

GOOD GOVERNANCE PRACTICES AND PROMOTION OF CHILD FRIENDLY SCHOOLS MODEL

Author: Dr Mugai Jane J. Wanjiru

Email : wanjjanedr@gmail.com Tell: +254 722 473062

ABSTRACT

The aim of this paper was to explore how good governance practices by school boards of management can promote the achievement of the components of child friendly (CFS) model in primary schools in lower zones of Embu County. Child Friendly (CFS) model adopts its own governance or leadership procedures and practices to ensure that their jurisdiction operates in an open and transparent way as well as ensuring that the school board is accountable and responsible to the whole school community and in particular the learners. This is achieved through the practice of good governance in their schools. Good governance in schools is a set of responsibilities, practices, policies, and procedures exercised by an institution to provide strategic direction to ensure objectives are achieved and resources are used responsibly and with accountability by the school management boards. The concept of child-friendly school which was initiated by UNICEF's studies, has a nature of actualizing the following components, full child participation, inclusivity, gender sensitivity, equity and quality education, safe and friendly environment, high hygiene levels, availability and equal distribution of resources, safe school structures, teaching and learning process among others. Despite the know benefits of implementing the CFS model issues of school drop rates, children learning under trees, lack of essential commodities, like safe water, poor infrastructures low quality education and cultural factors are still being noted and happening in CFS model in some schools in Kenya. The objectives of the study were to examine how integrity practices, inclusiveness practices, and resources and commitment to excellence practices can promote child friendly schools model in primary schools. The study was guided by transformational leadership theory and servant leadership theory. The study adopted mixed methodology and concurrent triangulation design. Qualitative data was analyzed thematically, while quantitative data was analyzed descriptively with the help of Statistical Package for Social Sciences (SPSS) and results presented using tables and frequencies. The study established that integrity, inclusiveness, responsiveness and resources and commitment to excellence had positive effect on promotion of child friendly schools model but at different degrees. It was however noted that practices of diversity were poorly rated and did not help in promotion of child friendly schools model. The study recommended that the Ministry of Education should formulate and organizes relevant governance and management training courses and capacity building programmes for education managers on good governance. Introduce programmes that enhance system awareness towards embracing diversity and utmost inclusiveness in schools. Ensure sustainable human development, actions must be taken to work towards this ideal with the aim of making it a reality. Putting the regulations about the democratic involvement of the stakeholders in practice of good governance in CFS.

Keywords: Good governance Child friendly schools, Integrity, Inclusiveness, Resources and Commitment to Excellence, School management

Introduction

The history of good governance in education may be associated with the World Bank and United Nations (UN) studies,(UNICEF 2009 ; UNESCAP ,2010). According to World Bank (2018) good governance in education means a set of responsibilities, practices, policies, and procedures exercised by an institution to provide strategic direction to ensure objectives are achieved and resources are used responsibly and with accountability. Good governance practices support schools by helping them manage their resources so they can deliver quality education. The above sighted activities are part of what school leaders or boards of management should do in order to promote and enhance child friendly schools. According to the United Nations(2002), good governance as a daily practice is measured by eight characteristics which include; participation, rule of law, consensus oriented, transparency, responsiveness, and, equity, inclusiveness, effectiveness, efficiency, accountability and implementation of policies. Good governance practices support schools by helping them manage their resources so they can deliver quality education. These assessing indicators may be applied in measuring the promotion of Child Friendly Schools (CFS) model.

UNICEF grounded the CFS framework in the 1990 Convention on the Rights of the Child's principles of children's rights, as well as other international human rights instruments and international declarations such as the Declaration of Education for All (1990). These principles emphasize the right of all children to receive free and compulsory education in settings that encourage enrolment and attendance; institute discipline humanely and fairly; develop the personality, talents and abilities of students to their fullest potential; respect children's human rights and fundamental freedoms; respect and encourage the child's own cultural identity, language and values, as well as the national culture and values of the country where the child is living; and prepare the child to live as a free, responsible individual who is respectful of other persons and the natural environment (Chabbot, 2004). CFS models is as a pathways towards quality' in education that reflect three key, and interrelated, principles derived from the Convention on the Rights of the Child as noted by UNICEF, 2009).

In order to ensure promotion of CFS and development, the schools management boards have to establish the school's strategic direction and aims, in conjunction with the other stakeholders. Ensure accountability to the public for the school's performance and to assure that the school is managed with probity, integrity and with fairness, (World Bank 2018). These primary functions of school leaders or governors are based on the five elements of a CFS model as sight earlier on. The purpose of a CFS model is to move schools and education systems progressively towards

quality standards, addressing all elements that influence the wellbeing and rights of the child as a learner and the main beneficiary of teaching, while improving other school functions in the process. Provision of Quality standards by good governance practices should make it possible for all children to access school, survive from grade to grade and complete the school cycle on time. School governors as managers should also provide an enriched educational experience through which students can thrive, develop and achieve their full potential,(UNICEF, 2002). When school managers practice good governance in CFS a participatory and comprehensive approach to planning for quality education is promised. Also stronger links between schools and their communities will facilitate the consultative process, a prerequisite for developing credible education sector plans that can attract external support in line with the good governance requirements.

According to the Imaginative mind (2008) good governance, is described as the leadership, direction and control of an organisation like a school and the primary functions of a governing body are said to be to: establish the school's strategic direction and aims, in conjunction with the executive. Ensure accountability to the public for the school's performance and to assure that the school is managed with probity and integrity. These primary functions of school leaders are bases for which institutions for education are formally organized and managed, Altbach (2005). The good governance indicators are applicable in different sectors and can be adapted to assess the governance of public services in education systems including Child Friendly Schools (CFS). Therefore, for the purposes of this study, the following indicators have been used as a framework for assessing good governance in promotion of child friendly schools. Indicators are, integrity, inclusiveness and resources and commitment to excellence. Education is one of the main priorities of the Government of Kenya. The Center for educational Policy analysis (2018) opines that governance of educational institutions has a large impact on student and teacher success by defining and regulating institutions has a large impact on student and teacher success by defining and regulating relationships both within schools as well as between schools and outside agencies. Institutional rules and policies determine how educators train and operate, and ultimately determine how students learn. Researchers in educational governance examine how the various aspects of educational governance impact the organization, operations, and outcomes of different educational systems. This is only achievable with the practice of good governance.

Some studies in Asian countries like in Nepal by World Bank and UNESCAP (2010) indicate that good governance follows a set of responsibilities, practices, policies, and procedures exercised by an institution to provide strategic direction to ensure objectives are achieved and resources are used responsibly and with accountability. This is applicable in CFS. In such a case good governance practices should support CFS by helping them manage their resources so they can deliver quality education. This argument has similar sentiments as the ones presented by (UNICEF 1999, 2002,) as regards adoption, and implementation of Child Friendly Schools (CFS) model whereby practicing good governance the CFS goals and objectives would be realized. Child friendly schools model is expected to be implemented in all schools.

UN and World Bank expect the running of the FCS schools to be guided by the model of good governance to the best interest of the child. Schooling is not always a positive experience for children and especially in a poorly governed school where basic necessities of learning are lacking. Studies by UNICEF (1999) indicate that some children leave home without basics of life like food, clean water, insecurity, under-nutrition, parasitic infestations, unhygienic surroundings, chronic poverty, household chores, harmful traditional beliefs and practices, domestic overcrowding, gender discrimination, HIV and AIDS, domestic violence, child rapes defilements and other traumatic conditions, childcare deficiencies and the increasing prevalence and severity of natural disasters related to climate change are factors that can wreak havoc with a child's right to attend and complete school. School governors must therefore focus on the whole child, which means taking into account conditions in the family or community that might be hindering his or her educational progress, (UNICEF 2005, 2006). UNICEF realized that a number of children were educationally, emotionally, physically socially and educationally disadvantaged looking at the poor conditions that are in some schools even to date. So there came the introduction of CFS model which gave guidelines, policies, regulations components. CFS was then introduced and expected to be implemented in all schools worldwide. Studies from Thailand indicate that CFS has been implemented since 1998. Governing and managing of the schools was left in the hands of the schools boards of management and teachers.

In Latin America and the Caribbean, where inclusive quality education for all is a key goal, the CFS framework has been used in a number of countries such; Bolivia, Colombia, Guyana, Honduras and Nicaragua among others. The East Asia and the Pacific region has been developing and applying the CFS framework since it was first introduced in the 1990s. In India the CFS concept has been applied in emergencies as a framework for the reconstruction and restoration of

primary education. In Eastern and Southern Africa, national standards exist to promote child-friendly and gender-sensitive school environments in a number of countries.

In African regions, child-friendly and girl-friendly initiatives are clearly linked as UNICEF (2016) further observes that in West Africa, girl-friendly school models have been implemented in Burkina Faso, Cameroon, Gambia, Ghana, Guinea, Guinea-Bissau, Mauritania, Nigeria and Senegal, and a child-friendly/girl-friendly school manual has been developed. Uganda started implementing CFS just about the same time with Kenya. Reports from MOEST (2003) in Kenya indicate that existing schools were turned into child-friendly but without other modification.

In Embu real implementation of CFS was about 2003 just the same times with inclusive education, (MOEST 2004). World Bank, (2015) report asserts that the quality of education in Kenya has been suffering for some time. Many children were progressing through primary school without having achieved the numeracy or literacy skills expected at their level (MOEST, 2014). As a result, more than 50% of pupils fail the national Kenya Certificate of Primary Education examination (KCPE) which they need to advance to secondary school (UNESCO, 2012). The object of the initiative is to provide quality education to every child, irrespective of his/her circumstances. The question here is what do the school managers do in order to correct the problems. Through Uwezo Kenya programme it is hoped that learners will receive better and quality education which is part of the goals of CFS model, (MoEST, 2014b) but with practice of good governance. The lower side of Embu County is semi-dry areas where climatically challenges such as infrastructures, long spells of dry seasons, and others can be hindrances to achieving CFS goals. However, the government NGOs and the community have corroboratively worked together in order to promote the CFS model. From the above discussion it should be clear that good governance practices is a model which is difficult to realize in its entirety. Very few countries have come close to achieving good governance in its totality.



A teachers teaching under a tree and learners sitting in the floor. A common feature in some areas in Kenya



Learners playing in muddy sandy area and others learning under a tree.



Learners writing on their knees.

Children with playing in unsecure field.

The images below here are examples of poorly governed CFS where the characteristics of CFS are not met. It is noted here that children are sited on the floor and learning under trees



Improvised play materials by the children



School play ground. Very unfriendly and insecure

All this is happening even after the recommendation of implementation of child friendly school in Kenya. In view of that this study was set out to find out whether good governance has influence on promotion child friendly schools.

Statement of the Problem

In spite of the obvious known importance of supporting and implementing the model of CFS issues of school drop rates, children learning under trees, lack of essential commodities like water and food, poor infrastructures and cultural factors such as FGM are still a hindrance to the full implementation of CFS model. Poor leadership and governance practices are not promoting the CFS model. National plans and priorities in Kenya for CFS have only been partially successful.

Purpose of the Study

The purpose of the study was to explore how the good governance practices can promote the FCS model in primary schools in the lower side of Embu County.

Objectives of the Study

- i. To examine how integrity practices can promote child friendly schools model in primary schools in the lower side County of Embu
- ii. To establish the influence of inclusiveness practices on promotion of CFS model in primary schools in the lower side of Embu County.
- iii. To determine the extent to which resources and commitment to excellence can promote child friendly schools model in primary schools in the lower side of County of Embu.

Research Questions

- i). How does the virtue of integrity practices promote child friendly schools model in primary schools in the lower County of Embu.
- ii) What is the influence of inclusiveness practices on promotion of CFS model in primary schools in the lower side of County of Embu?
- iii). To what extent do resources and commitment to excellence practices promote child friendly schools model in primary schools in the lower side of County of Embu?

Significance of the Study

The findings of study may help educational stakeholders realize the important good governance practices in promoting the model of CFS. It may also help teachers to recognize the significance and appropriateness of practicing good governance in promoting CFS model practices. This study may also be useful to stakeholders such as the government and community to channel more infrastructural resources for the successful implementation of the CFS in different in different schools so as to promote CFS framework. Finally, the study may also benefit other researchers and academicians who may be interested in carrying out research in the same area for it may lay a firm foundation.

Scope of the Study

This study was carried out in the lower side of Embu County primary schools only. School chair persons were used in the study. The study was looking at integrity practices, inclusiveness practices, and ethical leadership behaviours practices on promotion of CFS in primary schools.

Limitations of the Study

- i. The study relied on self-report by respondents through filling of a questionnaire which resulted in participants self-underrating or over rating or become suspicious as to the purpose of the study. Some may have concealed some information and especially that which was touching on performance of effective counselling and the results.
- ii. The study findings may not be applicable to areas that experience different cultures and climatic conditions.

Assumptions of the Study

The following was the assumptions of the study:

- i. All the respondents would be cooperative and provide reliable and or honest responses.
- ii. That the teachers and school boards of management would provide the information on the challenges they faced while implementing CFS and in using good governance practices
- iii. That all public CFS primary schools adhered to the Ministry of Education policy of having to adhere to proper implementation of CFS model polices by use of good governance practices.

LITERATURE REVIEW

This chapter discusses the literature of the previous studies related to this study.

Concept of Good Governance Practices

The concept of good governance is as old as human civilization. Expressly, governance refers to decision-making processes and practices applied in implementation of the decisions made. The concept is derived from the Latin term *gubernare* or Greek *kubernaein*, which stand for steering or directing, governance is described as the use of power or authority by leaders, administrators or managers for the good and best interest of those being led or represented (Kjae, 2004). Governance can also be defined as the process by which some sectors of the society wield power, and enact and promulgate policies which directly influence human and institutional interactions, and economic as well as social development. This type of power or authority must always be exercised for the common good of the learners in schools. Governance can be applied in varied contexts, in schools good governance relates to leaders and managers holding fast to ethics, good morals, and virtues in decision making, implementation of policies and in engagement with learners and the school communities for the best interest of learners.

Promotion of Child-Friendly Schools

Education is a right of every child and it is the obligation of education leadership to offer quality education to all its children. As a necessity to proper learning and human development, quality education should be as a result of factors from both within and outside of the classroom and access to appropriate supplies that are akin to the child's home environment. To achieve this conducive environment for learning, UNICEF, (1998,2002) came up with a framework guiding the process of realizing child friendly schools, a model that promotes qualities, such as inclusivity, health and protection for children all geared towards the best interest of the child. In this regard, Claire (2011) in a study carried out in Macedonia affirms that a CFS puts into consideration various dimensions,

such as inclusiveness and gender friendly, quality teaching and learning, safe and protective environment, supportive of equity and equality and enhancing linkage to community as well as promoting partnership. Promotion of CFS can be achieved through complete implementation CFS model and by school board members being ethical in their ways of managing the schools, by putting emphasizes on quality teaching and learning processes, by practice of democratic participation, providing equal right of education to all children regardless of their gender, age or race, by providing safe, healthy and protective environment and preventing violence, like injury, abuse and neglect in the school. School leaders to guarantee that the school discipline practices are for the sake of the child.

How Good Governance can Benefit Child Friendly Primary Schools

World Bank (2018) contends that the following way can be practiced by school manger in order to promote CFS primary schools, these include; practice a more democratic and responsive system of school management, including more efficient utilization of resources. Have greater participation of all stakeholders (teachers, students, parents and school management) in the development of school policies, rules, plans, and code of conduct. Greater transparency in all school activities, including increased flow of information among all stakeholders about school plans, finances, rules and regulations, and programs. Practice strengthened accountability among stakeholders so as to improve school management. Practice coordination among various levels of formal governance like Education Office, Resource Centre, or other educational institution. Through school policy and guide lines the school leaders can develop detailed rules and code of conduct through discussion in the meetings of stakeholders and apply the these rules and code of conduct accordingly. Make available and maintain a complaint box. Frame policies on professional development of teachers and preparation of training materials. Provide methods of management of penalizing teachers disobeying those rules and code of conduct as well as ways of rewarding the good teachers without discrimination. More open communication among stakeholders about how to manage schools. Practice workable evaluation and assessment of the achievement of the elements of CFS, as sighted by (Nyatuka, 2015).

Benefits of Implementing Child Friendly Schools Models

Karite (2013) outlines a number of benefits of CFS mostly to children. These include; provides students with a positive environment to exploit their talents and capabilities to their maximum. This shapes them into their respective careers and professions at an early age. CFS is gender

sensitive in their enrollment and provision of services. They also offer students an opportunity to broaden their thinking and do away with certain stereotypes. It sensitizes both the boys and the girls on the need to respect each others` rights and dignity for peaceful coexistence and development. CFS also trains its learners to be law abiding and patriotic. Students in such schools are used to following simple rules and regulations. They get to understand that the outside world has rules and regulations just like the school. The extensive coverage of different cultures without bias enables learners to appreciate and love others. This in turn promotes peaceful coexistence. CFS also reduce drop out cases. The students feel comfortable and relaxed both emotionally and physically since all their needs are adhered to and this may reduce school dropout rate. CFS increases motivation both intrinsically and extrinsically to move on with their studies. This will also reduce drop out cases. Owing to the numerous benefits of child friendly schools, heads of schools should and school leaders embrace the qualities of these schools so as to improve on the performance of their learners.

School Leaders Responsibilities and Promotion of Child Friendly SchoolsThe success of every school including child friendly schools depends on the way it is managed or governed by the school leaders. School governance should take into consideration the school ecosystem and the policy makers as well in order to ensure sustainability. Teachers and leaders have the responsibility of setting high expectations and delivering top quality instruction for promotion of CFS. In Kenya the responsibility for overseeing the management of CFS is entrusted to a governing body. The terms used for such governing bodies vary, and include local school boards, boards of governors and school management committees or management. Research suggests that safe and good CFS is characterized by strong management and effective school leaders (Dunne et al, 2005; Pinheiro, 2006). School governing bodies and management in CFS structures have a duty of care in the school so as to promote CFS. School leaders should not lead CFS in unacceptable manners and should need to create a supportive and enabling environment to prevent and respond to cases of insecurity in schools. School safety is not only a matter of keeping potential threats off school compound but it also includes attending to the mental and emotional health of youth.

Leaders need to encourage school community to adopt and implement codes of conduct applicable to all staff and students that confront all forms of violence, taking into account gender-based stereotypes and behaviour and other forms of discrimination for promotion of CFS.

Leaders also have to prevent and reduce violence in schools through specific programmes which address the whole school environment including encouraging the building of skills such as non-violent approaches to conflict resolution, implementing, anti-bullying policies and promoting respect for all members of the school community. Ensure that curricula, teaching processes and other practices are in full conformity with the provisions and principles of the Convention on the Rights of the Child, free from references actively or passively promoting violence and discrimination in any of its manifestations, (United Nations, UN Study on Violence against Children,2006). Teachers' roles and responsibilities in child-friendly schools, is to strive for relevant and child centred teaching and learning. School authorities in CFS should take precautionary measures to avert risks to children's health and safety.

School leaders in CFS need to foresee imminent risk or possible dangers that could affect children within the school, its vicinity or the wider community. Good school governors ensure that there is a good range of skills, knowledge and experience amongst team members. School leaders need to develop and implement positive forms of discipline in schools. Ensure teachers and school staffs have training, and have the capacity to promote gender-sensitive and inclusive classrooms. Consult with and include children in governance and formulation of school rules. Work with families and communities to promote the use of positive discipline and the principles of gender equality and non-violence and link with community-based child protection mechanisms. Establish clear, safe and accessible procedures and mechanisms to report cases of violence and assist victims (including knowing who to and when to refer cases). Provide referral to counselling and support services,(Dunne et al, 2005; Pinheiro, 2006).

Integrity and Promotion of Child-Friendly Schools

The word Integrity is used to describe an individual's level of uprightness, honesty, moral commitments and the willingness to stand with what is just at all times. According to Bretag (2018) integrity is the cornerstone of ethical practice that is premised on a set of values. In the same way, the International Center for Academic Integrity (ICAI) (2013) identified the said values as fairness, trust, honesty, respect and responsibility. Integrity is one of the guiding principles behind good

governance, management and professional conduct in any institution. This is a quality that guides individuals to act with honesty and strong ethical principles, as well as moral uprightness. In good governance, integrity can be termed as the ability of leaders, managers and administrators to conduct themselves in acts of truthfulness and uprightness (Bretag, 2018).

According to, UNICEF (2012) a child-friendly school should ensure a physically secure and psychological enabling environment for every child, where teachers are the most important factor when it comes to providing an effective and inclusive learning environment. The report further stipulates that, a school is as a significant, personal and social environment for all learners. Kouzes et al (2007) observed that educational leaders are faced with so many demands and influencing factors. They emphasized that school leaders must therefore have clear guiding values if they are to positively maneuver through the numerous conflicts and contradictions and deliver unwavering leadership that can improve educational systems and learning experiences of all learners. In South Africa Vyver, Myer and Westhuizen (2014) established that integrity in governance influences learner output and performance. The study established that considerate, truthful and responsive governance improves teaching outcomes thus emphasizing that indifferent leadership results to declining levels of effectiveness, negative organizational relationships, a factor that further leads to distressing school climate.

In Kenya, studies also indicate that good governance as reflected through values such as integrity is connected to learner's performance. According to Wamahiu (2015), in a synthesis report carried out in Kenya, it was established that integrity of school managers and teachers resulted to improved skill acquisition in learners. The studies however have not indicated the relationship between specific values of integrity, such as accountability, uprightness, availability and responsibility on improving equity, equality, fairness or equality.

Inclusiveness on Promotion of Child-Friendly Schools

Inclusiveness in education is described as a teaching approach that focuses on the needs of learners from diverse backgrounds. This also includes learners with various special needs, learning abilities and styles. Inclusiveness implies that learners from groups that may have ordinarily been disadvantaged or at risk, such as those living with disabilities or speakers of minority languages can equally have access to quality learning opportunities in regular education systems (UNICEF, 2016). According to WHO and WORLD BANK (2011) surveys, it was estimated that from 93 million to 150 million children aged 14 years and below live with some form of disabilities. The

report also estimated that after being enrolled, such children usually have lower attendance and completion rates, making disability one of the world's biggest factors of educational marginalization. On gender, the same report analyzing 51 countries showed that there were more girls were dropping out of schools than boys. The study further established that only 41.7 girls with disabilities had completed primary school as opposed to 52.9 percent of those without disabilities.

In Kenya, Kanamba (2014), observed that majority of teachers felt that aspects such as inappropriate or inadequate educational materials were affecting inclusion and effective teaching. Conversely some of the aspects that have hampered inclusivity and gender responsiveness in sub-Saharan Africa are practices such as FGM child marriages, lack of value on girl's education and onset of menstruation. However the studies have not expressly stated how some aspects of inclusiveness such as multiplicity and involvement enhance equity, equality fairness and skill acquisition towards achieving child-friendly schools model.

Resources and Commitment to Excellence on Promotion of Child-Friendly Schools

A Child-friendly school must be managed in the best interests of children, within a healthy, safe and protective environment, supplied with adequate facilities and resources (UNICEF, 2006). School resources therefore refer to learning and teaching materials and other physical and material resources meant to facilitate learning. UNICEF (2006) CFS manual states that resources, together with existing capacities and opportunities have enormous influence in the implementation of CFS model. The report emphasized that school managers needed to be accountable and answerable in order to demonstrate good stewardship in management of educational resources. According to a United Nations Girl Education Initiative (UNGEI) (2017), report, the existing gaps in resources were attributed to persistent marginalization of children with intellectual and profound disabilities.

To promote child friendly schools model, especially in rural areas such as the lower Embu County, school leadership must obligate to advocate for and allocate appropriate and adequate resources for all learners and administer such resources in an accountable and transparent manner for the best interest of children. However, existing studies indicate that this is not always the case, making it complex to realize CFS model. As UNGEI (2017) report showed, inadequate resources, opaqueness in management and lack of specialized support as well as lack of accountability in management posed a significant danger to implementation of CFS framework. The report included suggestion that government and those in charge of policy development need to create educational

policies that focus on promoting children's rights and protecting them both within the school environment and elsewhere. In Kenya, Kanamba (2014) indicated that up to 90 percent of teachers reported that teaching materials were too little to meet their instructional needs. Concurring with this, Musila (2015) divulged that more than 70 percent of teachers who took part in the study felt that classroom materials were inadequate due to poor allocation. However the reviewed literature fell short of divulging how aspects such as reliability and transparency in commitment to resource allocation and management specifically affect promotion of child-friendly schools, thus the study.

In similar assertions, World Bank (2018), observes that in keeping up with good governance practices, of resources management, the school board of can practice the following activities; generate essential resources for the school from local and other sources through the active participation of stakeholders then manage the said resources with accountability and with responsiveness. Disclose information on the resources generated and how much of those resources are used for each areas on need in the CFS. Manage and maintain the school building, toilets, drinking water, and furniture equitably. Keep a record of resources generated from donors and local agencies. Keep a record of the property of the school both mobile and immobile. Conduct income-generating activities to support the CFS framework.

Theoretical Framework

The study was guided by Transformational Leadership Theory of James McGregor Burns (1978) and Servant Leadership Theory by Robert Greenleaf (1970). The rationale of using these theories for this study was informed by the fact that they both recognize the fact that good governance focuses on doing what is right and that being a leader calls for serving others, meeting their needs and promoting their personal development. Good governance is about who leaders are, and what they do, and school and classroom managers have to commit to the needs of all children irrespective of their gender, race or social status. Greenleaf (1970/1991) states that the effectiveness of servant-leadership is measured by how it affects the least privileged members in the society, that is whether such leadership will make them benefit or at least feel not further deprived. The rationale of using this theory is the fact that it recognizes the aspects of good governance, in the sense that school leaders have to first focus on serving the interests of children, caring for their health, growth and well-being as well as instilling values and inspiring them to become leaders themselves.

Transformational Leadership Theory

Transformational leadership theory was first developed by James McGregor Burns, in 1978.

In school management point of view, this standard implies that school managers, such as principals, teachers in their classrooms, departmental heads as well as other stakeholders in their different capacities ensure that there is teaching of high quality and improved learning. The theory is also applicable as it recognizes the role of school leader as that driven by principles and commitment to improving organizational performance and learners' and learners' academic performance.

Servant Leadership Theory

Servant leadership is defined as a philosophy, and set of practices that enrich the lives of individuals, builds better organizations and ultimately create a more just and caring world (Greenleaf Center for Leadership, 2016). The phrase "servant leadership" was first coined by essayist, Robert Greenleaf, in an essay "The Servant Leader" published in 1970. Greenleaf (1977) suggests that a servant leader is a leader first, and that it all begins with a natural feeling that one wants to serve and to serve first. He argues that it is that conscious choice that makes an individual to aspire to lead, suggesting that it is all a different case from a person who becomes a leader first than a servant later

Conceptual Framework

In this study, the Conceptual Framework shows the interrelationship of the independent variable as the good governance and the dependent variable which is promotion of child friendly schools. The independent variables were measured by use of the following variable indicators; integrity, inclusiveness, resources commitment to excellence. The intervening variables were parental and community support; government policies and staff training.

Conceptual Framework

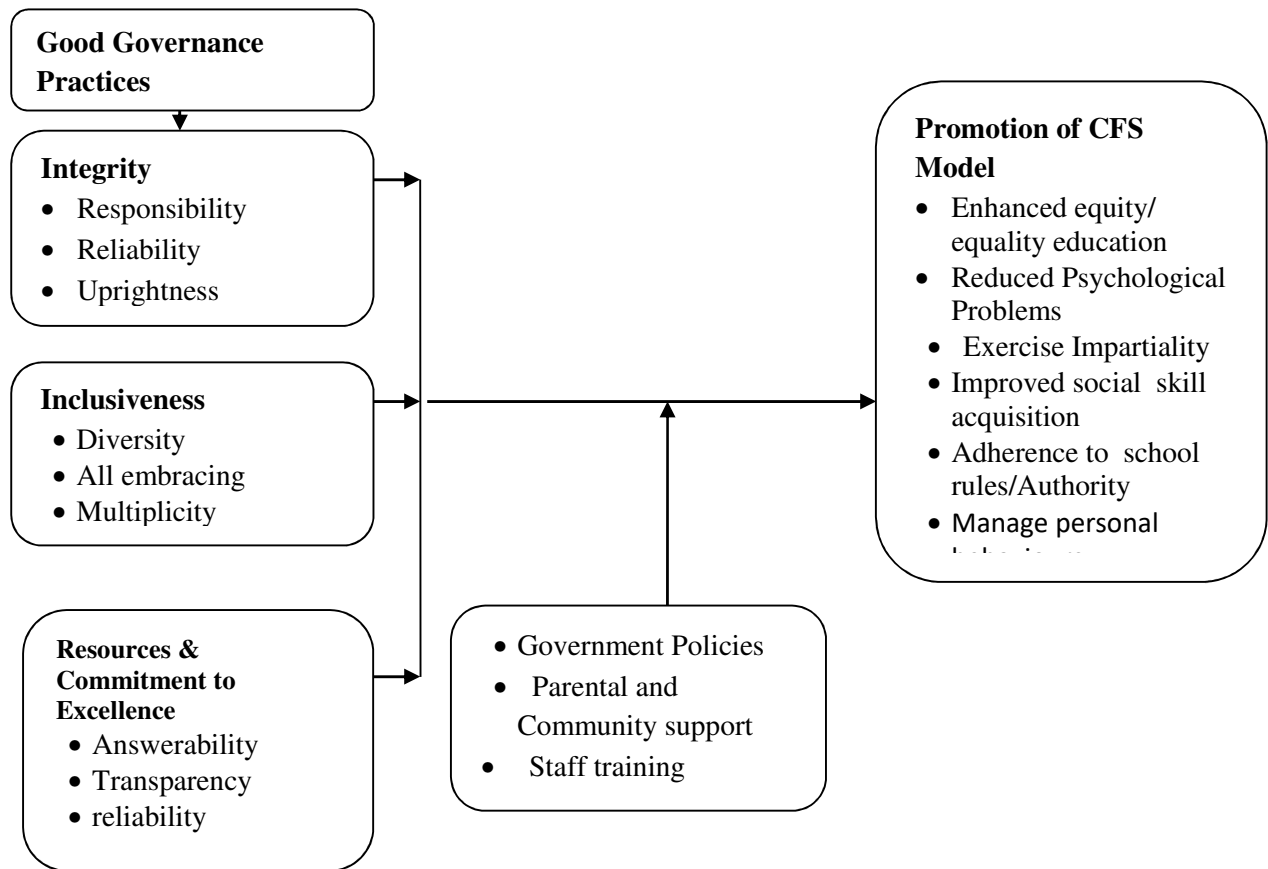
GOOD GOVERNANCE PRACTICES

Independent Variables

Intervening Variables

Promotion of CFS Model

Dependent Variables



Methodology:

Mixed model approach comprising quantitative and qualitative research methods was employed. Concurrent triangulation design was employed. Both qualitative and quantitative data were gathered simultaneously as suggested by Creswell and (Plato 2013). Thematic and inferential statistics were used for data interpretation and analysis with the help of computer application SPSS version 23. Findings were presented using tables, frequencies, charts and in narrative form. Purposive sampling was used to distribute all the chairpersons in accordance with the sub county's administrative zones. Findings and recommendations were equally presented.

Findings:

This chapter also presents discussion of the results of the study.

Data Analysis Procedures

Qualitative data was analyzed thematically while quantitative data was analyzed descriptively through frequencies and percentages, means and standard deviation, on Statistical Package for Social Sciences (SPSS) and results presented using tables.

Data Analysis and Presentation

The quantitative data from questionnaires was entered into SPSS version 21 and analyzed descriptively through frequencies means and percentages.

Table 1: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	30	83.3	83.3	83.3
Female	6	16.7	16.7	100.0
Total	36	100.0	100.0	

As shown on table 1 above, more than 83 percent of respondents were male, that is 83.3%, while only 16% were female. This is a clear indication that school management in the area of study is dominated by men. However, the study shows that both genders are somewhat represented in school leadership

Table 2: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-34	4	11.1	11.1	11.1
35-44	10	27.8	27.8	38.9
45-54	14	38.9	38.9	77.8
Above 55	8	22.2	22.2	100.0
Total	36	100.0	100.0	

The researcher sought information on the age of the respondents. The data on the table 2 above indicates that the highest percentage of chairs of boards of management was within the age bracket of 45 – 54 years, representing 38.9% of the respondents. This was followed by those aged between 35 – 44 years at 27.8% and those above 55 years representing 22.2%. The age bracket with the least representation was those aged 18 and 34, who stood at 11.1%

Table 3: Educational Level

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Diploma	9	25.0	25.0	25.0
Undergraduate	20	55.6	55.6	80.6
Post Graduate	7	19.4	19.4	100.0
Total	36	100.0	100.0	

The research sought to establish the level of education of the respondents and found that more than half of the chairs of the boards of management had undergraduate degrees. That is, 55.6% had undergraduate degrees, followed by 25% who had a diploma and lastly 19.4% who had post graduate degrees. The educational level of a school manager is essential as it plays a major role in upholding good governance practices. This further determines the level of competency in of policy adoption and coordination of governance activities towards promotion of child-friendly schools.

Findings and Discussions

Table 4: Results

Statements	SA	A	U	D	SD	Mean	Std. Dev.
	%	%	%	%	%		
A. Integrity on Promotion of CFS							
1. Managers level of Responsibility	55.6	13.9	2.8	13.9	13.9	3.83	1.55
2. Effect of Responsibility on CFS	52.8	5.6	11.1	22.2	8.3	3.72	1.50
3 Managers' level of truthfulness	38.9	13.9	11.1	27.8	8.3	3.47	1.46
4. Effect of Truthfulness on CFS	44.4	16.7	8.3	25.0	5.6	3.69	1.41
B. Inclusiveness on CFS Model							
1.Embracing diversity	22.2	13.9	13.9	36.1	13.9	2.94	1.41
2.Effect of embracing diversity on CFS	27.8	16.7	13.9	30.6	11.1	3.19	1.43
3.Leadership, community Involvement	69.4	16.7	2.8	5.6	5.6	4.38	1.15
4. Effect of involvement on CFS.	72.2	8.3	5.6	8.3	5.6	4.33	1.24

C. Resources, Commitment to Excellence

1. Managers' level of Answerability	52.8	16.7	11.1	13.9	5.6	3.97	1.31
2. Effect of Managers' Answerability	50.0	25.0	5.6	11.1	8.3	3.97	1.34
3. Managers Level of Transparency	58.3	13.9	5.6	13.9	8.3	4.0	1.41
4. Effect of Managements' Transparency	61.1	19.4	8.3	5.6	5.6	4.25	1.18

Integrity on Promotion of CFS Model

The first objective was to examine how integrity practices can promote child friendly schools model in primary schools in lower Embu County. As shown on table 4 above, the results revealed that majority of the respondents felt that school managers did not exercised reasonably good levels of responsibility. That is 55.6%, followed by 13.9% who agreed with the same position. The findings also revealed that more than half of the respondents, that is 52.8% and 5.6% were of the opinion that the level of managers' responsibility had positive effects towards the attainment of child-friendly schools model. This implies that most of the school managers are mildly dependable and in control in their governance roles, thus demonstrating qualities of good governance that are crucial in supporting safe, secure and healthy learning environment.

The findings indicated that truthfulness was not strongly exercised among the school leadership. Out of those sampled, only 38.9% strongly agreed that managers' demonstrated a high level of truthfulness. At the same time, only 13.9% agreed with the same view. These findings indicate that lack of satisfactory levels of truthfulness among school managers had negative effect on attainment of child friendly school model, since truthfulness is a key attribute for good governance.

Inclusiveness on Promotion of CFS Model

The research also sought to establish the influence of inclusiveness practices on promotion of CFS model in primary schools in lower Embu County. The findings revealed that inclusiveness practices were not well observed in schools. Less than half of the respondents reported that learners from diverse cultures background and abilities as well as gender were treated equally at school. That is, only 22.2% of the respondents strongly agreed that learners from diverse cultures,

backgrounds, abilities and gender received equal treatment, same as only 13.9% who agreed with the same view.

This implies that schools managers in lower Embu County are yet to surmount retrogressive cultural practices that discriminate on gender, such as early marriages for girls, Female Genital Mutilation (FGM), favoring boys over girls and marginalization of learners with disabilities. Similarly, less than half of those sampled, that is paltry 27.8% strongly agreed, and 16.7% agreed that embracing inclusive culture in schools had enhanced equity, equality and fairness in schools under study.

The findings however revealed that involvement of various stakeholders was well practiced in the schools. Majority (69.4%) of those sampled strongly agreed that various actors and stakeholders such as family, community and school leadership worked together towards realization of CFS framework, while 16.7% agreed with the same view. Similarly, in response to whether involvement of family, community and school leadership helped promote CFS model, a strong majority (72.2%) strongly agreed, while 8.3% agreed with the same view. This implies that school leadership encouraged good relationships between the stakeholders for the best interest of children as such practices build positive interactions and enhance interpersonal communication, thus creating a better learning environment. The effectiveness and inclusiveness of the schools are high according to the students' perceptions. It was also indicated that they made efforts to increase the effectiveness and inclusiveness throughout the processes. The effectiveness and inclusiveness of the schools are high according to the students' perceptions

Resources and Commitment to Excellence on Promotion of CFS Model

The research also sought to determine the extent to which resources and commitment to excellence can promote child friendly schools model in primary schools in Mbeere North sub-County. The findings indicate that answerability, transparency and reliability in handling resources as well as committing to excellence were not satisfactorily exercised. Out of those sampled, 42.8% strongly agreed that school managers maintained high levels of answerability, while 16.7% agreed with the same view. At the same time, half (50%) of the respondents strongly agreed and 25% agreed that the practice of answerability by school managers played a positive role in enhancement of equity and equality for all learners.

This implies that the management maintained a reasonable level of answerability in planning and administering the available resources towards attainment of CFS model. The results were consistent with UNESCAP (2009) findings that answerability in management of resources and subsequently commitment to the laid down objectives are necessities in good governance. However the situation on the showed that

The results showed that majority (58.3%) of the chairs of the boards of management sampled strongly agreed and (13.9%) of them agreed that school managers conducted themselves with high levels of transparency. At the same time, majority (61.1%) of the respondents strongly agreed and 19.4% agreed that school managers always exercised high level of transparency in their work. This implied that leaders were committed to acceptable levels of good governance regarding resource management. The results lend credence to the findings by UNGEI (2017), which established that lack of transparency and specialized support in education leadership were a threat to attainment of CFS model. Nyatuka (2015)notes that some situations like not being able to find time from work and home, the negative school experiences of parents, economic problems, low levels of education, teachers' negative attitudes, and the cultural differences between the school and the home prevent the parental involvement and the cooperation.

CONCLUSION AND RECOMMENDATIONS

Summary

The objectives of the study were to examine how integrity practices, inclusiveness practices and resources and commitment to excellence can promote child friendly schools model in lower parts of Embu County. The study found that most of the chairpersons of boards of management consider governance practices being applied in schools as practical in promoting child friendly schools model.

Conclusion

It was thus concluded that integrity practices as characterized by responsibility and truthfulness enhanced equity and fairness as well as acquisition of skills in learners. However, although relatively low, the number of those disagreeing about truthfulness and its effectiveness on promotion of CFS model was notably significant.

In regard to inclusiveness, the study concluded that diversity of learners' needs was not properly addressed. The findings showed that children from diverse cultures, gender, backgrounds and

abilities were not treated equally and fairly in their learning environment. Based on UNICEF (2017) that inclusiveness entails giving learners from disadvantaged groups, those living with disabilities and speakers of minority groups equal opportunity in regular schools, it is clear that the diversities of these groups are not being addressed thus constraining the attainment of CFS model. The study however found that involvement as an aspect of inclusiveness was significant and that it enhanced learners' acquisition of skills. The study concluded that involvement of family and community promoted good relationships between the stakeholders and enhanced positive interactions, thus creating a better learning environment for the best interest of learners

From the findings, it was noted that management of resources and commitment to excellence by school managers promoted CFS model. It was found that school managers exercised reasonably good levels of answerability and reliability in resource management. It was noted that these practices enhanced equity and fairness, thus promoting CFS model. From the findings, it was concluded that leaders' practice of transparency enhanced fairness and acquisition of skills in learners.

Recommendations

It is therefore recommended that the Ministry of Education formulates and organizes relevant governance and management training courses and capacity building programmes for education managers mainly sensitizing on aspects of integrity such as truthfulness.

The study recommended that policy makers in the Ministry of Education should come up with programmes that enhance system awareness towards embracing diversity and utmost inclusiveness

Governance and management training institutes need to conduct continuous training programmes for school managers on various governance practices.

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