then uniformly folded and put in the container hence the researcher picked the papers equivalent to number required for sampling frame.

3.6. Research Instruments

Research instruments are tools used to collect data. In education and Social Science research, the most commonly used instruments are questionnaires, interview schedules and observation forms (Orodho, 2004). In the view of the study objectives the following research instruments are considered appropriate. This study employed questionnaires, interview schedule and observation schedules, to collect information from respondents from Secondary Schools in West Pokot County.

3.6.1 Questionnaire

According to Mugenda and Mugenda (1999; 2003) questionnaires are useful to obtain information about the population. They are cheap to administer and give respondents ample time to answer the questions while at the same time cover a wide area of information needed in the study. Gay (1992) argues that questionnaires gives respondents freedom to express their views or opinion and also make suggestions.

The sets of questionnaires were administered to the principals and teachers. Each questionnaire contain two sections; section one contains the background information, section two contains the Principals' contribution to their institutions learner friendly school environment.

3.6.2 Observation Schedules

The observation schedule was used by the researcher to conduct a direct observation of the available buildings and facilities/ resources that facilitate a learner friendly environment in the area of the study so as to enable the researcher put the information into context. (Creswell, 2012); The observation schedule was used to collect data for the objective, "to establish the extent to which the Principals' overseeing of the physical facilities influenced the promotion of learner friendly secondary schools in West Pokot Sub County.'' The instrument sought information on Principal's contribution to creation of learner friendly environment in school.

3.6.3 Interview Schedules

The study employed the use of close ended interviews as a method of collecting data for school Principals. Interviews will be employed to verify the reliability of the information gathered through questionnaires. This technique is useful in seeking in-depth information that cannot be provided in the questionnaires. The approach creates confidence on the part of the respondents and as they gain interest on the subject, more reliable, valid and objective results will be realized. All interviews were informally conducted through discussions using a set of structured questions. School Principals were interviewed on some of the contribution they had made towards ensuring their schools were learner friendly.

3.7 Piloting of the Research Instruments

Questionnaires for the research were pretested in the three public secondary schools in Pokot Central in West Pokot County in order to gauge the effectiveness of the instrument. According to Mulusa (2010) the purpose of pretesting/piloting the instrument is to assess their clarity, validity and reliability of each of the items in the instrument and the suitability of the language used. This helped to weed out challenges of ambiguity and irrelevance thereby improving the quality of responses. Presence of blank spaces in the questionnaire, inaccurate responses, inconsistencies and other weaknesses strongly suggest the need to review the instrument (s). Any questions that required information that respondents could not provide was eliminated or replaced.

3.8 Reliability and Validity of the Research Instrument

The reliability and validity of the research instruments was ascertained as discussed below.

3.8.1 Reliability of the research instrument

The split half technique was used to assess the reliability. The items in the questionnaires were divided into two groups, alternating the odd and even numbers. Sample questionnaires were distributed to three schools and in each school three teachers were given the questionnaires to answer together with three principals. The piloted schools

were not part of the sample schools but they were schools from the same county. The main purpose of the pilot testing involved cross checking the suitability of each of the questionnaires. The specific areas that were scrutinized were the suitability of the language: the clarity of the questions and the alternative choices in the response; the time taken by the respondents in completing the questionnaire and adequacy of the space provided for written responses. The pre-test questionnaires were collected for examination. The questions were discussed with the respondents to establish their content, validity and reliability. This exercise provided the researcher with the useful information that was used to revise calculated coefficient for the two sets to obtain an estimated coefficient of reliability. The coefficient was computed using the spearman Brown Prophecy formula (r) as shown:

Reliability coefficient= $$\frac{2xreliability\ for\ 1/2\ test}{1.00+2xreliability\ for\ 1/2test}$$

The reliability coefficient of 0.83 was obtained after an average of all possible split half reliabilities. According to McMillan (2001), reliability coefficient of the research instrument above 0.8, is considered reliable enough. Therefore, the research instrument in this study was reliable.

3.8.2 Validity of the research instruments

Validity refers to researchers' ability to draw meaningful and justifiable inferences from scores about a sample or population (Creswell, 2012). There are four types of validity.

These are content validity, criterion-related validity, construct validity and consequential validity.

Content validity addresses the match between test questions and the content or subject area they are intended to assess. Criterion-related validity looks at the relationship between the test and outcome. Construct validity refers to the degree to which a test or other measure assesses the underlying theoretical construct it is supposed to measure.

Messick (1995) defined consequential validity as evidence and rationales of evaluating the intended and unintended consequences of score interpretation and use both the short and long term.

The validity of the instruments was reflected on the items structured in the questionnaires by the ease with which the respondents understand and internalize content. The researcher also sought assistance from her supervisors and faculty members of the postgraduate on the objectives of the study. The supervisors' and experts' suggestions and opinions helped to improve the quality of questions in questionnaire.

3.9 Data Collection Procedure

Upon the approval of the research proposal, the researcher proceed to collect data from selected respondents after receiving permission from the National Commission for Science, Technology and Innovation (NACOSTI), County Education Office in West Pokot Sub County. Permission was also   sought from the Principals of the selected Schools in the study area. The researcher then visited the selected schools before hand for familiarization and acquaintance with targeted respondents, especially the principals and teachers. During the visit, the researcher informed the principals and teachers about

the purpose of the intended study and book appointments for the data collection. After familiarization, the data was then collected from the respondents using three mentioned instruments. The teacher from each school was requested to assist in the distribution and collection of the questionnaire from the respondents. The completed instruments was verified and collected from the teachers within a period of two days from the day of distribution.

3.10 Data Analysis Technique

Data analysis refers to the search for patterns in data and for ideas that help explain the experience of those patterns (Bernard, 2014). Qualitative data was obtained through the structured questionnaire and observation schedules. The same questionnaire was administered to teachers and Principals so as to corroborate the findings. The data was then coded before being analyzed. The data was then preceded using statistical package for social sciences (SPSS) software version 20. Descriptive statistics was used to analyze qualitative data specifically by calculating measures of central tendencies that is mean scores, frequencies and percentage. The findings were presented in tables of frequency distribution, graphs and charts.

3.11 Ethical Consideration

Namara (2004) highlights ethical concerns that ought to be adhered to before embarking on research. It is important to consider ethical issues since the researcher will deal with human participants. The right to confidentiality was considered.

According to Burns and Grove (2001), confidentiality is the researcher's management of private information shared by participants. The researcher kept confidential all personal matters arising during data collection. This was in the form of attitude and opinions. The researcher ensured that the data collected was available only to the researcher and protected from unauthorized access. Participants were instructed no to write their names in the questionnaires.

The right to anonymity is another ethical issue which was considered by the researcher. Anonymity occurs when the researcher cannot link a participant with the data of that person (Burns & Grove, 2001). Although anonymity cannot be completely guaranteed in qualitative research (Streubert & Carpenter, 1999), the researcher ensured anonymity was maintained by making sure the respondents do not indicate their names in the questionnaires. The participants who mistakenly wrote their names on the questionnaires were not revealed. Names of schools used to provide research data were also concealed by not revealing their names in the instruments as well as reporting in the text.

Consent to participate; Participants were given the right to choose to participate or otherwise. The researcher never interfered with any participant nor the data collected. Finally the researcher obtained research permit from NACOSTI for use during data collection

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

OF FINDINGS

4.1 Introduction

This chapter presents the findings of the research, analysis of data and presentation of the results. The presentation of this chapter is in respect of objectives of the study and points out the extent to which they met the expectation of the study. The data collected by the study, evaluated the principal role in promoting learner friendly in public secondary schools in West Pokot sub-county, West Pokot County, Kenya.

The first section presents demographic information on the respondents, who included the principals and the teachers. The second section presents information sought from respondents on principal role in promoting learner friendly in public secondary schools.

4.2 Questionnaire Return Rate

This part represents the proportion of the sample that participated in the research. Table 4.1 presents the data of the respondents, the sample, the number and percentage of the returned questionnaires. The results are also diagrammatically represented on a bar graph corresponding to the sampled principals and teachers as shown in figure 4.1.

Table 4.1 Questionnaire return rate

Respondents	Sample	Returned questionnaires	Percentage
Principals	14	12	86%
Teachers	154	149	97%

Out of the schools sampled in West Pokot, only 12, schools were accessible by the researcher. This included 12(86%) principals, and 149 (97%) teachers. From the data in table 4.1 the percentage return rate of the questionnaires was considered enough to provide the basis for valid and reliable conclusions; this was in line with Peter (1994) who recommends 80% return rate of questionnaires as enough to provide meaningful conclusions.

4.3 Demographic information of the respondents

The demographic information of the respondents was based on their gender, highest level of professional training and length of stay in the school.

4.3.1 Gender of the respondents

Gender refer to socially constructed differences and relations that exist and are evidenced in the identities, roles, responsibilities, opportunities and attributes assigned to boys, girls, women and men (Republic of Kenya, 2009)

The aspect of gender was vital to the study because it would reveal the level of seriousness and passion in the promotion of learner friendly in public secondary schools among the male and female teachers and principals. The data showing gender representation among the Principals and teachers in Public Secondary schools in West Pokot Sub County is shown in the table 4.2. The results are also diagrammatically represented on bar graph corresponding to the sampled principals and teachers as shown in the figure 4.2.

Table 4.2 Gender respondents

Respondents	Males	Percentage	Females	Percentage
Principals	9	75%	3	25%
Teachers	90	60%	59	40%

Principals and teachers were required to provide data on their gender. Table 4.2 indicates that 9 (75%) principals were males 3 (25%) were females. From the teachers' data, it was observed that 59 (40%) were females while 90 (60%) were males. This again implies that the headship of public secondary schools was predominantly male. This appears to be in agreement with literature particularly by Eshiwani (2010) that most secondary schools were predominantly headed and managed by male principals The data report has also gone contrary with the notion that teaching career is for females and that more female than males have the passion for teaching (UNESCO, 2004).
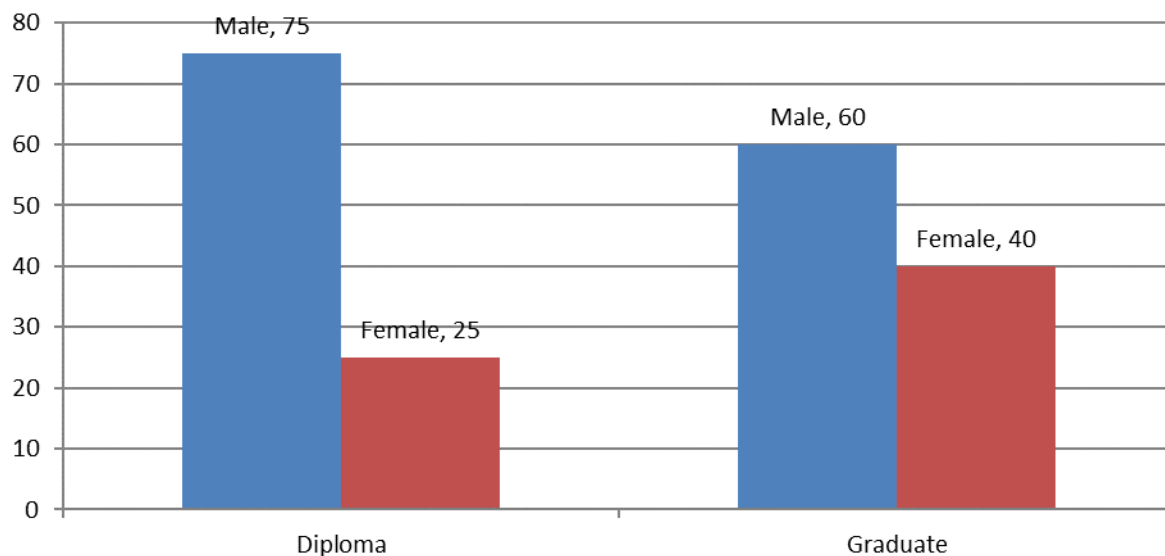
Figure 4.2 Gender of respondents

The data in the table 4.2 was presented in the bar graph, figure 4.2 were the blue bar represents the males and the red bar represents the females. This is in the case of the principals and the teachers

4.3.2 Highest level of professional training

Professional training would enable the researcher to match the knowledge acquired through training with the ability to understand interpret and implement government educational policies such as that of promoting learner friendly in public secondary schools.

4.3.2.1 Principals' level of professional training

The researcher sought to know the principals' highest level of teaching professional training. The findings are presented in table 4.3 as shown below. Results are also shown in table 4.3

Table 4.3 Principals' level of professional training

Level	Frequency	Percentage
Diploma	2	17%
Graduate	6	50%
Masters	3	25%
Post graduate diploma	1	8%

Based on the data in the table 4.3, the researcher observed that 2 (17%) of the Principals were diploma holders, 6 (50%) of the principals were graduates, 3 (25%) of the principals were masters holders, and 1 (8%) of the principals were post graduate diploma holders. The researcher had anticipated that more than 30% of the principals have attained post graduates degrees given the fact that school based programs had increased opportunities for career and grade advancement. More so principals are supposed to stand out as the role model in the implementation of government policies such as promotion of learner friendly public secondary schools in their respective schools in their respective schools (Barasa, 2007)
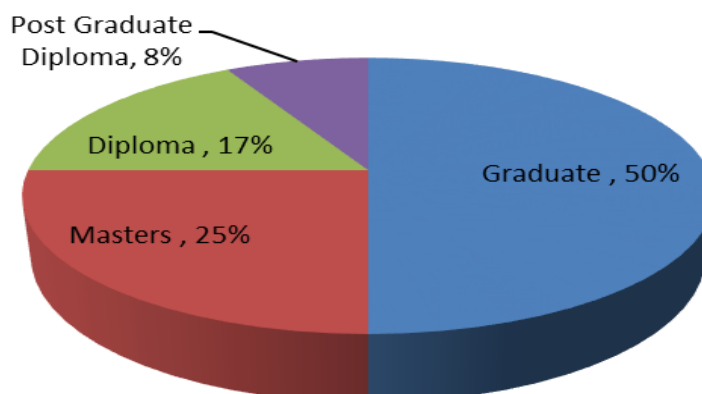
Figure 4.3 Principals' level of professional training

The data in table 4.3 was also presented in the chart shown in the figure 4.3 where colour yellow represent masters, red represent graduate, blue represents diploma and purple represents post graduates respectively.

4.3.2.2 Teachers highest level of professional training

The study consequently sought to establish the teacher's highest level of professional training. The researcher felt that more understanding and empowerment is likely to come with more training hence it would be easier for teachers to embrace positive changes in their career like that of learner friendly schools. The data is shown in the table 4.4

Table 4.4 Teacher's highest level of training

Level	Frequency	Percentage
Diploma	29	19%
Graduate	60	40%
Masters	50	34%
Post graduate diploma	10	7%

Based on the data presented in the table 4.4 above; 29 (19%) of the 149 teachers were diploma holders, 60 (40%) were graduate, 50 (34%) were masters holders and 10 (7%) were post graduate diploma. The rising percentage of masters and post graduate diploma can be attributed to the fact that there has been an increase of opportunities for educational advancements both in and out of the country with the mushrooming of the higher institutions of learning which have been opened their doors to the teachers and other professionals. These opportunities were limited before and especially for teachers.

This result agrees with literature from Schneider (2012) who argues that to improve learner friendly school in public secondary, the school has to have qualified principal. Furthermore; an effective principal is, in most cases, not simply the most senior administrator or manager, but is in some sense a leading professional.
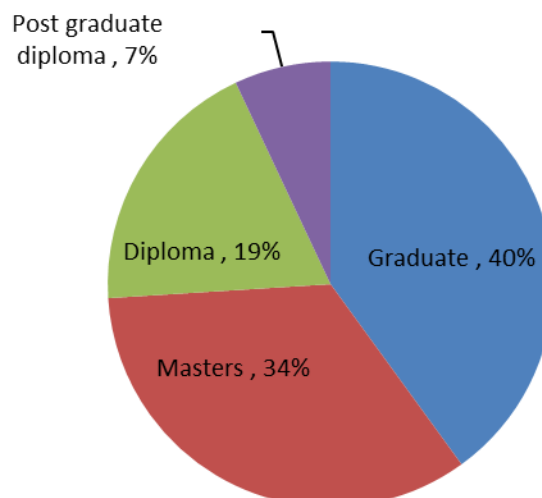
Figure 4.4 Teacher's highest level of training

The chart in figure 4.4 is a representation of the teachers' highest level of professional

training as presented in the data in the table 4.4

4.3.3 Length of stay in the school

The principals and the teachers were further required to indicate the period of time they

had stayed in their current schools. This information was necessary to the study because

it would determine the effect the length of stay had on promotion of learner friendly

school Initiative in terms of resistance or appreciation of change among the principals

and the teachers. Ultimately the researcher would be able to measure the level of success

by the principals to promote learner friendly public secondary schools in West Pokot Sub

County. The findings are presented in table 4.5

Table 4.5 Length of stay for principals and teachers

Duration	Principals' frequency	Principals' %	Teachers' frequency	Teachers' %
0-5	6	50%	14	29%
6-10	3	25%	62	42%
11-15	2	17%	65	44%
16-20	1	8%	8	5%
20 and above	0	0%	0	0%

From the findings in the table 4.5, it can be noted that majority of the principals 50% had stayed in their schools for a period of between 0-5 years. However, the findings did not capture any school Principal that had stayed in one station for over 20 years. It appears that most principals had tenure of 5 years and below.

Teachers' data showed that 65 (44%) teachers had been in their stations for a period of between 11-15 years, closely followed by 62 (42%) staying for a period of 6-10 years. It's interesting to note that unlike the Principals, the teachers data revealed a number of teachers 8 (5%) who had been in their stations for over 16 years. From the teachers' data, it appears that transfer of teachers is not as frequent as that of the Principals hence this could slow the implementation of learner friendly initiative due to the aspect of resistance to change from the old tradition.

The shorter stay of the principals in their station may have denied them enough time to monitor the implementation of the learner friendly school program in their schools. The

researcher attributed this pattern to the frequent changes the ministry of education makes

on the school head in the attempt to improve on administrative systems.
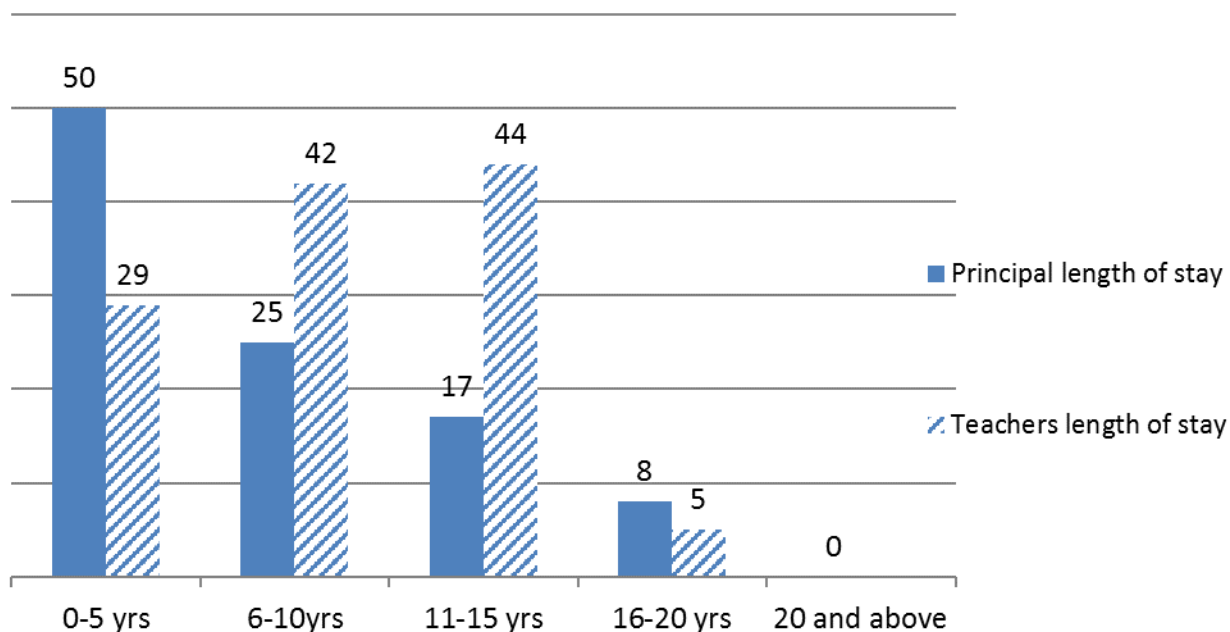
Figure 4. 5 Length of stay in the station
Figure 4.5 displays the bar graph representation of the principals' and the teachers' length

of stay in the school.

4.4 Teacher's awareness of the learner friendly school initiative

The researcher sought to establish whether the respondents were aware of the learner

friendly schools. Principals and teachers were engaged in filling the questionnaires. Their

responses are presented in the table 4.6

Table 4.6 Respondents' awareness of the learner friendly schools

Respondents	Yes frequencies	Percentage	No frequencies	Percentage
Principals	12	100%	0	0%
Teachers	75	50%	74	50%

The data from the respondents showed that all the principals were aware of the learner friendly school initiative. 50 % of the teachers had heard of learner friendly schools while the other 50 % did not have an idea. The researcher anticipated that, most of the Principals were aware of learner friendly school initiative which was attributed to the training of the principals, though the workshops and seminars organized by the Ministry of Education via the District Education Office (Education Office West Pokot, 2016)

The researcher also anticipated that not every teacher had the information about the initiate, since not enough workshops had been organized to match the vast number of teachers in the sub county according to the sub county coordinating office of the learner friendly schools programs. From the data presented above, the researcher can echo that the learner friendly school initiative was positively taking roots in West Pokot sub county hence attributed this to the introduction of the learner friendly school approach to provision of education in Kenya which makes it necessary to have a monitoring tool that would assist schools to assess the extent to which learner friendly school components have been attained (UNICEF, 2010)

4.5 Views on Principals' contribution to promoting learner friendly schools

The study sought to establish the Principals' role in promoting learner friendly in public secondary schools in West Pokot sub-county. This section presented the data obtained

based on the research questions of the study. This appears that all the items and statements touching on preparation and support for teachers, parents and community involvement were geared towards creation of school learner friendly schools environment.

4.5.1 How Principals sensitized teachers on learner friendly schools

The study sought to establish the extent to which the principals have prepared their respective teachers towards the attainment of learner friendly schools. The questions relating to this research question for the two respondents are discussed below.

4.5.1.1 The Principals' view on sensitization of teachers on learner friendly school

The principals were asked to rate their performance as far as the preparation and support for teachers was concerned. This indicator was divided into several categories: in service training, seminars, workshops conducted teacher recommendation for promotions, instructional supervision and teacher motivation. Their responses are summarized in table 4.7

Table 4.7 Principal's view on teacher awareness and learner friendly schools

Indicator	Excellent	Good	Fair	Below average
In-service training	2	6	3	1
Teacher promotion and recommendations	3	7	2	0
Instructional supervision done	1	7	3	1
Teacher motivation	4	5	3	0

As observed from the data presented in table 4.8, the principals' responses showed that majority of the principals (50%) had organized in service training for teachers, 58% had recommended them for promotion and career advancement. 50% indicated instructional supervision on their teachers towards the application and implementation of a child friendly school. 42% rated their performance as 'good' on the teacher motivation, this is close to the 33% who rated themselves excellent, indicating that the principals seemed quite confidence on the uses and preparation of teachers as means to attain learner friendly schools.

According to Okumbe (1998), it is the function of the educational management to influence and stimulate the human resources available by providing an appropriate organizational climate and enabling environment which gives the staff and students the assurance that human factor is recognized in the school for successful achievement of the objectives.

4.5.1.2 Teachers' view on how the principals sensitize them for the learner friendly schools

The researcher was also interested in the views of the teachers. They were asked to give their view on the extent to which their principals had prepared and supported them for promotion of learner friendly schools. The findings are shown in the table 4.8

Table 4.8 Teachers' views on the principals' support

Indicator	Excellent	Good	Fair	B/ average
Recommendation for promotion	10(7%)	99(66%)	35(23%)	5(3%)
Workshops seminar in-service training	15(10%)	35(23%)	90(60%)	9(3%)
Motivation	19(13%)	51(34%)	70(47%)	9(6%)

The data showed that 99 (66%) of the teachers rated their principal's performance as 'good' in regard to recommending them for promotions while only 5 (3%) express a contrary view of below average performance. Regarding initiating and organizing seminars, workshops, in service training and motivation for teachers, majority of teachers 90 (60%) rated their principals' performance as fair. As indicated by 66% majority, a rating of good implied that the principals are actually playing their respective roles in supporting of teachers. These results reflected that the principals were doing their best to put the teachers' needs into perspective for the sake of promoting of learner friendly schools.

This was in line with UNICEF, (2009) that if reforming schools to CFS is succeed, it is central for the principals and mentoring programs that build competencies, strengthen capacity and improve the morale of teachers.

4.5.2 Involvement of parents and community and learner friendly schools

The study sought to investigate how the principals involved the parents and the community in the education of the children. Barasa (2007); argues that there should be an

open two way communication between the school and the community so that opinions and advice can be incorporated into the school programs. The views of the respondents were considered and analyzed below.

4.5.2.1 Principals' view on parent and community involvement

The principals' questionnaires captured this objective by use of a table which sub categorized the whole objective by use of indicators. They were asked to rate themselves considering what they thought about their performance. The summary of their responses was illustrated in table 4.9.

Table 4.9 How principals involved parents and community in school activities

Activities	Excellent	Good	fair	B/average
Support school programs	2(17%)	3(25%)	5(42%)	2(17%)
Support their children education	3(25%)	7(58%)	2(17%)	0(0%)
Guide and counsel their children	2(17%)	4(33%)	5(42%)	1(8%)
Show concern of their children's welfare	3(25%)	5(42%)	4(33%)	0(0%)

As observed in table 4.9, majority of the Principals 5 (42%) rated the parents' support for school programs as fair. However, 2 (17%) of the principals felt the parents' support was below average. Concerning support of their children's education, majority of the principals 7 (58%) agreed that parents support was good. It is encouraging to note that parents' performance was generally above average.

In matters of guidance and counseling a majority of the principals 5 (42%) were of the view that parents fairly guided their children while 1 (8%) viewed their performance as below average. Finally the principals were to rate parents on the concern they showed in their children's welfare and majority 5 (42%) rated their performance as good, it is important to note that no principal rated parents as below average. Based on these findings the researcher concluded that principals involved the parents and community in the school activities and that they perform fairly well. A study conducted in Nigeria by UNICEF revealed that the key strength of the school is its active PTA, which is involved in projects, including construction of classrooms and beefing up security (UNICEF, 2009)

There should be an open two way communication between the school and the community so that opinions and advice can be incorporated into the school programs (Barasa, 2007). The researcher also asked them to explain the ways in which they involved parents and communities in the education of their children. They cited activities such as organization of games and sports where the parents were invited to cheer encourage and witness their children's achievements. Annual general meetings, open days, tree planting, prize giving days and cleaning were other activities. World vision and other child sponsoring organizations were also engaged in organizing seminars and workshops for the parents.

4.5.2.2 Teachers' views on parent and community involvement

Teachers were also questioned on what they thought about the principals' performance in mobilization of parents and the community to support learner friendly school initiative.

They were to do this in reference to the parameters provided to them. The findings are shown in table 4.10

Table 4.10 Teachers' view on principals' involvement of parent /community

Activities	Excellent	Good	fair	below average
Support school programs	10(7%)	50(34%)	70(47%)	19(12%)
Support their children education	24(16%)	80(54%)	30(20%)	15(10%)
Guide and counsel their children	20(13%)	40(27%)	30(20%)	59(40%)
Show concern of their children's Welfare	30(20%)	30(20%)	60(40%)	29(20%)

As observed from the data presented in table 4.10 majority of the teachers rated their principals either good or fair.10 (7%) felt that parents' support for school programs was excellent, 50 (34%) voted good,70 (47%) fair while 19 (12%) voted below average. In support of child's education, the highest number 80 (54%) voted a fair performance while 15 (10%) voted below average. 59 (40%) felt that parents did not do enough guidance and counseling while only 20(13%) felt that parents guided their children. A 60 (40%) of the teachers' felt that parents showed concern of their children's welfare while 20% rated them below average.

From the data the researcher concluded that, the principals had done fairly well to sensitize and mobilize parents to participate fully in the education of their children and as such a good number of parents seemed to understand their roles in the education of their children.

However, there is a small number that needed more sensitization on their role as parents. Majority of the teachers felt that a few parents had left almost all their responsibilities to the teachers. A follow up was done on teachers to seek specific activities the principals initiated to support this objective. They mentioned activities like tree planting, open days, class meetings, seminars, workshops and annual general meetings as some of the activities parents were involved in. To the researcher, these responses showed a glimpse of hope towards implementation of learner friendly public secondary schools in West Pokot Sub County.

4.5.3 Mobilization of Physical Resources and learner friendly schools

Infrastructure in this study refers to any building facility for use in the school to facilitate the provision of services. The researcher found it prudent to consider infrastructure because it plays a significant role in providing a conducive learning environment in facilitating the day to day business of the school community (Republic of Kenya, 2009). Additionally, physical facilities are important factors in both school attendance and achievement (KSSP, 2005). This research question sought to establish the extent to which the principals had enhanced the growth of infrastructure in their schools as a way of promoting learner friendly initiative.

4.5.3.1 Principals responses on overseeing mobilization of infrastructure

The researcher asked the principals to provide a self-rating on how they mobilized the school infrastructure to promote learner friendly schools. Their responses are shown in table 4.11 were obtained from the questionnaire administered to teachers/principals.

Table 4.11 Principals' responses on provision of infrastructure/physical resources

Facilities	Provided	Not provided
Enough classrooms	9(75%)	3(25%)
Facilities for handicapped	2(17%)	10(83%)
A safe playing ground	7(58%)	5(42%)
Enough teaching and learning materials	10(83%)	2(17%)
Enough toilets for students	8(67%)	4(33%)

The findings in table 4.11 revealed that most of the principals 9 (75%) had provided enough classrooms while 3 (25%) had not. However, only 2 (17%) had provided facilities for handicapped. 7 (58%) had safe play grounds.10 (83%) had provided enough teaching and learning materials, 2 (17%) had not. 8 (67%) said they have provided enough toilets for students while 4 (33%) said they were provided but not enough.

Based on the principals' responses, the researcher observed that the principals had fairly provided most of the facilities required except for a few. From the revelation that only two principals had provided facilities for the handicapped the researcher can allude that most of the schools in West Pokot Sub County had not mobilized adequate resources for the physically handicapped learners.

4.5.3.2 Teachers' responses on mobilization of infrastructure

The teachers were also required to give their views on how principals mobilized school infrastructure. Their responses are presented in table 4.12

Table 4.12 Teachers' views on mobilization of infrastructure

Facilities	Provided	Not provided
Enough classrooms	100(67%)	49(33%)
Facilities for handicapped	20(13%)	129(87%)
A safe playing ground	99(66%)	50(34%)
Enough teaching and learning materials	95(64%)	54(36%)
Enough toilets for students	79(53%)	70(47%)

As observed from the table 4.12 above, it appears that most of the teachers felt that the principals provided the necessary facilities except the facilities for handicapped. 100 (67%) of the teachers said that the classrooms were provided while 49 (33%) disagreed. 20 (13%) agreed to the provision of facilities for handicapped while greater majority denied. 99 (66%) agree that the play grounds were provided and that they were safe for use by pupils but 50 (34%) discounted this. 95(64%) of the respondents agreed that teaching and learning materials were provided. On the other hand, 95 (64%) agreed that teaching and learning materials were provided while 54 (36%) did not agree with the staement.

There were enough toilets according 79 (53%) teachers yet 70 (47%) said they were not enough. The findings in table 4.12 reflect a lot of similarities between the principals' responses and the teachers' the researcher concluded that the principal were playing what is expected of them fairly well in the attempt to promote learner friendly schools. This appears to be in line with the objectives of the ministry of education in conjunction with UNICEF (2010).

4.5.4 Provision of fence and safety and learner friendly schools

Security refers to the feeling of being safe. According to Barasa (2007), safety is a key factor in the management of schools. UNICEF (2010) asserts that children have the most to gain by learning in an environment that is safe and protective and that no meaningful learning and teaching can take place in an environment that is unsafe and insecure to both the learners and the teachers. The researcher found is vital to investigate this aspect so as to establish the extent to which the principals' provision of safety and security has enhanced promotion of learner friendly schools in West Pokot Sub County.

4.5.4.1 Principals' views on security and safety within school compound

The researcher sought to know from principals whether their schools were safe and secure for smooth teaching and learning process and their responses are shown in table 4.13.This data was collected from a questionnaire administered to teachers of the selected schools.

Table 4.13 Principals' views on provision of security and safety

Activities	Yes	No
Fencing of school compound and gate	10(83%)	2(17%)
Guidance and counseling established	12(100%)	0(0%)
Emergency equipment available	2(17%)	10(83%)
Compound free from hazards and risks	9(75%)	3(25%)

The data on table 4.13 revealed that most of the principals 10 (83%) said that their schools were fenced and had secured gates while a minority 2 (17%) disagreed. All the

principals 12 (100%) agreed that guidance and counseling was established and functional. 10 (83%) said no to the question whether they provided emergency equipment while only 2 (17%) consented. Principals were also asked about the school compound and 9 (75%) said they were safe and risk free while 3 (25%) did not agree. From this information, it is in order for the researcher to conclude that, the majority of the principals had taken measures to ensure enhancement of security and safety in their schools safe for a few who needed to catch up with the learner friendly school mood.

According to safety standards manual for school in Kenya (2008), the government recognizes the critical importance of school safety in provision of the quality education. The government through the ministry of education is committed to institution listing and mainstreaming school safety.

4.5.4.2 Teachers' responses on security and safety within school compound

Teachers were also questioned on whether they thought their principals had enhanced security and safety and their views were similar to the principals to a large extent. Table 4.14 represents their responses.

Table 4.14 Teachers' responses on securing school compound and safety

Activities	Yes	No
Fencing of school compound	120(81%)	29(19%)
Guidance and counseling established	99(66%)	50(34%)
Emergency equipment available	40(27%)	109(73%)
Compound free from hazards and risks	60(40%)	89(60%)

The result shown in the table 4.14 showed that 120 (81%) of the teachers agreed with the principals in matters of securing school compound and fixing gate while a small minority disagreed. 99 (66%) confirmed that guidance and counseling had been established and active while 50 (34%) disagreed.

On the issue of equipment for emergency majority of the teachers 109 (73%) felt that the principals had done very little. Ultimately, 89 (60%) did not think the school compounds were safe and free from hazards and risks. It can be concluded that Principals had done fairly well in most of the issues of security but a lot more needed to be looked into so that the goal of learner friendly schools can be achieved in West Pokot Sub County.

4.5.5 Challenges faced by principals in promotion of learner friendly schools

The study sought to establish the challenges principals faced in the effort to promote learner friendly schools. The researcher sought views from the principals only as they were directly involved in the school management. The principals were asked to rate their capabilities in dealing with the shown challenges. Their responses were shown in the table 4.15

Table 4.15 Principals' view on challenges faced

Challenges faced	Yes	No
Uncooperative teachers	12(100%)	0(0%)
Inadequate funds	12(100%)	0(0%)
External interferences	10(83%)	2(17%)

The issue of uncooperative parents and teachers was a challenge face by all the 12 (100%) principals. The issue of inadequate funds seemed critical in all the twelve schools

where all the 12 (100%) principals felt it was showing the process of implementation. 10 (83%) principals revealed that they faced external interferences while 2 (17%) did not. The data analysis appears to the researcher that the challenges principals faced had contributed to the slow pace of implementation of learner friendly school initiative in West Pokot Sub County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions, recommendation and suggestions for further research.

5.2 Summary of the Findings

The purpose of this study was to investigate Principals' role in promoting learner friendly environment in public secondary schools in West Pokot sub county, West Pokot County, Kenya.

This was guided by the following research objectives;

i. To establish the extent to which Principals sensitization of teachers has promoted learner friendly in secondary schools of West Pokot sub County.

ii. To determine the extent to which the Principals' involvement of parents and community has contributed to learner friendly secondary schools in West Pokot sub County

iii. To assess the extent to which Principals' overseeing of physical facilities has promoted learner friendly secondary schools In West Pokot sub County

iv. To establish the extent to which the fencing of schools has promoted learner friendly secondary schools in West Pokot sub County.

The researcher conducted the research using descriptive survey design with a sample comprising of 14 principals and 154 teachers. The researcher also utilized purposive

sampling to select schools Principals as the respondents and simple random sampling to select teachers as respondents.

To ascertain validity and authenticity of the instruments a pilot was conducted in 3 of the 27 schools in Pokot Central which were not included in this study.

A coefficient of correlation was done using Pearson's moment coefficient which yielded a coefficient of approximately 0.83. The data was using questionnaires for the Principals and teachers which were analyzed using descriptive statistical analysis assisted by SPSS program. An observation and interview schedule was also used to collect the data.

From the study conducted it is evident that principals in West Pokot sub-county have tried in a great deal to promote learner friendly public secondary schools. However, a lot more needed to be done to address the learner friendly school issue. There is need for the principals to pay more attention to the areas where the learner friendly below average. Learner friendly school is important for the assurance of a smooth flowing school program where the learners feel safe and comfortable in the place he/she is learning in. Most stakeholders (principal, teachers and students) seem familiar with the agenda but its partial implementation leaving the gap of its full and effective implementation raises concern.

Findings revealed that all the principals were aware of the learner friendly school initiative and that majority had provided support for the teachers by organizing and sending them for awareness seminars, providing them with teaching resources and motivating them. They were also seen to have involved the parents and the community in the school activities in order to sensitize them on the importance their children's well being both at school and at home.

The study also revealed that infrastructure in most schools was a major problem though Principals had fairly tried to improve on the situation by inviting NGO's, well wishers and some interest groups to assist as well as utilizing the available free day secondary education funds to do repairs on the existing infrastructure.

On security and safety issues, majority of the principals had put in measures to ensure their students were safe. Most of the schools were surrounded with fences, good gates and security officers at the gate. Most compounds were safe from risks all of which ensured the learners of their safety and confidence.

However, a few principals though aware of the learner friendly initiative had done little to enhance safety and security. A lot needs to be done in those schools.

The study further revealed that all was not smooth for the principals in their effort to promote learner friendly public secondary schools. A number of challenges were identified such as resistance to change mostly among the teachers inadequate sensitization among teachers and parents, uncooperative parents, how funding, hostile school neighboring communities among other issues. However efforts were being made to address these issues.

5.2.1 Principals' Sensitization of teachers on learner friendly school

Based on the first objective on Principals' preparation of teacher, majority of the principals 50% had organized in service training for teachers, 58% had recommended them for promotion and career advancement. 50% indicated instructional supervision on their teachers towards the application and implementation of a child friendly school. 42% rated their performance as 'good' on the teacher motivation, this is close to the 33% who

rated themselves excellent, indicating that the Principals seemed quite confidence on the uses and preparation of teachers as means to attain learner friendly schools. When asked if the Principals' prepared them for learner friendly school 66% of the teachers rated their Principal's performance as 'good' in regard to recommending them for promotions while only 53% express a contrary view of below average performance. Regarding initiating and organizing seminars, workshops, in service training and motivation for teachers, majority of teachers 60% rated their Principals' performance as fair. As indicated by 66% majority, a rating of good implied that the Principals are actually playing their respective roles in supporting of teachers. These results reflected that the Principals were doing their best to put the teachers' needs into perspective for the sake of promoting of learner friendly schools.

5.2.2 Parents and Community Involvement and Learner Friendly School

According to the second objective on Parents and Community involvement, majority of the teachers rated their principals either good or fair. 7% felt that parents' support for school programs was excellent, 34% voted good, 47% fair while 12% voted below average. In support of child's education, the highest number 54% voted a fair performance while 10% voted below average. 40% felt that parents did not do enough guidance and counseling while only 13% felt that parents guided their children, 40% of the teachers' felt that parents showed concern of their children's welfare while 20% rated them below. Majority of the Principals 42% rated the parents' support for school programs as fair. However, 17% of the Principals felt the parents' support was below average. Concerning support of their children's education, majority of the Principals 7

(58%) agreed that parents support was good. It is encouraging to note that parents' performance was generally above average.

In matters of guidance and counseling a majority of the Principals 42% were of the view that parents fairly guided their children while 8% viewed their performance as below average. Finally the Principals were to rate parents on the concern they showed in their children's welfare and majority 42% rated their performance as good, it is important to note that no Principal rated parents as below average.

5.2.3 Overseeing provision of physical facilities and learner friendly school

In relation to the third objective on mobilization of infrastructure, most of the principals 75% had provided enough classrooms while 25% had not. However, only 17% had provided facilities for handicapped. 58% had safe play grounds. 83% had provided enough teaching and learning materials, 17% had not. 67% said they have provided enough toilets for students while 33% said they were provided but not enough. Most of the teachers felt that the principals provided the necessary facilities except the facilities for handicapped. 67% of the teachers said that the classrooms were provided while 33% disagreed. 13% agreed to the provision of facilities for handicapped while greater majority denied. 66% agree that the play grounds were provided and that they were safe for use by pupils but 34% discounted this. 64% agreed that teaching and learning materials were provided this. 64% agreed that teaching and learning materials were provided while 36% did not agree. There were enough toilets according 53% teachers yet 47% said they were not enough.

5.2.4 Provision of fence and safety within school compound and learner friendly schools

Based on the fourth objective on provision of security, most of the Principals 83% said that their schools instilled positive discipline devoid of corporal punishment while a minority 17% disagreed. All the Principals 100% agreed that guidance and counseling was established and functional. 83% said no to the question whether they provided emergency equipment while only 17% consented. Principals were also asked about the school compound and 75% said they were safe and risk free while 25% did not agree. 81% of the teachers agreed with the Principals in matters of positive discipline devoid punishments while a small minority disagreed. 66% confirmed that guidance and counseling had been established and active while 34% disagreed.

On the issue of equipment for emergency majority of the teachers 73% felt that the principals had done very little. Ultimately, 60% did not think the school compounds were safe and free from hazards and risks.

5.3 Conclusions

Based on the objectives and findings of the study, the following are the conclusions;

The first objective on sensitization of teachers revealed that majority of the Principals in West Pokot Sub County had played their role in preparing and supporting their teachers towards the implementation of learner friendly schools.

The second objective on the parents and community involvement, as for the involvement of parents and the community in the students' education, it was noted that there was an improvement since a majority of the parents were rated 60% considering the interest and

support they showed and gave to the education of their children. This was above average and an indication that the principals were playing their role to sensitize and mobilize the parents on their roles. However 40% were still negative and needed more sensitization.

The third objective on mobilization of infrastructure, majority of the Principals had fairly provided most of the facilities required except for a few. It was also revealed that only few Principals had provided facilities for the handicapped in West Pokot Sub County.

The fourth objective on provision of fence and safety within school compound , majority of the Principals had put in place security measures that enhanced a smooth teaching and learning process.

The fifth objective on challenges Principals faced in promotion of learner friendly school. There were several challenges the Principals faced in the implementation of learner friendly schools but they were doing their best to address them.

5.4 Recommendations

In light of the findings and conclusions of this study, the researcher believes that the following recommendations would be nourishing to the implementation of learner friendly schools in West Pokot Sub County and any other area that would find the research relevant;

(i) The government of Kenya through the Ministry of Education has to bring up learner friendly schools as a clause in the schools' reform agenda. Placing an importance in this agenda would automatically prioritize it in the policy formation by the school principals. The government should revise the free day secondary education budget to take into account the varying enrolment in the

course of the year and infrastructural development required. It was also suggested that the governing body should employ more teachers to cater for the increased enrolment.

(ii)   The school Principals should relentlessly ensure that the school is safe by fencing and manning all entries to school compound.

(iii)   It was also recommended that the Kenya education management institute train principals in financial management in order to manage the free day secondary education funds well. This would translate to improved infrastructure and learning facilities for the pupils, enhancement of safety and security measures which would culminate to learner friendly schools.

(iv)   NGO's would provide aid in terms of school infrastructural growth. They would liaise with the ministry of education to provide for educational buildings and facilities among other necessities. They should organize for learner friendly schools awareness campaigns through different forums

(v)   The principals need to intentionally make promotion of learner friendly schools their agenda in their schools as they directly correlates with the conducive learning environment translating to the overall good performance of the school. There is therefore need to intensify supervision of the program and to create more awareness among the teachers, learners and the community.

5.5 Suggestions for further Research

i) The researcher would suggest that this study be conducted further in another location possible in another county, so as to establish its ability for generalization.

ii) A comparative study on the perception of teachers working in urban and rural areas in promotion of a child friendly school.

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APPENDICES

Appendix I: Introduction Letter

I am a post graduate student at Moi University pursuing a master of education specializing in educational administration. In partial fulfillment of this course, I am conducting a research on school principals' role in creating learner friendly-environment in public secondary schools at West Pokot sub County.

As one of the stakeholders in education you have been selected to provide information for this study. Attached are questionnaires. The information provided is meant for educational purposes only and will be treated with confidentiality.

Your cooperation and assistance will be highly appreciated.

Yours sincerely

Maximilla Chenang'at

M. ED. Student

Moi University

Cell Phone Number -0710511195

Appendix II: School Principals' / Teacher's Questionnaire
Section One: Background Information.

(Please tick in the appropriate box)

1) What is your gender? male [   ]   female [   ]

2) What is your highest level of professional training?

    Diploma [   ] degree [   ]   masters [   ] post graduate diploma [   ]

3) For how long have you been working in this school?

    0-5 years [   ] 6-10 years [   ] 11-15 years [   ] 16-19 years [   ] 20 years and above [   ]

Objective One; Principal Sensitization of Teachers' on CFSE

The table below presents statement about principal's role in preparing of teachers for learner friendly school. Indicate the extent to which you as a principal/ your principal have engage teachers in each role in your school. Please tick ( ) on appropriate column using the key below.

[Excellent 5] [Good 4] [Fair 3] [Below 2]

Principal's role	5	4	3	2
i) A school Principal facilitate teachers to go to in service training/seminars/workshop				
ii) A school Principal recommends teachers for promotion.				
iii) A school Principal ensures instructional supervision is done.				
iv) A school Principal value teacher motivation				

Objective Two; **Principal's effort in involving Parents and Community**

The table below presents statements about Principal's role in involving parents and community in promotion of learner friendly school. Indicate the extent to which you have as a Principal /your Principal engage in this role. Please tick [ ] on appropriate column, using the key below

[Excellent 5]   [Good 4] [Fair 3]   [Below average 2]

School principal role	5	4	3	2
i) School principal allows community and parent to get involved in the school activities(e.g. infrastructure developments , academic performance etc)				
ii) School principal allow community and parents to get involved in the learners education(e.g. academic clinics, disciplinary issues etc)				
iii) School principal invites parents and community to attend school meetings for guide and counsel their children				
v) Parents show concern of their children's welfare				

Objective Three; Principal Contribution to Overseeing of the Physical Facility

The table below present's statements about principal's role in mobilization of physical facilities has promoted learner friendly in school. Indicate the extent to which you have engaged in this as a Principal/ your Principal has engaged in this in this role. Please tick [ ] on appropriate column using the key below.

Principal's role	5	4	3	2
i) The school infrastructure has exciting classrooms in place.				
ii) School infrastructure has facilities for handicapped				
iii) School infrastructure has school playground				
Iv) Enough toilets for students				

[Excellent 5] [Good 4] [Fair 3]   [Below average 2]

Objective Four; Principal contribution in securing school compound

The table below present's statements about principals' role in provision of the physical facilities (fence/gate has promoted leaner friendly school. Indicate the extent to which your principal/ as principal engaged in this role .Please tick ( ) on appropriate column using the key below.

[Excellent 5] [Good 4]   [Fair 3] [Below average 2]

Principal's role	5	4	3	2
i)Principal ensures fence and secured gate is available in the school				
ii)principal ensures that compound is free from hazards or risks				
iii) Principals ensure that gates are manned throughout				

	5	4	3	2
iv) schools have adequate security guards				
v) Security lights and CCTV cameras are installed in strategic places				

The table below presents statement about principal role in addressing challenges in an attempt to promote learner friendly school. Indicate the extent to which you as Principal / your Principal have engaged in this role. Please tick [ ] on appropriate column using the key below.

[Excellent 5] [Good 4]   [Fair 3] [Below average 2]

Principal role	5	4	3	2
Uncooperative teachers/parents				
Inadequate funds				
External interferences				

Thank You for Finding Time to Answer the Questions

Appendix III: **Interview Schedule for Principals**

I am a post graduate student at Moi University. It is a requirement of the course to carry out a research project. I am soliciting for information on the topic "the school Principal role in creating learner friendly secondary schools at West Pokot County. This research is purely academic and any information provided shall be treated with confidentiality. Kindly participate and respond appropriately to the questions given below. Your contributions are highly appreciated.

Date of interview: ……………………………………..

Section I: A Personal Data

1. Gender   male [   ]   female [   ]

2. Age bracket

     Below 25 years [   ]   26-35 years   [   ]

     36-45 years   [   ]   above 45 years [   ]

3. Highest level of education and training attained

      Certificate   [   ]   Diploma   [   ]

      Bachelors of degree [   ]   Masters Degree [   ]

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

      0-5 years [   ]   6-10years   [   ]

      11-15years [   ]   16 years and above 20 years [   ]

Section Two: School Principal's Contribution to CFSE.

   5. Please rate your capabilities in your school by the appropriate score value against each indicator (Excellent= 5), (Good=4), (Fair=3) or (Below average=2)

Principal's Contribution (objectives)	Indicators	5	4	3	2
i) Teachers preparation /support	-In-service training, seminar/ workshops conduct				
	-Recommend teachers for promotion.				
	-Instructional supervision done.				
	-teacher motivation valued				
ii) community and parents involvement	-support school activities				
	-support learner education				
	-attend school meetings when called				
iii) school infrastructure	-exciting classrooms in place				
	-facilities for handicapped availed				
	-School playground present				
iv) school security and safety	-positive disciplining devoid of coercion				
	-guidance and counseling established				
	-emergency equipments available				
	-compound free from hazards/ risk				
v) Challenges to LFS promotion	-gender discrimination addressed				
	-sanitary facilities of girls addressed				
	-learning spaces improved				

Appendix IV: Observation Schedule

The objective three and four of this research that uses this method of collecting data include the following; to assess the extent to which principals' mobilization of the physical facilities has promoted learner friendly in public secondary schools in West Pokot Sub County.

To establish the extent to which the principals' provision of security promoted learner friendly secondary schools in West Pokot Sub County

Facility	Availability	Adequacy	Appropriateness
Sanitary facilities boys' toilets			
Girls' toilets			
Classrooms			
Textbooks			
Library			
Counseling room			
Play-ground			
School fence			
Safe drinking Water/storage			
School gate			
Emergency equipment			
Clean compound			

Appendix V: Research Authorization Letters

MOI UNIVERSITY

Office of the Dean School of Education

Tel: (053) 43001-8   P.O. Box 3900
       (053) 43555   Eldoret, Kenya
Fax: (053) 43555

REF: MU/SE/PGS/54   **DATE:** 20th May, 2016

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: **RESEARCH PERMIT IN RESPECT OF MAXIMILLA CHENANG'AT – (EDU/PGA/1002/15)**

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Management and Policy Studies.

It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

"The Principal Role in Promoting Learner Friendly Secondary Schools in West Pokot County."

Any assistance given to her to enable her conduct her research successfully will be highly appreciated.

Yours faithfully,

2 0 MAY 2016

PROF. J N KINDIKI
DEAN, SCHOOL OF EDUCATION

JNK/db

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
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REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 18516

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MISS. MAXIMILLA LOMATWA CHENANG`AT
of MOI UNIVERSITY, 525-30600
KAPENGURIA,has been permitted to
conduct research in *Westpokot County*

on the topic: **THE PRINCIPAL ROLE IN PROMOTING LEARNER FRIENDLY IN SECONDARY SCHOOLS IN WEST POKOT COUNTY**

for the period ending:
15th May,2019

Permit No : NACOSTI/P/18/33109/11518
Date Of Issue : 15th May,2018
Fee Recieved :Ksh 1000

....
Applicant's Signature

....
Director General
National Commission for Science, Technology & Innovation

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No. **NACOSTI/P/18/33109/11518**

Date: **15th May, 2018**

Maximilla Lomatwa Chenang'at
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The principal role in promoting learner friendly in secondary schools in West Pokot County,"* I am pleased to inform you that you have been authorized to undertake research in **West Pokot County** for the period ending **15th May, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
West Pokot County.

The County Director of Education
West Pokot County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified