

**INFLUENCE OF PRINCIPALS' MANAGEMENT PRACTICES ON
STUDENTS' ADHERENCE TO SAFETY STANDARDS IN PUBLIC
SECONDARY SCHOOLS IN KIKUYU SUB-COUNTY, KENYA**

Soy Jedidah Chepkirui

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DECLARATION

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

Soy Jedidah Chepkirui
E55/82705/2015

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

Dr. Jeremiah M. Kalai
Senior Lecturer
Department of Educational Administration and Planning
University of Nairobi

Mr. Edward Kanori
Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This work is dedicated to my parents Mr. and Mrs. Samuel Soy, my beloved husband Ronald Mitei and children Joy Chelangat and Roy Kiplangat.

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
KEMI	Kenya Education Management Institute
KSSSC	Kenya Secondary School Students Council
MOE	Ministry of Education
NACOSTI	National commission of Science, Technology and Innovation
OSH	Occupational Safety and Health
SCQASO	Sub-County Quality Assurance Office
SPSS	Statistical Package for Social Science
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organizations

ABSTRACT

The purpose of the study was to investigate the influence of principals' management practices on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, Kenya. The objectives that guided the research were; to examine how the school disciplinary measures, principal sensitization of student, mobilisation of resources by the principals and student involvement in decision making influenced student adherence to safety standards. The study was guided by Abraham Maslow's (1943) theory of human needs. The study was carried out using descriptive survey design and data collection done using two sets of questionnaires; one for the principals and HoDs and the other for student leaders. The target population was 17 principals, 17 head of guidance and counselling department and 420 student leaders in public secondary schools in Kikuyu Sub-county. Stratified random sampling was used to sample the student leaders. The study sample comprised of 17 principals, 17 head of guidance and counselling department and 204 student leaders in all public schools in Kikuyu Sub-county. Data analysis was done using descriptive statistical techniques with the aid of computer Statistical Packages for Social science (SPSS) program version 20.0. The findings were presented using frequency tables, percentages and charts. Analysis of variance was used to analyse the first objective while Pearson correlation coefficient was used to analyse data collected on the other three objectives. The highest ANOVA value was on sneaking out of school ($F=1.497$, $P=.227$) while the lowest was on bullying ($F=.070$, $P=.932$). Frequency of sensitization in relation to student adherence to safety standards yielded a positive correlation coefficient. The highest correlation was sensitising students on first aid procedures (0.591) followed by school transport safety (0.540). Also there was positive correlation of 0.229 between adequacy of mobilised funds and students adherence to safety standards. Findings further reveal a strong positive correlation of student involvement in decision making and students' adherence to safety standards. Involving learners when coming up with disciplinary measures yielded the highest correlation coefficient of 0.746. The study then concluded that school disciplinary measures, sensitization, mobilisation of fund and student involvement in decision making influenced student adherence to safety standards. Recommendation from the research is that the school administration should enforce strict discipline, Kenya Education Management Institute (KEMI) should come up with or modify modules for schools administrators which will guide them on sensitisation of learners on safety standards and that school administration and the community should look for more alternative ways of mobilising resources to ensure school safety. Ways such as donor support and alumni support should be explored. Further the Ministry of Education should enforce that school involve students during implementation of safety standards. Due to continued breach of safety standards by students the researcher suggested that; a study should also be carried out on the effectiveness of safety standards in ensuring school safety.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The goals of an education system cannot be met without first creating safe schools where teaching and learning can take place. Therefore, it is the primary duty of a school to safeguard the staff and students in their care. According to Hernandez, Floden, and Bosworth (2010), a safe school is a place free from violence, and represented by an environment where there is no perceived fear with respect to the school or its disciplinary procedures. Hull (2010) provides a management-oriented explanation of school safety, stating that it includes the school's culture and the appropriate training and resources to respond to threats and hazards. Principals should therefore put in place measures to ensure school safety and that students adhere to the school safety policies.

In order to address safety concerns in schools, different countries have come up with different safety measures. In the United States strict disciplinary measures have been adopted in schools to ensure learners follow school safety standards. Rowe and Bendersky (2002) stated that United States has developed zero-tolerance policies which promote prevention of violence and drug abuse in schools. They further noted that students in middle and senior high school who violate rules related to weapons, controlled substances and violence are expelled. However Smit (2010) noted that suspension is a

counterproductive disciplinary tool that makes students to misbehave in future and may only contribute to the broader problem of violence.

Sensitizing and creating awareness among students on school safety has been seen as another way of maintaining school safety. According to European Agency for Safety and Health at Work (2013), in 2000 United Kingdom (UK) adopted a whole-school approach to school safety with an aim of sensitizing learners on school safety. It focuses on developing students' understanding of Occupational Safety and Health (OSH) and its importance by involving learners in hazard spotting and proposing solutions, developing their skills and giving them ownership over school safety rules.

Gagawala (2016), Mburu (2012) and Wepukhulu, (2010) also recognized the importance of sensitizing learners on school safety in Kenyan schools. They noted that sensitization will have a positive influence on learners' adherence to safety guidelines. However, Kirimi (2014) found out that principals do not put emphasis on that sensitization practices that will create awareness and curb risk exposure among learners.

Raby (2012), advocates for genuine student involvement and democratic participation in school. Tikoko and Kiprop (2011), Raby (2012) and Young, Levin and Wallin (2007) all pointed out the importance of student involvement in school administration. They contend that students should not be subjected to school rules but they should be provided with avenues for peaceful expression of their opinions. Sekiwu and Kabanda (2014) stated that collective commitment is positively related to safety and health at school in

Uganda. They noted that the management should involve students in implementation of school health and safety programmes to ensure their adherence.

Sifuna (2000) attributed the existence of strikes and riots in many African secondary schools to lack of communication between layers of school hierarchy. Kimarua (2010) pointed out that dialogue and involvement of students in decision making on matters that affect them makes them own the school policies, since the students will be self-directed and always support the administration. Gagawala (2016) observed that majority of the school managers ignored students in the implementation of safety standards in Kenya.

In 2000, Education Department in South Africa launched an initiative of safe schools project that promotes safety at schools, develops discipline and behaviour codes and provides learners with training and after school safety activities (Rika 2008 as cited in Kirimi, 2014). Despite the efforts made, an investigation done by Leandri (2011) found out that funds are needed to install safety gadgets in schools, put security plan policies and procedures and follow on their adherence.. This is not different in Kenya, Kirimi (2014), Nyakundi (2012) and Omolo and Simatwa (2010) established that inadequate funds hindered implementation of safety standards in Kenyan schools. Therefore there is need for the principals to find ways of mobilizing funds to support the implementation of school safety policies.

The society and authorities are highly concerned on the school safety in public secondary schools (Republic of Kenya, 2008). Otieno (2010) observes that in

the recent past educational institutions have become unsafe grounds for students. According to Mayer (2007), school discipline is a key to school safety. He further noted that simplest rules are the building blocks of school discipline. Disciplinary measures should therefore be put in place to ensure that the students are following school rules and regulation. Kiprop (2012) pointed out that the principals play important role in ensuring that discipline is maintained in school. Principals ensure that discipline is maintained by laying down disciplinary measures and motivating staff and students through their undisputed influence over them.

In 2008, the Kenyan government developed a safety standards manual with an aim of ensuring safe learning environment for children (Republic of Kenya, 2008). The manual outlines the safety requirements in a school so as to ensure safety and health of the learners. Among the key components incorporated in the safety and standard manual are; safety on school grounds, safety in physical infrastructure, health and hygiene safety, safety in school environment, food safety, safety against drug and substance abuse, safe teaching and learning environment, socio-cultural environment of the school, safety of children with special needs/disabilities, safety against child abuse, transportation safety, disaster risk reduction and school community relations (Republic of Kenya, 2008).

The safety manual further stipulates the organization of the school safety program, with the principal being in charge of coordinating all phases of programme implementation to ensure proper implementation of School Safety

policies. Despite the efforts made the school safety situation in Kenya is still wanting. This study therefore sought to investigate the influence of principals' management practices on students' adherence to safety standards in public secondary school in Kikuyu Sub-county, Kenya.

1.2 Statement of the problem

Ideally, schools should be safe and teaching and learning should take place without interruption. Principals are expected to implement the safety guidelines while the students are expected to comply with them. However, the situation in Kenyan schools is different. For example, in 2015 and 2016 Kikuyu Sub-county recorded a number of cases which point out to non-adherence to safety standards. These include; 61 cases of drug and substance abuse, 68 cases of sneaking out of schools and 3 cases of destruction and burning of schools (Kikuyu Sub-county Quality and Assurance Office (SCQASO), 2016).

The Cabinet Secretary of Education blamed the rising arson cases in Kenya on poor management and rising indiscipline cases among students (Ndonga, 2016). However, there is no evidence to support or dispute the sentiments echoed by the Cabinet Secretary especially in Kikuyu Sub-county where the cases have been witnessed. These include a girl's school where six girls sneaked out of schools for several days in July 2015 and a few days later a dormitory at the school was set on fire. The report showed that students were the ones responsible. In another incident in 2017, six students were reported to have been arrested in connection to bullying in a highly placed boys

secondary school. Hence the need to establish the influence of principals' management practices on students' adherence to safety standards in public secondary schools in Kikuyu sub-county, Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of principals' management practices on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, Kenya.

1.4 Objectives of the study

The objectives of the study were as follows:

- (i) To examine the influence of the strictness of school disciplinary measures on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county.
- (ii) To determine the influence of frequency of principals' sensitization of students on safety standards on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county.
- (iii) To establish the influence of adequacy of mobilised financial resources by the principal on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county.
- (iv) To determine the extent to which student involvement in decision making by the administration influence students' adherence to safety standards in public secondary schools in Kikuyu Sub-county.

1.5 Research questions

In order to achieve the research objectives this study was guided by the following questions;

- (i) How do the strictness of disciplinary measures employed by the administration on students who breach school safety policies influence students adherence to safety standards in public secondary schools in Kikuyu Sub-county, Kenya?
- (ii) How does frequency of principals' sensitization of students on safety standards influence students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, Kenya?
- (iii) How do adequacy of mobilized financial resources by the principal influence students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, Kenya?
- (iv) To what extent does student involvement in decision making by the administration influence students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, Kenya?

1.6 Significance of the study

The study is significant as it may assist the Kenya Education Management Institute (KEMI) to come up with or modify in-service courses for school managers on best practices that can enhance student adherence to safety guidelines. Also the researcher believes that the study may give insight to the principals on the importance of school safety and ways that they can use to ensure students adhere to them. The research may create awareness among

students on the safety standards for schools. The research has definitely produced body of knowledge on school safety with facts to educational stakeholders and researchers that can be used as a basis for further research.

1.7 Limitation of the study

The respondents were not willing to open up and share the required information for fear of victimization as far as safety standards in school is concerned. The researcher assured them of confidentiality and that the research was conducted for academic purpose only. The respondents therefore responded to the questionnaires well.

1.8 Delimitation of the study

The study was delimited to public secondary schools in Kikuyu Sub-county in Kiambu County, Kenya. The main respondents were the principals, Head of Guidance and Counselling Departments and the student leaders within the public secondary schools in Kikuyu Sub-county. The study was also delimited to six safety standards namely; safety in physical infrastructure, safety against drug and substance abuse, socio-cultural environment of the school, transportation safety, safety against child abuse and disaster risk reduction.

1.9 Assumptions of the study

The study was conducted with the assumption that the respondents gave their honest responses, and that all secondary schools in Kikuyu Sub-county had the capacity to implement safety standards for schools as outlined in the manual.

1.10 Definition of significant terms

The following are definitions of significant terms as used in the study;

Adherence to safety standards refers to the steady support to the school safety standards as stipulated in school safety standards manual for Kenyan schools by the government.

Disciplinary measures refer to deterrent actions applied to students who breach the safety rules of the school. This may include suspension, detention, expulsion, replacement and Guidance and counselling.

Mobilization of resources refers to the adequacy of the finances marshalled by principals and its support towards students' adherence to safety standards.

Safety refers to the condition of school members being protected from danger, risk or injury.

Safety standards refer to the recommended measures of putting up suitable facilities, policies and rules to ensure safety of the school members. The study will be delimited to six standards as indicated in delimitation of the study.

Students' sensitization refers to the process of making learners aware of importance of adhering to safety standards guidelines as provided in safety manual in Kenya.

Student refers to a child who is enrolled in public secondary schools under study.

Student involvement refers to engagement of students by the administration when coming up with school safety rules and its implementation.

1.11 Organization the study

The study is organized into five chapters. Chapter one introduces the problem under investigation by giving the background of the study, statement of the problem, identifying the objectives and research questions. It also outlines the limitation of the study, delimitations of the study, and then the assumption of the study and how the study was organized.

The second chapter deals with the review of related literature on the concept of school safety and how disciplinary measures, sensitization, financial resources and student involvement influence students' adherence to safety standards. It contains a summary of literature review, theoretical framework and conceptual framework. The third chapter deals with the research methodology, under this the research design, target population, instrument validity; instrument reliability and data analysis procedures were examined. Chapter four consists of data analysis and discussions of findings while chapter five provides summary, conclusions and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprised of literature review on school safety standards guidelines for schools under the following subsections strictness of disciplinary measures employed by the administration on students who breach safety policies, frequency of student sensitization on safety guidelines, adequacy of mobilised financial resources by the principals, and students' involvement in decision making on safety matters. Summary of the study, theoretical framework and conceptual framework was also presented.

2.2 Concept of school safety

Hernandez, Floden, and Bosworth (2010) define a safe school as a place free from violence, and represented by an environment where there is no perceived fear with respect to the school or its disciplinary procedures. According to Hull (2010), school safety is the culture of the school and the ability to respond to threats and hazards through appropriate training and resources. In other words, a safe school is one that it is physically and psycho-socially safe with proper training and adequate resources to respond to threats. Such a school environment has low likelihood of students engaging in activities that can physical, emotional and psychological hurt others.

California Constitution (2009) state that it is the fundamental right of students and staff to engage in teaching and learning process in an environment that is safe and conducive. Basically safety ensures learners get quality education because it ensures continuity of the learning process without disruption, harm and danger. Eliason and Frank (2002) noted that the major problems faced by schools are; fighting, theft of property, gangsterism, physical violence and vandalism, and rape. However, Donson and Wyngaard (2003) pointed out that quite number of the reported insecurity cases in schools is intentional.

It is therefore imperative for school authorities to fully implement safety standards in schools in order to minimise insecurity. School safety standard guidelines is therefore key as it enables awareness among the school administrators on acceptable actions in ensuring schools are safe.

2.3 Strictness of disciplinary measures and student adherence to safety standards

The problem of indiscipline could manifest itself in the following ways truancy, vandalism, disobedience, smoking, delinquency, intimidation, murder, assault, theft rape, and general violence (De Wet, 2003). If a school experiences any of these problems then its safety will be in question. According to Day and Golench (1995), school administrators have an important responsibility of ensuring that the school environment is conducive for learning. Corporal punishment which was in the past seen as the most effective way of disciplining students has been prohibited by International Instruments. These include the African Charter on the Rights and Welfare of

the Child (ACRWC) of 1990 and the United Nations convention on the Rights of the child (UNCRC) of 1979. Kubeka (2004) and, Maphosa and Shumba (2010) argue that in the absence of corporal punishment, educators have a feeling of lack of ability to ensure that discipline is maintained in schools hence the increasing cases of insecurity in schools.

Different countries have come up with alternative ways of ensuring discipline among students. United States have developed zero-tolerance policies which promote prevention of violence and drug abuse in school (Rowe and Bendersky, 2002). Stewart (2004) noted that out of school suspension is used in United States of America (USA) for serious misconducts such as drug possession, the carrying of illegal weapons, poor attendance and truancy. However Smit (2010) and Alex (2013) noted that suspension is a counterproductive disciplinary tool that makes students to misbehave in future and may only contribute to the broader problem of violence.

Maphosa and Mammen (2011) pointed out the following forms of indiscipline in South Africa; vandalizing school property, substance abuse, verbal attacks of teachers and sexual harassment. They then concluded that the indiscipline cases were indeed a safety threat to learners and those disciplinary measures are important in ensuring their safety. Marais and Meier (2010) suggested that teachers blame the banning of corporal punishment in schools to the growing cases of indiscipline cases in school.

According to Kirui, Mbugua and Sang (2011), majority of principals indicated that insecurity in schools is majorly caused by indiscipline cases among

students with drug abuse being the major indiscipline case. These findings points out on the need for the principal to address the issue of indiscipline through coming up with appropriate disciplinary measures so as to ensure schools are safe. Cheloti (2013) in his study found out that principals have embraced guidance and counselling in their schools. He further pointed out expulsion of students on notorious cases as another strategy of dealing with cases of drug abuse.

2.4 Frequency of student sensitization and their adherence to safety standards

Sensitizing and creating awareness among students on school safety has been seen as one of the ways of maintaining school safety. According to European Agency for Safety and Health at Work (2013), in 2000 UK adopted a whole-school approach to school safety with an aim of sensitizing learners on school safety. The whole-school approach focuses on all aspects of school; the teachers, the learners, the parent, the curriculum and what happens during the day when at school.

National school safety guidelines for India emphasizes on capacity development of all stakeholders, (Government of India, 2016). It point out on the need for general sensitization of students through training them on safety standards. The training is seen as necessary for preparation and regular up-dation of school level disaster management as well as effective execution in case the need arises.

An investigation done by Leandri (2011) on safety and security measures at secondary schools in Tswane South Africa revealed that emergency plans, security plans and policies, and procedures at a school form a crucial part of the security as a whole. He found out that majority of the students and teachers were not well conversant with the written safety measures. He then recommended the establishment and implementation of safety policies and procedures in specific organizations which outlines how things should be done.

According to Mburu (2012) and Wepukhulu (2010), training and sensitization of students is key in the successful implementation of school safety standards. They pointed out that conducting of fire drills, training on first aid and regular awareness creation on drugs, health education and life skills will make the learners assertive and equip them with skills for use within the school and for posterity. The training may also give an upper hand to the students in terms of psychological preparedness and knowledge on handling and management of safety incidences.

According to Kirimi (2014), majority of the principals fulfil their role in educating learners so as to ensure security is enhanced in their schools. However she pointed out that the majority of the principals (54.6%) less often educate students on safety guidelines. These findings reveal that though majority of the principals sensitize learners on safety guidelines, they do not emphasis on the practice that would create awareness and curb risk exposure among students. Gagawala (2016) found out that 46.3 percent of the learners

were not aware at all of the safety requirement in the school. This could be attributed to the rising cases of students engaging in activities that jeopardise school safety.

2.5 Adequacy of mobilised financial resources and students' adherence to safety standards

According to Leandri (2011), financial resources are imperative in ensuring school safety. In his study he found out that funds are needed to install safety gadgets in schools, put security plan policies and procedures and follow on their adherence. In Uganda school fire disasters have been blamed on the lack of regular inspection by the Directorate of Education Standards. However Ssenkabirwa (2012) noted that the Ministry of Education (MOE) reported that effective inspection was not carried out due to departmental workload and insufficient resources. The failure to undertake regular inspection as required due to financial constraints points out the need for more resources to be mobilised if implementation of safety and security guidelines is to be realised.

Gagawala (2016), Kirimi (2014), Nyakundi (2012), Omolo and Simatwa (2010) and Wainaina (2012) established that inadequate funds hindered implementation of safety standards in schools. This is because most safety tools and facilities need funds. Gagawala (2016) pointed out that financial resources are needed for training of principals, teachers and students on school safety. However Creswell and Newman (1993) negates this and pointed out that school safety programmes financially speaking are not costly, they do demand a vision, organization, leadership and cooperation.

According to Kirimi (2014) and Mburu (2012), school administration allocates funds to cater for safety needs in their schools. However Kirimi (2014) established that despite the fact that majority of the principals and BOM members (81.8%) and (88.9%) respectively mobilize financial resources to cater for safety needs, most schools (45.4%) allocate ten to thirty thousand shillings to cater for safety needs which is not enough to cater for all safety guidelines requirements. This implies that more need to be done in terms of mobilising funds and in budgetary allocation to cater for safety needs of the schools.

2.6 Student involvement and their adherence to safety standards

The involvement of key school stakeholders especially students in decision making is crucial in attaining an enabling teaching and learning environment in secondary schools (Duze, 2007). According to United Nations Educational, Scientific and Cultural Organizations (UNESCO) (2004), no school could succeed without involving students' leaders in some of the decision making process even in the implementation of school safety standards. Huddleston (2007) viewed indiscipline as a direct result of failure of authorities to involve students in decision making. Indiscipline manifests in ways that compromise school safety (De Wet, 2003).

The existence of strikes and riots in many African secondary schools is the problem of lack of communication between layers of school hierarchy, (Sifuna, 2000). This has led to the pressing need for inclusion of students to a greater extent in decision making on matters of school safety in secondary

schools in Kenya due to the frequent occurrences of student unrests in education sector (Kindiki, 2009). The Ministry of Education in Kenya then formed the Kenya Secondary School Student Council (KSSSC) in 2009 with the aim of making secondary school administration more participatory.

According to Tikoko and Kiprop (2011), students are recipients of final decisions thus, recommendations made by students may be very constructive and if approached in the right manner will work positively. This suggests that if students are given the opportunity to make decisions in regard to safety of the school, both educators and students will get a chance to solve safety issues that arise together. However the situation in Kenya is wanting, Gagawala (2016) noted that schools' management do not involve the majority of students at all in implementing the required safety standards. This could definitely hamper students' adherence to safety standards in schools.

2.7 Summary of the literature review

From the foregoing discussion, it is clear that all over the world there is concern for school safety. Kirui et al (2011) noted that discipline have a positive influence on school safety. Leandri (2011) found out that ineffective measures were employed on students who go against safety policies like those who vandalise school property. Kirimi (2014) observed that suspension, expulsion and repaying back school property were some of the ways of disciplining students who vandalise school property. Gagawala (2016) and Mburu (2012) agreed that learners should be sensitized on safety standards guidelines. Gagawala (2016), Kirimi (2014), Nyakundi (2012), Omolo and

Simatwa (2010) and Wainaina (2012) all agreed that inadequate funds were possible constraints in the implementation of safety standards. UNESCO (2004) and Huddleston (2007) pointed out the importance of students' involvement in upholding school safety. However, Gagawala (2016) observed that most administrators do not involve students in implementation of school safety programmes. Despite the fact that the factors that have safety have been looked at, the available literature did not look at how principal can explore the factors through practice in order to ensure that students adhere to safety standards as they are the major players in ensuring school safety. This study therefore filled the gap by investigating the influence of principals' management practices on students' adherence to safety standards in Kikuyu Sub-county, Kenya.

2.8 Theoretical framework

This study was guided by Abraham Maslow's (1943) theory of human needs in Okumbe, (2007). The Maslow's hierarchy of needs theory is based on hierarchical model with a triangular shape. The basic needs which include physiological and safety needs are at the bottom of triangle whereas the higher needs which include love, esteem and self-actualization needs are at the top of triangle.

Maslow's theory of motivation states that when a lower need is satisfied, the next highest become dominant and the individual attention is turned to satisfying this higher need (Armstrong, 2006). Armstrong (2006) further observes that in psychological development people move up the hierarchy of

needs, although not in a straight forward progression and that the lower need still exists even if temporarily dormant as motivators, and individuals constantly return to previously satisfied needs. Wabba and Bridwell (1973) criticize Maslow's theory saying that even though there exist universal human needs, they are not in hierarchical manner. Despite the criticism, Maslow's theory is important in analysing students need in order to ensure they get the most from educational institution.

Maslow's theory therefore formed an important base for the study because it identifies safety needs as motivators to all human being. Maslow's theory proposes that when children feel safe and protected within and around their environments they are motivated to maximize their potential and move towards self-actualization.

2.9 Conceptual framework

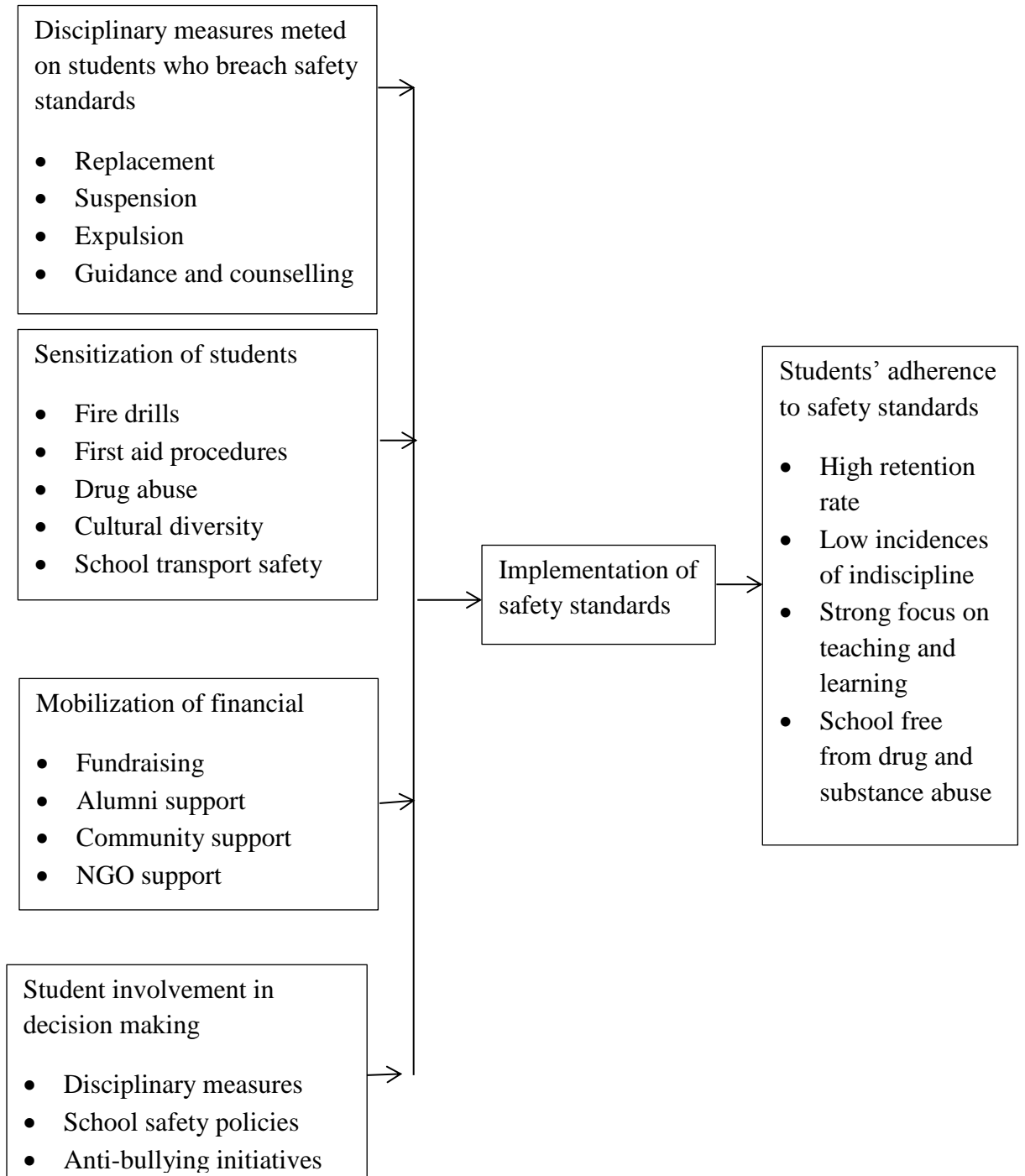


Fig 2.1: Interrelationship between principal practices and students' adherence to safety standards

The conceptual framework in figure 2.1, illustrates the four variables which influence students' adherence to safety standards in secondary schools. They include disciplinary measures, students' sensitization, mobilization of financial resources and student involvement in decision making. The process involves the implementation of safety standards in secondary schools. The output yields students adherence to safety guideline with indicators such as high retention rate, low incidences of indiscipline, strong focus on teaching and learning and school free from drug and substance abuse.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter detailed an outline of how the study was carried out. It describes the research design, target population, sampling techniques and sample size, research instruments, validity and reliability of the research instruments, data collection procedure, analysis technique and ethical consideration.

3.2 Research design

Descriptive survey design was adopted as a method of inquiry in the research project. The design was appropriate for the study since it guided detailed examination of the principal practices influencing students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, Kenya. This is in line with Mugenda and Mugenda (2003) observation that surveys are excellent vehicles for collecting original data for the purpose of studying the perceptions, attitudes and behaviour of a very large population.

3.3 Target population

Mugenda and Mugenda (2003) referred to target population as the total number of respondents earmarked to provide data for a given study. The target population included all the 17 principals, 17 Heads of Guidance and Counselling department and all student leaders from 17 public secondary schools in Kikuyu Sub-county. There are approximately 420 student leaders in

public secondary schools in Kikuyu Sub-county. The student leaders represent students in school administration. The target population was therefore 437.

3.4 Sample size and sampling procedure

A sample is a small group obtained from the accessible population (Mugenda & Mugenda, 2003). The principals and student leaders are the actual respondents of the study.

Table 3.1 Target population and Sample size in the study

Respondents	Target population	Sample
Principals	17	17
Heads of guidance and counselling	17	17
Student leaders	204	420
Total	454	255

All the 17 principals and 17 HoDs Guidance and Counselling department were selected for the study. This was informed by Krejcie and Morgan (1970) who suggested that where researcher is devising a sample from a wider population of 30 or fewer then it is advisable to include the whole wider population as a sample. Purposive sampling was used to select 12 student leaders from each school drawn from form three and four. The 12 student leaders were then picked using simple random sampling from form three and form four. This made up 204 student leaders who were sampled for the study. This satisfied Krejcie and Morgan (1970) sampling table. This was because student leaders represents students in administration of the school, and form threes' and fours'

are more conditioned to the school system hence they will provide reliable information

3.5 Research instruments

The researcher used questionnaires as the main instrument of data collection. Two sets of questionnaires were designed and it covered all the study objectives that ensured collection of adequate data. A questionnaire was designed for both the principals and heads of guidance and counselling department. Another questionnaire was designed for student leaders. Each of the questionnaires had two sections. Section A collected background information of the respondents while section B collected information on the research objectives. According to Orodho (2009), questionnaire collects large amount of information within a reasonably short time, ensures anonymity, permit use of standardized questions and have uniform procedures and are easy to complete. The instruments had both open and closed ended item.

3.6 Validity of research instrument

The instruments that was used to collect data were validated to ensure that they measured what they were purported to measure. Discussions with the supervisors were done in order to establish the content validity. This is in line with Mugenda and Mugenda (2003) who recommended the use of professionals or experts in the particular field to access content validity of the instruments. Mugenda and Mugenda (2003) also recommended the piloting of questionnaire using 1-10 percent of the sample. Therefore piloting of the

questionnaires was done where two schools were picked from sub-county to test for validity.

3.7 Reliability of the instrument

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent result or data after repeated trials. The researcher used the test-retest technique to test the reliability of the instruments, (Mugenda and Mugenda, 2003). The outcome of the test was correlated by calculating correlation co-efficient using Pearson's product moment formula so as to establish the degree of consistency. Pearson correlation co-efficient is given by;

$$R = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum X)^2\} \cdot \{N\sum y^2 - (\sum y)^2\}}}$$
 where; X= scores from the first test, Y= scores from the second test and N= number of respondents

The value of r lies between ± 1 , the closer the value to ± 1 the stronger the congruence. Orodho (2009) asserts that a reliability of 0.7 and above qualify an instrument to be used in a study. Hence if a coefficient of about 0.7 is found then it will be high enough to judge the reliability of the instrument but if it will be less than 0.7 the instrument will be revised to enhance its reliability. Therefore for this study the instrument's reliability yielded a correlation coefficient of 0.876 which was quite reliable for the study.

3.8 Data collection procedures

The researcher first obtained an introductory letter from the University. A research permit was then sought from the National commission for Science, Technology and Innovation (NACOSTI). With the permit the researcher the

researcher made a courtesy call to Kiambu County Director of Education and Kiambu County Commissioner. The Kiambu County Director of Education issued a clearance letter to visit schools under study. The researcher then made visit schedule where consent from school principals was sought in order to carry out research in their schools. The researcher then administered the questionnaire in person to the participants and collected them as agreed with the respondents for data analysis.

3.9 Data analysis techniques

The data analysis was done by first by checking the number of the questionnaires that were returned. Questionnaires were then sorted, edited, coded and cleaned to ensure accuracy, usefulness and completeness. The data obtained was grouped according to different research objectives. The findings were presented in frequency tables and charts. The first research question was analysed using analysis of variance while the other three were analysed using Pearson correlation. Data were computed using Statistical Package for Social Science (SPSS) version 20.0 due to their accuracy and speed of processing.

3.10 Ethical consideration

This research dealt with people hence the need to put ethical issues into consideration. The researcher visited the principals of the sampled schools to establish rapport and made the research intention known to the respondents. The principals were then issued with an introductory letter. The respondents' confidentiality was guaranteed; for instance, names of the respondent were not disclosed anywhere in the questionnaire.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents and analyses the findings on the influence of principals' management practices on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, Kenya. The findings are based on the four research objectives set;

- (i) To examine the influence of strictness of school disciplinary measures on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county.
- (ii) To determine the influence of frequency of principals' sensitization of students on safety standards on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county.
- (iii) To establish the influence of adequacy of mobilised financial resources by the principal on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county.
- (iv) To determine the extent to which student involvement in decision making by the administration influence students' adherence to safety standards in public secondary schools in Kikuyu Sub-county.

Data were collected using two sets of questionnaires, appendix I for the principals and HODs and appendix II for student leaders. Collected data were compiled into frequencies and percentages, and then presented in tables and

figures. First objective was analysed using ANOVA while the other three were analysed using Pearson correlation coefficient. Data were analysed by using Statistical Package for Social Sciences (SPSS) computer programme version 20.0.

4.2 Instrument return rate

The study was conducted using a sample of 204 student leaders, 17 principals and 17 head of Guidance and Counselling department. Therefore 238 questionnaires were administered.

Table 4.1

Instrument return rate

Questionnaire	Issued	Returned	Returned rate
Principals	17	12	70.60
HOD (Guidance & Counselling)	17	13	76.50
Student leaders	204	164	80.4
Total	238	189	79.4

The study had forecasted to have all the questionnaires returned but a total of 189 were collected. This represents an average response rate of 79.4 percent. This response rate is sufficient and suitable for analysis as it conforms to the argument by Mugenda and Mugenda (2003) that 70 percent response rate and over is considered excellent. Some questionnaires were not obtained back from the principals and HoDs because of their busy schedule. After the

researcher revisited the schools four times the respondents did not give back the questionnaires. Also three schools did not allow the researcher to give the questionnaires personally to the student leaders, this led to less questionnaires returned back by the assisting teacher.

4.3 Demographic data of respondents

Background information was sought from the respondents to give an insight on the respondents' characteristics. These included gender, type of school and school category of the respondents. Student leaders were also required to state their leadership role in school. The demographic data of the respondents were presented using frequencies and charts in the following subsection.

4.3.1 Distribution of respondents by gender

The study analysed the gender representation of all respondents. This enabled the researcher to identify the number of each group of respondents who participated in the study by gender. According to Buto (2002) as cited by Cheloti (2013) female principals believe in dialoguing whenever a problem arose in the school. This could mean that female principals involve learners in school administration which could enhance adherence to safety standards. The data of on distribution of principals and HODs by gender is presented in Table 4.2.

Table 4.2

Distribution of Principals and HODs by gender

Gender	Principals		HODs	
	Frequency	Percentage	Frequency	Percentage
Male	6	50.0	3	23.10
Female	6	50.0	10	76.90
Total	12	100	13	100

The finding from table 4.2 shows that there equal number of male and female principals in the study population. This shows that female teachers have not been left out in the administrative positions in schools. On the other hand the majority of head of Guidance and Counselling department are female teachers at 76.9 percent, while 23.1 percent are male. This means that boys do not have enough male guidance and counselling teachers hence may engage in indiscipline activities that may breach the safety standards in school. This is due the fact that out of the 17 schools in Kikuyu sub-county 11 are mixed school and nine of the mixed schools had female HODs.

The student leaders were also asked to indicate their gender and responses were represented in the Figure 4.1

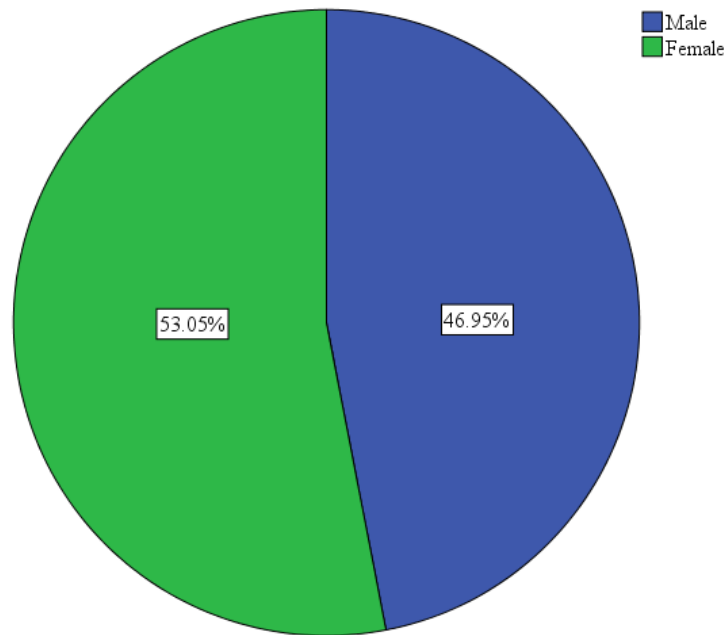


Figure 4.1

Distribution of student leaders by gender

From figure 4.1, 53.05 percent of students leaders are female while 46.95 percent are male. This can be attributed to the fact that there are more girls schools compared to boys schools in the sub-county. However there is relatively equal representation of both genders therefore research questions reflected the opinion of both genders.

4.3.2 Distribution of respondents by school type

According to Buckley (2007) girls are fairly conservative while boys are more aggressive and exploratory. This could imply that girls adhere to safety standards in schools as opposed to boys. Imbosa (2002) found that principals in boys' schools used more aggressive strategies like punishment and

suspension to curb indiscipline behaviour such as drug abuse. This could also point out to the difference in level of students' adherence to safety standards. The researcher therefore requested the respondents to indicate their school type.

Table 4.3

Distribution of principals and HODs by school type

Type of school	Principals		HODs	
	Frequency	Percent	Frequency	Percent
Mixed	8	66.7	9	69.2
Boys	1	8.3	3	23.1
Girls	3	25.0	1	7.7
Total	12	100.0	13	100

From Table 4.3 the majority of principals (66.7%) and HODs (69.2%) are from mixed secondary school. This is due to the fact that 64.7 percent are mixed schools in Kikuyu Sub-county. The student leaders were asked to indicate their school type. Table 4.4 shows the distribution of student leaders by school type.

Table 4.4

Distribution of students by school type

School type	Frequency	Percent
Mixed	104	63.4
Boys	26	15.9
Girls	34	20.7
Total	164	100.0

From Table 4.4 majority of student leaders (63.4 %) are from mixed secondary school. School factors such as the school category and type; whether it is boys only, girls or mixed school have an impact on principal management practices and students' behaviour.

4.3.3 Distribution of respondents by school category

Eshiwani (1993) stated that the school category has an impact on students' discipline and performance and that some National and provincial schools performed well academically due to high discipline. Student discipline is one of the key indicators to students' adherence to safety standards. The researcher therefore sought to find out the distribution of all the respondents by the school category. The responses were then analysed and presented in table and graphs. The student leaders were requested to indicate their school category and responses were represented in Figure 4.2.

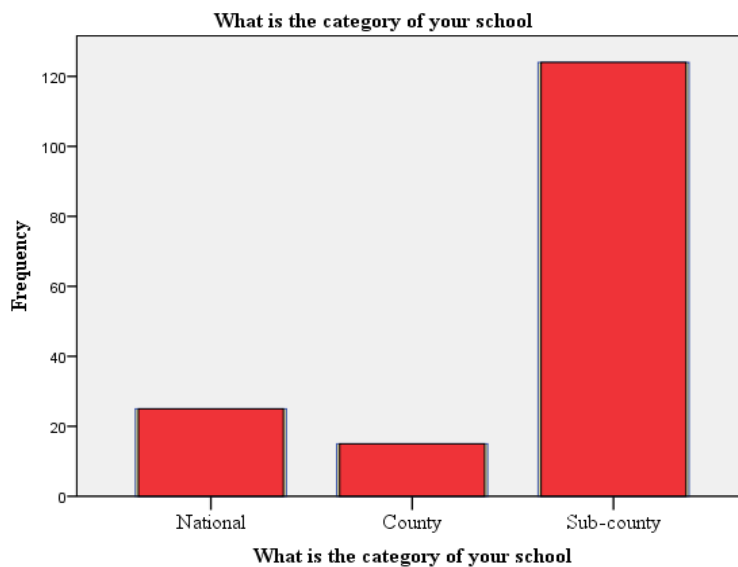


Figure 4.2: Distribution of students by school category

From figure 4.2, 124 of 164 student leaders which represent 75.6 percent are from sub-county secondary school. This is due to the fact that majority of schools in Kikuyu Sub-county are sub-county schools. The category of school may influence the adherence to the safety standards due to factors such as, adequacy of finances, disciplinary measures used, degree of student involvement and sensitization on safety standards.

Principals and HODs were requested to indicate their school category. Table 4.5 shows the distribution of school principals and HODs by school category.

Table 4.5

Distribution of principals and HODs by school category

School category	Principals		HODs	
	Frequency	Percent	Frequency	Percentage
National	1	8.3	1	7.7
County	1	8.3	2	15.4
Sub-County	10	83.3	10	76.9
Total	12	100.0	13	100

From Table 4.5 the majority of the principals (83.3 %) come from sub-county schools. Similarly, majority of HODs (76.92 %) come from sub-county schools. This is due to the fact that 13 out of 17 schools in Kikuyu Sub-county are sub-county schools.

4.3.4 Distribution of respondents by school type

Students in day schools are more open to external influence than their counterparts in boarding schools (Kaguthi, 2004). This could reflect the status of school safety in schools. The researcher bore in mind the fact that school type may be characterised by difference in availability of fund and disciplinary issues faced by school administration. It also may reflect of different degree of student sensitization and involvement. Respondents were therefore requested to indicate the type of their school. The responses from the principals were tabulated in Table 4.6.

Table 4.6

Distribution of principals and HODs by school type

School type	Principals		HODs	
	Frequency	Percent	Frequency	Percent
Boarding	3	25	4	30.8
Day	8	66.7	8	61.5
Day & Boarding	1	8.3	1	7.7
Total	12	100	13	100

Majority of principals (66.7%) are from day school while 25 percent and 8.3 percent are from boarding and mixed (Boarding and day) schools respectively. This is due to the fact that 13 out of 17 schools in kikuyu Sub-county are day schools. Also majority of the HODs (61.5%) are from day school. The

students were also requested to indicate their school type and results were tabulated in Table 4.7.

Table 4.7

Distribution of student leaders by school type

School type	Frequency	Percent
Boarding	49	29.9
Day	92	56.1
Day & Boarding	23	14
Total	164	100

From the Table 4.7 most of student leaders (56%) in Kikuyu Sub-county come from day school. Day school are normally characterised by inadequate resources and indiscipline cases therefore were in a position to answer the research objectives.

4.3.5 Roles assigned to student leaders

The researcher further sought to find the roles the student leaders were assigned. The researcher sampled student leaders from form three and four. The responses of student leaders were tabulated Table 4.8.

Table 4.8

Roles assigned to student leaders

Leadership role	Freque ncy	Percent
School captain	50	30.5
Entertainment prefect	9	5.5
Class prefect	61	37.2
Environment prefect	21	12.8
Laboratory prefect	7	4.3
Games captain	8	4.9
Library leader	2	1.2
Dormitory prefect	6	3.7
Total	164	100.0

Table 4.8 shows that most of the student leaders (37.3 %) were class student leaders while 30.5 percent were school captains. School captains keep the administration informed on any breach of safety rules by the students in school. These findings imply that the student leaders were in a position to respond to matters regarding schools safety standards since they are assigned responsibilities that keeps them in close contact with the daily school happenings.

4.4 Strictness of disciplinary measures and student adherence to safety standards

To establish whether schools had put up disciplinary measures to curb indiscipline cases to ensure school safety, the researcher asked the principals and Head of Guidance and counselling department to indicate the disciplinary measure they used to curb different indiscipline case in school to ensure adherence to school safety standards. The respondents indicated that they used expulsion, suspension, replacement and Guidance and counselling as disciplinary measures in school. The researcher then categorised them into three; highly strict, strict or not strict. The responses were tabulated in Table 4.9.

Table 4.9

Principal and HODs responses on disciplinary measures taken on students on the stated offence

	Very strict		Strict		Not strict	
	Frequency	%	Frequency	%	Frequency	%
Destruction of school property	0	0	25	100.0	0	0
Drug and substance abuse	0	0	3	12.0	22	88.0
Sneaking	1	4.0	16	64.0	8	32.0
Bullying	3	12.0	7	28.0	15	6.0
Sexual Harassment	0	0	7	28.0	18	72

The study finding shows that majority of principals take up strict measures to curb indiscipline cases. These findings are in line with Kirimi (2014) who indicated that the school administration takes up strict measures to curb indiscipline cases in school. Strict measures included; replacement, suspension and buying of barbed wire by the students on the indiscipline cases. Also few principals and HODs indicated that highly strict measures such as expulsion were used to curb sneaking and bullying in school. A number of respondents also indicated that the administration was not strict in curbing some of the cases as they were using guidance and counselling. The researcher further sought to establish from students whether the said offences were happening in school. Table 4.10 tabulated the responses from the students

Table 4.10

Student response on offences witnessed on non-adherence to safety standards

Offence	Yes		No	
	Frequency	Percent	Frequency	Percent
Destruction of property	108	65.9	56	34.1
Drug and substance abuse	87	53.0	77	47
Bullying	52	31.7	112	68.3
Sneaking	94	57.3	70	42.7
Sexual abuse	18	11.0	146	89.0
Total	358	100	461	100

From the study findings majority of the student leaders 65.9 percent indicated that learners in their schools destroy school property. The findings indicated

that the offences are happening in school however some student leaders indicated that they have not witnessed the said offence in their schools with 89.02 percent indicating that they have not witnessed sexual abuse in their school. To further check on the occurrence of indiscipline cases in school the principals and the HODs were asked to state how often the cases happen in their school. The responses of the principals were tabulated in Table 4.11.

Table 4.11

Principal and HoDs responses on occurrence of indiscipline cases related to non-adherence to safety standards in their school

Offence	Principals						HoDs Guidance & Counselling					
	common		Rare		Never		common		Rare		Never	
	F	%	F	%	F	%	F	%	F	%	F	%
Destruction of school property	2	16.7%	6	50%	4	33.3%	5	38.5%	0	0%	8	61.5%
Drug and substance abuse	5	41.7%	7	58.3	0	0%	9	46.2%	4	30.8%	0	0%
Sneaking out of school	1	8.3%	8	67.7%	3	25%	2	15.4%	5	38.5%	6	46.2%
Bullying	1	8.3%	5	41.7%	6	50%	0	0%	3	23.1%	10	76.9%
Sexual abuse	0	0%	3	25%	9	75%	0	0%	3	23.1%	10	76.9%

Table 4.11 shows that the most of the principals (41.7%) indicated that drug and substance abuse commonly occur in school while 58.3 percent said it rarely occur. This can be due to the fact that majority of the schools 13 out of

17 are day school and they can easily access the drugs. However from Table 4.9 17 out of 25 principals together with HODs indicated that they are not strict when dealing with the offence. Therefore it can be concluded that the offence happen due to the disciplinary measure being used by the administration.

In Table 4.15 majority of students indicated that they have been trained in drug abuse. This therefore means that despite the effort made by administration to sensitise students on drug abuse more need to be done. For instance the administration could also involve the parents and community to curb the menace. The fact that majority of schools are days schools there is need for the community support to prevent students from accessing drugs. According to Wanyama(2000) the major sources of drugs amongst students in schools are slums around school set up, touts and street boys. Therefore parents and the community as a whole can best take care of students from accessing drug when they are out of school.

Sexual abuse and bullying rarely occur in school as 75 percent and 50 percent indicated that sexual abuse and bullying has not been reported in school respectively. Three schools indicated that they use highly strict measure to deal with bullying in their school. The HODs responses on occurrence of indiscipline cases in school were tabulated in Table 4.12.

Table 4.11 further shows that most HODs (46.2%) indicated that drug and substance abuse is common in schools. Sexual abuse and bullying rarely occur as 76.9 percent and 76.9 percent of HODs indicated that the offence has not occur in their school respectively. Destruction of school property was rare as

61.5 percent of HODs said the offence has not been witnessed. This can be attributed that all school use strict measures to deal with students who destroy school property. There is difference in responses between the principals and HoDs in the issue of destruction of school property. This may be because principals are the ones who deal with that can of indiscipline and therefore the HoDs may not have full information on it;

To test how the school disciplinary measures influence students' adherence to safety standards Pearson correlation coefficient was computed and this has been shown in Table 4.12.

Table 4.12

ANOVA on disciplinary measures and student adherence to safety standards

	Sum of squares	Df	Mean Square	F	Sig
Destruction of school property	.103	1	.103	.454	.501
Drug and substance abuse	6.497	2	3.248	1.155	.318
Sneaking out of school	.732	2	.366	1.497	.227
Bullying	.031	2	.015	.070	.932
Sexual harassment	1.543	2	.771	.299	.742

Table 4.12 shows that there was a statistically significant difference between groups as determined by one-way ANOVA ($F= 1.497$, $p=.227$), ($F= 1.155$, $p=.318$) for sneaking out of school and drug abuse respectively. The most insignificant difference registered was for bullying as ANOVA result show ($F=.070$ $p=.932$). However the p values are greater than 0.05 ($p>0.05$) therefore it implies that strictness of disciplinary do not necessary influence students' adherence to safety standards. External factors may come to consideration. For example sneaking out of school could be as a result of what the students want to explore from outside the school and may not care whether the disciplinary measure is strict or not. For drug and substance abuse the administration should focus more on preventing the access rather than focusing on disciplinary measures. These findings is in agreement with Wanyama (2000) who suggested that students should be prevented from accessing drugs by involving parents and community to curb the menace. This implies that the disciplinary measures used may not influence students' adherence to safety standards.

4.5 Student sensitization and their adherence to safety standards

In order to ensure full implementation of safety standards in schools the principals are given the mandate to ensure all stakeholders are aware of all the safety requirements in schools (Republic of Kenya, 2008). Students being the majority players in a school setup it is therefore imperative to sensitise them on safety standards. In objective II the researcher was interested in determining how principals' sensitization of students on safety standards influence students' adherence to safety standards. The principals and HODs were asked to indicate how often do they sensitize students in different aspects

of safety standards and their responses cross tabulated with level of agreement to students' adherence to safety standards.

Table 4.13

Cross tabulation of sensitisation of students and students' adherence to safety standards

Frequency of sensitisation		Adherence to safety standards					Total
		Strongly disagree	Disagree	undecided	Agree	Strongly agree	
Dangers of fire	Never	1	8	2	3	1	15
	Rare	2	4	2	1	1	10
	Total	3	12	4	4	2	25
First aid procedures	Never	1	5	1	1	1	9
	Rare	2	7	3	3	1	16
	Total	3	12	4	4	2	25
Fire drills	Never	1	11	4	4	2	22
	Rare	2	1	0	0	0	3
	Total	3	12	4	4	2	25
Drug abuse	Never	1	3	1	0	0	5
	Rare	1	2	0	0	0	3
	Often	1	4	3	2	2	12
	Very often	0	3	0	2	0	5
	Total	3	12	4	4	2	25
Cultural diversity	Never	2	4	0	0	0	6
	Rare	1	8	4	4	2	19
	Total	3	12	4	4	2	25
Child abuse	Never	2	6	1	1	0	10
	Rare	1	6	3	3	2	15
	Total	3	12	4	4	2	25
School transport safety	Never	3	10	1	2	0	16
	Rare	0	2	3	2	2	9
	Total	3	12	4	4	2	25

From Table 4.13 majority of the principals and HoDs 15(60%) disagreed and strongly disagreed that students are adhering to safety. This could be attributed to the fact that from the Table 4.14 majority stated to have never sensitised learners in most of the aspects of safety standards. According to the safety standards for schools (2008), school administration is expected to implement disaster risk reduction as one of the safety standards. This is done through sensitisation of students among other stakeholders on aspects such as danger of fire, first aid procedure and fire drills to ensure their adherence to safety standards. However from the finding in Table 4.13 15(60%) of the respondents admit that they have never sensitise learners on dangers of fire and 10(40%) said they rarely do so. If the students do not fully understand the dangers of fire they can easily engage in school arson as witnessed in Kenyan schools in 2016.

On the aspect of first aid procedure 16(64%) of the respondents admitted that they rarely sensitise learners on this aspect while 9(36%) said they have never done so. This implies that in case of an emergency majority of the learner will not be able to handle the situation well and thus may not adhere to safety standards to ensure reduction of safety risks. Further findings indicate that 22(88%) of the respondents indicated that they have never sensitised learners on fire drills. This is despite the fact that it is a requirement of the school administration to conduct fire drills at least once a month to ensure learners adhere to safety standards in case of fire outbreak (Republic of Kenya, 2008). These findings agree with Omolo et al (2010) and Nyakundi (2012) who found out that majority of the schools do not undertake fire drills. This may mean

that more casualties may be reported in case of school fire outbreak because learners may not be able to escape safety.

Table 4.14 further shows great effort from the administration on tackling the issue of drug and substance abuse in schools. Majority of the respondents (68%) indicated to have often and very often sensitised learners on drug and substance abuse. However from Table 4.11 quite number of respondents (41.7%) indicated that drug abuse commonly occur in schools. Therefore perhaps all parents and school community needs to be involved to tackle the menace given majority of the schools are days schools and can easily access drugs (Wanyama, 2000).

Further findings show that 19(76%) of the respondents rarely sensitise learners on cultural diversity. According to safety standards manual (2008), learners should be taught to respect one another. This cannot be achieved if learners are not sensitised on cultural diversity. Learners need to learn and appreciate other people culture for mutual coexistence. Muthiani (2016) found out that quite a number of respondents disagreed that diversity is acknowledged, accepted and respected. Therefore this could be attributed to the study findings that majority of schools do not sensitise learners on cultural diversity.

On the aspect of child abuse 10(40%) respondents indicated that they have never sensitised students on child abuse while 15(60%) admitted that they rarely do so. This is despite the fact that child abuse is among the key issues which led to the development of safety standards manual for school (Republic of Kenya, 2008). If the learners are not sensitised on child abuse then some

may not even report the cases to their teachers thus, hampering the implementation of safety against child abuse which is one of the safety standards stipulated in safety manuals for schools.

Transport safety is one of the safety standards in safety standards manual for schools. It is a requirement for school administration to ensure learners are conversant with the basic road safety rules (Republic of Kenya, 2008). However from the study findings majority of the respondents 16(64%) indicated that they have never sensitised learners in school transport safety. This implies that students may not be aware of the basic road safety rules and therefore non-adherence to the transport safety standards by the students.

Students were also asked to indicate whether they have been sensitised on issues concerning school safety and their responses is tabulated in Table 4.15.

Table 4.14

Student responses on student sensitization

Sensitization on	Yes		No	
	Frequency	Percent	Frequency	Percent
Dangers of fire	65	39.6%	99	60.4%
First aid procedures	96	58.5%	68	41.5%
Fire drills	41	25%	123	75%
Drug abuse	135	82.5%	29	17.7%
Cultural diversity	67	40.9%	97	59.1%
Child abuse	90	54.9%	74	45.1%
School transport safety	74	45.1%	90	54.9%

The responses of the students in Table 4.14 show a similar pattern to the responses of the principals and HoDs in table 4.13. Therefore it implies that the study finding reflect the actual situation in school in regards to sensitisation of learners on school safety standards. The study findings are in line with Karimi (2014) who indicated that despite the fact that administration sensitizes learners on safety standards most do not often do so.

To determine how principals' sensitization of students on safety standards influence students' adherence to safety standards Pearson correlation was used and data presented in Table 4.15.

Table 4.15

Pearson correlation on students' sensitization and students' adherence to safety standards

	Pearson Correlation Sig. (1-tailed)
Dangers of fire	0.072
First aid procedures	0.591
Fire drills	0.348
Drug abuse	0.434
Cultural diversity	0.241
Child abuse	0.497
School transport safety	0.540

The result from Table 4.15 shows that there was a positive correlation between principal's sensitization of students in different aspects of safety standard and students' adherence to safety standards. The relationships are significant at five percent level. Sensitising learners on first aid procedures has a higher correlation of $P=.591 < 0.05$ followed by child abuse at $p=.497 < 0.05$ and drug abuse at $p=.437 < 0.05$. This findings shows that sensitization of students on safety standards will improve their level of adherence to safety standards.

4.6 Mobilization of financial resources and students' adherence to safety standards

Nyakundi (2012) noted that inadequate resources hindered implementation of safety standards in schools. This implies that the school administration has to look for ways to mobilise more funds to ensure school safety. To establish whether principals mobilised funds to cater for school safety, the researcher asked the respondents to indicate how supportive are the methods they use to mobilise fund are to students' adherence to safety standards. The results were tabulated in Table 4.16.

Table 4.16

Support of ways of mobilizing resources to student adherence to safety guideline

Method	Most	Supportive	Least	Not
	supportive		supportive	supportive
	%	%	%	%
Fundraising	4%	16%	20%	60%
Alumni support	12%	0%	28%	60%
Community support	24%	40%	12%	24%
NGO support	0%	20%	36%	44%
Support from faith based organisation	4%	32%	32%	32%

The Table 4.16 shows that majority of principals and HODs indicated that they have mobilized funds through community support. The respondents indicated that it was very supportive (24%) while 40 percent noted that it was supportive in ensuring students adherence to safety standards. Despite the fact that other ways were used such as fundraising, alumni support, NGO support and faith based organisation by some schools to mobilise funds majority indicated that this ways were not supportive in ensuring students adherence to safety standards. The researcher further sought to establish if students thought that the administration has mobilised enough funds to cater for school safety, their responses were tabulated in Figure 4.3

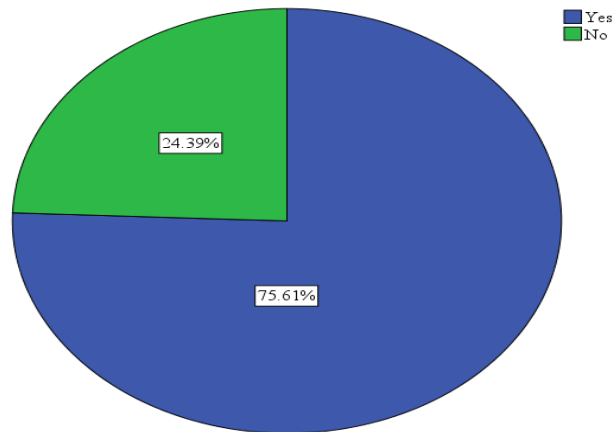


Figure 4.3

Student responses on whether administration has mobilised funds to ensure school safety.

From the figure 4.3 majority of students leaders (75.61%) think that the administration has mobilised funds to cater for school safety. The principals were asked to indicated if the mobilised resources were adequate and their responses cross tabulated with adherence to safety standards.

Table 4.17

Cross tabulation of adequacy of mobilised financial resources and adherence to safety standards

Schools	Level of adherence to safety standards				Total
	Very high	High	Low	Very low	
Adequate	0	2	0	0	2
Fairly adequate	0	0	3	1	4
Inadequate	0	0	0	6	6
Total	0	2	3	7	12

From Table 4.17 it can be concluded that despite the effort of the administration to mobilise funds, this fund are not adequate to ensure students' adherence to safety standards. This is in line with Coady & Parker, (2002) who state that the finances which are allocated to cater for safety in schools are little. This has made it hard for schools to ensure full implementation of safety standards. From Table 4.17 majority of the principals (58%) indicated that there is low level of adherence to safety standards by the students. this could be attributed to the fact that 50 percent of the principals said that the mobilised funds were not adequate while four (33%) said the fund were fairly adequate.

To establish the influence of mobilization of financial resources by the principal on students' adherence to safety standards Pearson correlation was used. The results were tabulated in table 4.18.

Table 4.18

Pearson correlation on mobilization of funds and students' adherence to safety standards

		Adherence to safety standards	Support from mobilised fund
Pearson Correlation	Adherence to safety standards	1	0.229
Sig. (1-tailed)	Support from mobilised fund	0.229	1
N		25	25

The data shows that there is positive correlation with coefficient of 0.229 between the mobilised funds and students adherence to safety standards. The above finding agrees with studies by Kirimi (2014) and Nyakundi (2012) who found out that availability of funds influence students adherence to safety standards.

4.7 Student involvement in decision making and adherence to safety standards

The researcher was interested in determining the extent to which student involvement in decision making by the administration influence students' adherence to safety standards. The students were asked to indicate whether they were involved in decision making on different aspects of safety standards. Their responses were tabulated in Table 4.19.

Table 4.19

Student responses on student involvement in decision making

	Yes		No	
	F	%	F	%
Training on child abuse	72	43.9%	92	56.1%
Coming up with school safety policies	102	62.2%	62	37.8%
Coming up with disciplinary measures	108	65.9%	56	34.1%
Anti-bullying initiatives	109	66.5%	55	33.5%
Mobilization of resources for school safety	101	61.6%	63	38.4%

From the findings on Table 4.19, 66.5 percent of students indicated that they are involved by the administration when coming up with anti-bullying initiatives. Also 65.6 percent said to have been involved by the administration in deciding on the disciplinary measures to be used in school. Further findings indicated that 62.2 percent and 61.6 percent indicated that they were involved in decision making regarding school safety policies and mobilization of resources respectively. However majority (56.1%) admitted to have not been involved at all in making decision on training on child abuse. This could mean that the students as majority are under 18 year may not be aware of their rights. This could manifest in sexual and physical abuse of students in schools as shown in table 4.10.

These findings means that despite the efforts made by the administration to involve students in making decision in regard to school safety more need to be done. This is because findings show that students have not been involved in some areas of school safety. These findings agrees with Gagawala (2016) who indicated that majority of students were not involved in implementation of safety standards in schools.

The researcher further sought to establish whether the administration think that involving learners in making decision in some aspects of safety standards will influence their adherence to safety standards. The responses of Principals and Head of Guidance and counselling department were presented in Table 4.20.

Table 4.20**Respondents' response on student involvement in decision making**

	Strongly agree		agree		undecided		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Training on child abuse	9	36%	8	32%	0	0%	7	28%	1	4%
Coming up with school safety policies	13	52%	9	36%	1	4%	2	8%	0	0%
Coming up with disciplinary measures	8	32%	12	48%	2	8%	2	8%	1	4%
Anti-bullying	11	44%	14	56%	0	0%	0	0%	0	0%
Mobilization of resources for school safety	1	4%	9	30%	0	0%	12	48%	3	12%

From Table 4.20, 36 percent of Principals and Head of Guidance and counselling department strongly agreed that involving learners in making decision on training on child abuse will influence their adherence to safety standards. Of the respondents 52 percent strongly agreed that involving learners when coming up with school safety policies will influence their adherence to safety standards. Further 48 percent agreed that involving learners when coming up with disciplinary measures will improve their adherence to safety standards. Also 56 percent of the respondent agreed that involving learners in anti-bullying initiatives will influence their adherence to

safety standards. Finally, majority (48%) of respondents disagree on involving learners in mobilization of resources to enhance their adherence to safety standards.

To determine the extent to which student involvement in decision making by the administration influence students' adherence to safety standards Pearson correlation coefficient was computed. The result was tabulated in Table 4.21.

Table 4.21

Pearson correlation on student involvement in different aspects of safety standards and adherence to safety standards

	Pearson Correlation
	Sig. (1-tailed)
Training on child abuse	0.129
Coming up with school safety policies	0.684
Coming up with disciplinary measure	0.746
Anti-bullying initiatives	0.328
Mobilization of resources	0.028

From Table 4.21 student involvement in decision making in different aspects of safety standards and students' adherence to safety standards are positively related. Table 4.21 shows that involving students when coming up with

disciplinary measure has the highest correlation coefficient ($P=.746 < 0.05$) in regards to adherence to safety standards. This implies if administration can involve students when deciding on the disciplinary measure meted on those who breach safety rules then students will adhere to safety standard. Also involving students when coming up with safety rules has a fairly high correlation coefficient ($p=.684 < 0.05$) in relation to adherence to safety standards.

A follow up question on to why students were not adhering to safety standards indicated lack of student involvement by school administration. These findings are in agreement with Gagawala (2016) who indicated that the administration does not involve learners in implementing safety standards in school. Therefore it is recommended for the administrators to involve students when coming up with school safety rules in order to ensure their adherence.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary, major findings, conclusion and recommendations drawn from the findings. The purpose of the study so was to investigate the influence of principals' management practices on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, Kenya.

5.2 Summary of the study

The purpose of the study was to investigate the influence of principals' management practices on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, Kenya. The research was guided by four objectives which included; to examine the influence of the strictness of school disciplinary measures on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, to determine the influence of frequency of principals' sensitization of students on safety standards on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, to establish the influence of adequacy of mobilised financial resources by the principal on students' adherence to safety standards in public secondary schools in Kikuyu Sub-county and to determine the extent to which student involvement in decision making by the administration influence

students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, Kenya

The study was guided by Maslow's Hierarchy of Needs Theory (1943) in Okumbe, (2007). The conceptual framework which shows the interrelationship between independent variable and dependent variable was presented. Descriptive survey design was adopted for the study. Questionnaire tools were used to collect the data from principals, HODs and student leaders. The questionnaires used were validated and tested for its reliability. The study sample population comprised of 17 principals, 17 HODs and 204 student leaders therefore 238 questionnaires were administered. Out of this 164 student leaders, 13 head of Guidance and counselling department and 12 principals responded. The average response rate was 79.4% and was deemed appropriate and adequate for data analysis.

The principal and head of guidance and counselling department were sampled from all 17 public schools in the sub-county. Purposive sampling was used to sample the student leaders from form three and four. Data analysis was done using SPSS computer software version 20.0 because of its effectiveness and efficiency. Descriptive data analysis was used to determine frequencies and percentages of demographic characteristics of the respondents. Data were presented using tables and charts. Pearson correlation was used to analyse the four objectives. Qualitative data were organized into themes according to research questions and was analysed using descriptive narratives.

5.3 Discussion of findings

The findings of the study on how school disciplinary measures influence students' adherence to safety standards revealed that all principals and HODs use strict measures when dealing with those students who destroy school property. The respondents indicated some students are suspended while some are required to replace the property depending on the magnitude. In dealing with students who sneak out of school 16 out of 25 principals and HODs indicated that strict measures were used to curb the behaviour. Majority of the principals and HODs indicated that not strict measures such as guidance and counselling are used to deal with students who engage in sexual abuse drug abuse and bullying.

The findings further reveal that the most notorious indiscipline cases in schools are the destruction of school property, sneaking and drug and substance abuse. Out of 164 student leaders 108 indicated to have witness destruction of school property by students, 94 indicated to have witness student sneaking out of school while 86 indicated to have witness student engaging in drug and substance abuse. The ANOVA shows some relatively significant relationship between disciplinary measures and students' adherence to safety standards. The highest ANOVA value was on sneaking out of school ($F=1.497$, $P=.227$) followed by drug and substance abuse ($F=1.155$, $P=.318$). The most insignificant difference registered was for bullying as ANOVA result show $F=.070$, $P=.932$. The result shows that school

disciplinary measures used in schools influence students' adherence to safety standards.

The findings of the study on the influence of frequency of principals' sensitization of students on safety standards on students' adherence to safety standards revealed that more often and often the administration sensitized students on drug abuse , less often on child abuse , less often on first aid procedures and less often on cultural diversity. Despite this, 22 out of 25 principals and HODs indicated that they have not sensitised students on fire drills while 16 indicated that student have not been trained on school transport safety.

The study further reveals that 96 out of 164 student leaders pointed out that students have been trained in first aid procedures. On drug and substance abuse 135 student leaders indicated that students have been trained while 90 student leaders indicated that students have been trained on child abuse. On the other hand the findings shows that majority of students have not been sensitized on dangers of fire. On fire drill 123 student leaders said students have not been sensitised while 97 and 90 student leaders indicated that they have not been sensitised on cultural diversity and school transport safety respectively.

The findings of correlation of student sensitisation on different aspects of school safety and students' adherence to safety standards show a positive relation. The highest correlation coefficient was sensitisation on first aid procedure (0.591) followed by school transport safety (0.540). The lowest

correlation coefficient was sensitisation on dangers of fire. This implied that students sensitization influence their adherence to safety standards.

The findings of the study on the influence of adequacy of mobilised financial resources by the principal on students' adherence to safety standards revealed that community support is a common way of mobilizing fund to ensure students' adherence to safety standards. Majority of principals and HODs indicated community support as the most supportive way of ensuring students adherence to safety standards. The findings also revealed that 124 student leaders think that the administration has mobilised fund to ensure school safety. The study finding also revealed that despite the fact that the principals have taken an initiative to mobilise funds this is not adequate to ensure students adhere to safety guideline. This is evident by the findings that 90 percent of the principals indicated that the mobilised funds are still inadequate.

The correlation between mobilization of resources and students' adherence to safety standards shows a positive relation of 0.229. This implies that indeed mobilisation of resources influence students adherence to safety standards.

The finding of study on the extent to which student involvement in decision making by the administration influence students' adherence to safety standards revealed that indeed student involvement influence student adherence to safety standards. In regard to training on child abuse 17 out of 25 principals and Head of Guidance and counselling department strongly agreed and agreed that involving learners in making decision on training on child abuse will influence their adherence to safety standards. Of the respondents 13 strongly agreed on

the need to involve learners when coming up with school safety policies. Further 12 agreed that involving learners when coming up with disciplinary measures will improve their adherence to safety standards. Also 14 respondents agreed that involving learners in anti-bullying initiatives will influence their adherence to safety standards. However the findings revealed that 12 respondents disagreed on involving learners in mobilization of resources to enhance their adherence to safety standards.

The findings further revealed that 109 out of 164 student leaders indicated that they are involved by the administration when coming up with anti-bullying initiatives. Also 107 student leaders said to have been involved by the administration in deciding on the disciplinary measures to be used in school. Further findings revealed that 100 and 101 student leaders were involved in decision making regarding school safety policies and mobilization of resources respectively. However 92 student leaders admitted to have not been involved at all in making decision on training on child abuse. This means that the administration is involving learners in implementation of safety standards which may enhance their adherence to safety standards.

The correlation between student involvement in different aspects of school safety and students' adherence to safety standards showed a strong positive correlation. The highest being involving students when coming up with disciplinary measure (0.746) followed by involving them when coming up with school safety rules (0.684). This implies that student involvement will enhance their adherence to safety standards.

The finding of the study reveals that students are not fully adhering to safety standards in school. Majority of the principals disagreed that the students are following the safety rules in school. Also half of the HODs disagreed that the students were following safety rules. The finding further reveal that the administration advocate for student sensitization, mobilisation of adequate resources, student involvement and tailored disciplinary measure as a way of enhancing students' adherence to safety standards.

5.4 Conclusions

The study established that principals' management practices influenced student adherence to safety standards. From the findings it is concluded that strictness of school disciplinary measure influence students' adherence to safety standards. For instance schools who use not strict disciplinary measures recorded high number of instances on drug and substance abuse. School administrators should use strict measures on indiscipline cases such as sneaking and bullying as it has been found to be effective. Therefore school administrators should tailor made their disciplinary measures according to the indiscipline cases to ensure students are adhering to safety standards.

The researcher also concluded that student sensitization influence student adherence to safety standards. Sensitizing students on safety standards make them aware of the impact of not following the school safety rules and the consequences therein. This therefore means that for full implementation of safety standards students should be sensitised on safety standards

The researcher concluded that student involvement influence students adherence to safety standards. When school administration involve students in decision making on matters of school safety they make them feel part of the rules. When students feel they are part of the decision makers they are likely to follow the decision made by the administration. Also students will be aware of what is expected of them and what will happen if the decisions made are not adhered to.

5.5 Recommendations

Based on the findings and conclusion of the study, the researcher made the following recommendations;

- (i) The school administration should sensitise learners on first aid procedures and conduct emergency drills such as fire drills. This will ensure disaster risk reduction in case of emergency.
- (ii) The Kenya Education management Institute (KEMI) should come up with or modify the modules for schools administrators which will guide them on sensitisation of learners on safety standards. This can be done through in-service training.
- (iii) The school administration and the community should look for more alternative ways of mobilising resources to ensure school safety. Ways such as donor support and alumni support should be explored.
- (iv) The Ministry of Education should come up with the policy guideline which enforce that school involve students during implementation of safety standards.

5.6 Suggestion for further research

The following research topics were suggested for further research;

- (i) A comparative research of student adherence should be done across public and private secondary schools in other parts of the country so as to compare the similarities and difference on different experiences.
- (ii) A study should also be carried out on the effectiveness of safety standards in ensuring school safety
- (iii) A study should be carried out on community-based factors influencing implementation of safety standards in schools

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi
Department of Education
Administration & Planning
P.O. Box 30197
NAIROBI

Date.....

To the school Principal

..... Secondary school

Dear Sir/Madam

RE: REQUEST TO COLLECT DATA

I am a post graduate student at the University of Nairobi specializing in Educational Administration. I am currently carrying on a research on principal practices influencing students' adherence to safety standards in public secondary schools in Kikuyu Sub-county, Kenya. I request you to allow me to gather data from your school because it has been selected to participate in the study. The purpose of the study is purely academic. Please note that the identity of the respondents will be kept confidential.

Thank you in advance

Yours faithfully,

Soy Jedidah Chepkirui

APPENDIX II: QUESTIONNAIRE FOR SECONDARY SCHOOL PRINCIPALS AND HEAD OF GUIDANCE AND COUNSELLING DEPARTMENT

The purpose of this questionnaire is to collect data on principals' practices influencing students' adherence to safety in public secondary schools in Kikuyu Sub-county, Kenya. Kindly read the items carefully and provide your honest response that best represents your opinion. All information given will be absolutely confidential and will only be used on the purpose of the study. To ensure confidentiality, please do not write your name on the questionnaire. *Please answer all questions as indicated by either ticking the option that applies to you or filling in the blank spaces*

Section A: Background information

1. Kindly indicate your gender Male [] Female []
2. What is your designation in this school?
Principal [] HOD (Guidance & Counselling) []
3. Type of the school? Mixed [] Boys [] Girls []
4. What is the type of this school?
Boarding [] Day [] Mixed (Day & Boarding) []
5. What is the category of this school?
National [] Extra-county [] County []

Section B.

6. How often has this offence been witnessed in your school in the last four years?

Offence	Very common	common	rare	Not at all
Destruction of school property				
Drug and substance abuse				
Sneaking out of school				
Bullying				
Sexual abuse				

7. Students are following the safety rules in school

Strongly agree [] Agree [] no opinion [] Disagree []
 strongly disagree []

8. What are disciplinary measures taken on students on the following offences? Please tick

offence	Replacement	Suspension	Expulsion	Guidance & counselling	Other (Specify)
Destruction of school property					
Drug and substance abuse					

offence	Replacement	Suspension	Expulsion	Guidance & counselling	Other (Specify)
Sneaking out of school					
Bullying					
Sexual abuse					

9. Have the learners been trained in any of the following areas in your institution?

	Yes	No
Dangers of fire		
First aid procedures		
Fire drills		
Drug abuse		
Cultural diversity		
Child abuse		
School transport safety		

10. Does the school use any of the following ways to mobilise resources to cater for safety needs in your school? If yes, kindly rank them from 1-5 in terms of how supportive they are to adherence of safety standards by the students. where 1 is the most supportive and 5 is the least supportive

	Yes	No	1	2	3	4	5
Fundraising							
Alumni support							
Community support							
NGO support							
Support from faith based organisation							
Other (Specify)							

11. How adequate are the mobilised fund is to ensuring student adherence to safety standards

Adequate []

Not adequate []

12. If school administration involve learners when making decision in safety matter it will enhance their adherence to safety standards

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Training on child abuse					
Coming up with school safety policies					
Coming up with disciplinary measures					

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
Anti-bullying initiatives					
Mobilization of resources for school safety					

13. In your own opinion, how can school administration ensure students' adherence to safety standards? _____

Thank you for your participation!

**APPENDIX III: QUESTIONNAIRE FOR SECONDARY SCHOOL
STUDENT LEADERS**

Please answer all questions as indicated by either ticking the option that applies to you or filling in the blank spaces

Section A: Background Information

1. Kindly indicate your gender Male [] Female []
2. What is your role as a prefect? _____
3. What is the category of your school? National [] Extra-county []
County[]
4. What is the type of your school? Mixed [] Boys [] Girls []
5. What is the type of your school?
Boarding [] Day [] Mixed (Day & Boarding) []

Section B.

6. Have you witnessed this offence in the school since you enrol? Please tick
- 7.

Offence			If yes, how common		
	Yes	No	Very common	Common	Rare
Destruction of school property					
Drug and substance abuse					
Sneaking out of school					

	Yes	No	Very common	Common	Rare
Bullying					
Sexual abuse					

8. What are disciplinary measures taken on students on the following offences? Please tick

Offence	Disciplinary measure				
	Replacement	Suspension	Expulsion	Guidance & counselling	Other (Specify)
Destruction of school property					
Drug and substance abuse					
Sneaking out of school					
Bullying					
Sexual abuse					

9. Have the students been trained in any of the following areas in your school?

	Yes	No
Dangers of fire		
First aid procedures		
Fire drills		
Drug abuse		
Cultural diversity		
Child abuse		
School transport safety		

10. Do you think your school principal have mobilized enough finances to ensure school safety? Yes [] No []

11. Does your principal involve students when making decision in the following areas?

	Yes	No
Training on child abuse		
Coming up with school safety policies		
Coming up with disciplinary measures		
Anti-bullying		
Mobilization of resources for school safety		

12. In your own opinion, what do you think principals should do to ensure students are following the school safety rules?

Thank you for your participation!

APPENDIX IV


RESEARCH PERMIT


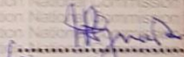
THIS IS TO CERTIFY THAT:
MS. JEDIDAH CHEPKIRUI SOY
of UNIVERSITY OF NAIROBI, 0-506
Nairobi, has been permitted to conduct
research in **Kiambu County**

Permit No : NACOSTI/P/17/44877/17285
Date Of Issue : 5th June, 2017
Fee Received :Ksh 1000

on the topic: **INFLUENCE OF
PRINCIPALS' MANAGEMENT PRACTICES
ON STUDENTS' ADHERANCE TO SAFETY
STANDARDS IN PUBLIC SECONDARY
SCHOOLS IN KIKUYU SUB-COUNTY,
KENYA.**


for the period ending:
2nd June, 2018



Applicant's
Signature



Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.


REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEACH CLEARANCE
PERMIT**

Serial No.A **14290**
CONDITIONS: see back page

APPENDIX V

AUTHORISATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No: **NACOSTI/P/17/44877/17285** Date: **2nd June, 2017**

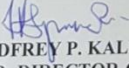
Jedidah Chepkirui Soy
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of principals’ management practices on students’ adherence to safety standards in public secondary schools in Kikuyu Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **2nd June, 2018.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


PP **GODFREY P. KALERWA** MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

National Commission for Science, Technology and Innovation (SI) ISO 9001:2008 Certified