

**INSTITUTIONAL FACTORS INFLUENCING ADHERENCE TO
SAFETY STANDARD GUIDELINES IN SECONDARY SCHOOLS IN
BUURI DISTRICT, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this work to the Almighty God, my parents Mr. and Mrs. Isaac Kiriimi, my in-laws Mr. and Mrs Njuguna Wakaba, My husband Thuo and children Mary and Humphrey.

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ABSTRACT

The purpose of the study was to investigate institutional factors influencing adherence of safety standard guidelines in secondary schools in Buuri District, Kenya. It was guided by the following research objectives; to determine the extent to which availability of financial resources by board of management, disciplinary measures employed by the board of managements on students who vandalize school facilities, principals' sensitization to students on safety guidelines and the number of enrolled students influence on adherence to safety standard guidelines in public secondary schools. The study was based on Maslow's Hierarchy of Needs Theory (1943). It adopted a descriptive survey design. The research targeted 35 public secondary schools in Buuri District, Meru County. Stratified sampling was used to sample schools in the three divisions that make up Buuri District. The principals, Board members representatives and two students participated in the study. Therefore, the study sample population comprised of 11 principals, 11 BOM members and 22 students sample population. Questionnaire tools were constructed to collect the data from principals and BOM members, and student leaders and first aiders. Test- retest method was used to test the reliability of the tools. The data collected was analyzed both qualitatively and quantitatively. From the study findings majority of the principals (81.8%) and board of management (88.9%) avail financial resources to cater for safety needs in schools, though the funds are usually not adequate. However, in most schools (45.4%) they are allocated with ten to thirty thousand shillings for safety needs that is usually not enough to cater for all safety guidelines requirements. Thus, they mobilize financial resources to cater for safety needs by planning financial allocation for the funds at hand. Undisciplined students engage in unrest in schools and damage school property in the process. Vandalized of school property is either repay back, or learners are suspend from school. However, principals hold demonstration forums to educate students on safety guidelines so as to sensitize learners on safety standards. However, school's security is lowered during students' unrest was likely to be found in school due to the high enrolment of students. Hence, schools need to beef up security and safety measures to ensure that schools have better learning environment. Based on the study findings, the researcher made the following recommendations; government should allocate more funds to schools so as to enable the school management cater for safety requirements in schools and safety guideline rules should be display on strategic points in school. Thus the researcher suggests that; a study to be carried out to find out societal factors that influence adherence of safety standards in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Cooper (2000), defines safety as part of organizational culture thought to affect members' attitudes in relation to performance. A safe learning environment is essential for learners of all ages. Generally, in a safe environment, learners learn in a relaxed manner which in the long run promotes their performance in school. The Safety Standard Manual for school outlines the main purpose of installing and implementing security measures in schools being to create a safe environment where individuals can move freely and feel secure in going about their daily schooling activities. Through the implementation of safety guidelines, then a school can fit the definition of Donmez and Guven (2002), who described a safe school as a place where learners, teachers and the staff feel physically, psychologically and emotionally free to exercise their skills. Lazarus, Jimerson and Brock (2003), say that in unsafe environments, adolescents exhibit sleeping disturbance, agitation, increased conflict and increased delinquency. Where there is safety, there are positive relations between managers and teachers, teachers and learners and learners amongst themselves according to Ogel, Jan and Eke (2005).

Strategies have been developed globally, regionally and locally to address the issue of security. Governments have signed treaties in international conventions that promote the right of human beings like the World

Conference in Education For All (1990), the UN Convention on the Rights of the child (CRC) (1989) and the United Nation International Strategy on Disaster Reduction (UNISDR) 1999 whose core areas of work includes disaster risk reduction (DRR) applied to climate change adoption, increasing investment for DRR, building resilient cities, schools and hospitals and strengthening the international systems for DRR. A source indicator of school crime and violence showed that youths are the most victimized population in the united State. In 2003, available data indicated they were victims of about one million crimes while at school (World Bank, 2004)y.

Two thirds of student victimization was by theft, one third of student was by violent crime. Students say seven percent were bullied, nine percent were threatened or injured with a weapon, 13 percent reported by in a fight on school property, 21 percent reported gangs in their schools, 29 percent were offered or given drugs, 36 percent saw hate graffiti while 21 percent were the victims of hate speech indicator of school crime and safety (US Department of Education 2005). Vandalism, rape, sexual battery, robberies, physical attacks have been highlighted as some common causes of learner indiscipline in Massachusetts in the United States (Thernstom, 1999) in view of this stakeholders should foster safe and secure school environment to facilitate increased learners' enrolment, retention completion and quality education will be achieved (Republic of Kenya, 2008). In the United States there are zero-tolerance policies which promote prevention of violence and drug abuse in schools (Rowe, 2002). Students in middle and senior high school who

violate rules related to weapons, controlled substances and violence are expelled (Rowe & Bendersky, 2002). In Australia, initiatives have been made by the state and commonwealth to address school safety issues with a comprehensive review of school based policies to be undertaken, innovative and restorative approaches that deal with safety in schools (Shaw, 2002). In Netherlands, it focuses on the safety of the premises, school capacity building and bullying together with improved incidences responses (Soomeren, 2002).

In 2000, an initiative by Education Department in South Africa launched a safe schools project that promotes safety at schools, develops discipline and behavior codes and provides learners with training and after school safety activities (Rika, 2008). The Ministry of Education of Rwanda developed a policy document that outlines, the schools infrastructure standards expended from all schools (Hirano, 2009). There has been a bit of negligence in addressing safety measures in the learning environment with much emphasis on infrastructural aspects of education quality research paper addressing safety in Uganda (Lulua, 2008). The author noted that the national government District governments, communities and even private investors concentrate more on infrastructure disregarding security and safety in these buildings. Uganda has implemented the safe schools contact as one of the identified interventions which strengthens the role of teachers, learners, parents and their involvement in children education to enhance quality learning.

Safety and health standards in Kenya have been specified by law through the Education Act (1968-Chapter 211 Laws of Kenya Revised, 1980) which stipulates that where application is made for the registration of an unaided school, the Minister shall cause the school to be provisionally registered for a period of 18 months if he is satisfied among other things that the premises and accommodation are suitable and adequate, having regard to the number, age and sex of the learners who are to attend the school, and fulfill the prescribed minimum requirements of health and safety and conform with any building regulations for the time being in force under any written law. The Occupational Health Act Cap (2007) makes provision for serving and maintaining health for the citizens. It gives guidelines regarding health and construction of buildings. The children Act (Chapter 586-2001) lays emphasis on protection of all children. The school and educational institutions in general should be aware of such rights in order to provide for them and regulations are supposed to provide suitable site plans and such plans be adhered to.

The Ministry of Education circular No. GP/1/169/Republic of Kenya (2001) had several requirements for schools. Some of the requirements are: school heads to reside in schools, fire drills to be held at least twice every year, emergency doors to be created in dormitories and special rooms, safety instructions to be prominently displayed in laboratories and workshops, fire fighting equipments to be provided, involvement of professional in site planning, design construction and maintenance of school buildings,

prevention of overcrowding in classrooms and dormitories, one toilet for every thirty students and wholesome water to be provided for consumption by students and clearly demarcated school grounds with proper fencing and secure gates. The study will seek to establish whether or not the requirements are followed in schools in Buuri District Church world Service and the Kenya government in 2008 developed safety standard manuals for schools. Chapter 6 of the Safety Standard Manual incorporates the following components; safety on school grounds, safety in physical infrastructure, health and hygiene safety, food safety, safety against drug and substance abuse, socio cultural environment of the school, safety of children with special needs safety against child abuse, transportation safety, disaster risk reduction and school community relation. The safety guidelines were published with intentions of both a guidance document and a tool kit to assist schools in planning, organizing and managing a safe and health school environment for staff, learners and visitors. The learners' safety has been wholly placed in the hands of the school as long as the learners are in school or on a school trip (Republic of Kenya, 2008).

In view of all the safety threats in Kenya this study sought to investigate factors influencing adherence or non-adherence to health and safety standards and guidelines in Buuri District, Kenya. There has been no research undertaken in Buuri District on adherence or non-adherence to safety standards despite vulnerability of most schools in Kenya to disaster and school unrest. This prompted the researcher to seek to establish whether the

schools have all adhered to safety standards. Threats to school safety can also be caused by carelessness, inattentiveness, ignorance, irresponsible or negligence on the part of the learners, staff or other stakeholders, armed conflicts and insecurity and even hostile school environment (Nyakundi, 2012). Buuri District public secondary schools have not been left out since learners live in this country and have experienced violence, harassment, strikes and insecurity. Stakeholders need to take stinger measures to address cases of learners caught causing unrest in schools and they should also sensitize learners on the need to adhere to the safety standard guidelines.

1.2 Statement of the problem

In cognizance of the importance of safety in schools, the Government of Kenya has issued safety guideline manuals to be followed in all schools in order to arrest the issue (RoK, 2008). In 2008, Karega Mutahi who was then education Permanent Secretary said that inappropriate school facilities and infrastructure posed safety problems in our schools. Inadequate funds and inadequate supervision of the implementation of safety standards and guidelines was found to be a challenge that most institution faced in implementing safety standards in public secondary schools in Marani District, Kenya (Nyakundi, 2012).

The schools Management Boards have a role to play in ensuring adherence to safety standard guidelines in schools. School principals should sensitize students on the importance of adherence to the safety guidelines. There has been persistent prevalence of safety problem in most schools in Kenya. In the recent past, there have been no cases reported of school unrest despite a

report in 2001 that ranked Eastern province 3rd in school unrest. This prompted the study to investigate what led to decline in school unrest and therefore the study sought to investigate factors influencing adherence to safety standards and guidelines in public secondary schools in Buuri District. On 16th Feb. (2007) BBC News reported unrest at Kiriani high school in Meru where 18 boys who had just been admitted into the school were sent home after it was discovered they were uncircumcised. Bullying was evidence and the then minister for Education George Saitoti condemned the act as one that was uncalled for. The Sunday Nation 28th July (2004) reported that 125 students from Antubetwe – Kiongo mixed secondary school went into rampage and burnt down an abandoned wooden structure that used to be the school’s dining hall before administrative policemen were called in to stop further damage.

Table 1.1 School that experienced insecurity by province in the year 2013/2014

Province	No. of schools	Insecure school	Percentage
Central	630	85	13.50
Coast	151	4	2.60
Nyanza	680	7	1.00
Eastern	626	76	12.40
Rift Valley	625	50	8.00
Western	408	19	4.70
Nairobi	93	2	0.02
North Eastern	21	7	33.30
Total	3234	250	77.3

Source: Ministry of Education Science and Technology (2014)

Table 1.1 shows that Eastern province is ranked third in the country in terms of insecurity experienced in schools, thus the researcher sought to find out whether factors that schools adhere to ensure safety standards guidelines in secondary schools in Buuri District in Eastern province.

1.3 Purpose of the study

The purpose of the study was to investigate institutional factors influencing adherence of safety standard guidelines in public secondary schools in Buuri District, Kenya.

1.4 Objectives of the study

The specific objectives of the study are as follows;

- i. To determine the extent to which the availability of financial resources by Board of Management influences adherence to safety standards guidelines in public secondary schools in Buuri District, Kenya.
- ii. To determine the extent to which disciplinary measures employed by the administration on students who vandalize school facilities influence adherence to safety standard guides in public secondary schools in Buuri District, Kenya.
- iii. To determine the extent to which the principals' sensitization of students on safety guidelines influence adherence to safety standards guidelines in public secondary schools in Buuri District, Kenya.

- iv. To establish the extent to which the number of enrolled students influence adherence to safety standard guidelines in public secondary schools in Buuri District Kenya.

1.5 Research questions

To realize the research objectives, the study used the following research questions:

- i. To what extent does the availability of financial resources by Board of Management influence adherence to safety guideline in public secondary schools in Buuri District Kenya?
- ii. To what extent do the disciplinary measures employed by the administration on students who vandalize school facilities influence adherence to safety standard guidelines in public secondary schools in Buuri District, Kenya?
- iii. To what extent does the principals' sensitization of students on safety guidelines influence adherence to safety guideline in public secondary schools in Buuri District, Kenya?
- iv. To what extent does the number of enrolled students influence adherence to safety standard guidelines in public secondary schools in Buuri District, Kenya?

1.6 Significance of the study

The study might provide information to the school administrators, teachers and learners on the need to adhere to the safety standards in order to enhance

school safety. Scholars could also make reference on some issues they would want to address in future.

1.7 Limitations of the study

Most of the public secondary schools in Buuri District, Kenya are upcoming day secondary schools with few infrastructures in place. The study was carried out during the rainy season in Buuri District hence a challenge in accessing some schools. The researcher conducted the research during the morning hours since it rains in the afternoons.

1.8 Delimitation

Delimitations are the boundaries of the area of study (Orodho, 2005). The study was carried out only in public secondary schools in Buuri District Kenya. The respondents were members of management boards, principals and student leaders.

1.9 Assumptions of the study

The researcher assumed that;

- i. That all the schools had the safety guideline manual and that they adhere to the safety standards.
- ii. All respondents gave genuine responses.

1.10 Definition of significant terms

School safety refers to measures undertaken by the learners, staff, parents and other stakeholder to either minimize or eliminate risky conditions to

threats that may cause accident, bodily injury as well as emotional and psychological distress.

School stakeholders refers to groups of people with roles to play in the running of a school (i.e. learners, staff, BOM) parents sponsors, NGOs, support staff, local community, security staff.

Sensitize is to make increasingly aware of, in a concerned or sensitive way. Sensitization in this study refers to the process of making learners, teachers and support staff aware of importance of adhering to health and safety guidelines as provided in safety manual.

Student enrolment refers to the number of learners admitted in the school or registered and how it influences the school's adherence to safety standards.

Vandalism refers to willful damage or destruction of any property with no other purpose than damage or destruction of said property by the students.

1.11 Organization of the study

The study was divided 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 gives the limitation of the study, delimitations of the study, and then outlines the assumption of the study and how the study was organized. Chapter two reviews the literature with introduction of the literature review, availability of financial funds, disciplinary measures employed against those who vandalize school property, principals sensitizing students on safety guidelines and

student enrolment. Theoretical and conceptual framework of the study are presented followed by a summary of literature review. Chapter three deals with the methodology which comprises of research design, target population, research instrument, validity of the research instrument and reliability, data collection and data analysis. Chapter four deals with data analysis in relation to the stated objectives and guiding question and discussion of the study findings. The last Chapter five presents the summary of the study findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the literature review of the study under the following subsections mobilization of financial resources, measures employed on vandalism, student sensitization on safety guidelines and students enrolment.

2.2 Concept of safety standards guidelines

Standard requires conditions, or the adoption or use of one or more practices, means, methods, operations, or processes, reasonably necessary or appropriate to provide safe or healthful employment and places of employment. Keeping school children safe is a high priority for everyone. But school safety isn't just about violence control. In many ways, schools share the same hazards commonly seen in industries, as well as a few unique hazards. From laboratories to food-processing areas, schools are like small communities and are loaded with potential safety hazards. Schools are like all other industries in that they have safety regulations and guidelines they must follow to ensure a safe work environment. However, the actual regulating agency that deals with school safety varies from state to state. Typically, the agency responsible for public-sector employee safety in your state also is responsible for school safety. But no matter what regulatory agency oversees school safety, all schools share many rules and regulations.

All schools need basic first aid equipment. Bandages, antiseptic wipes, cold packs and hot packs are frequently needed items. Items such as tweezers, scissors and disposable gloves also come in handy. Many schools usually

have one large first aid kit in the school's office or nurse's office. However, classes such as chemistry, art, industrial art and home economics should have their own kits readily available. The kits in these classrooms should contain the necessary items needed to deal with specific hazards in a particular classroom. Industrial arts classes, for example, have additional hazards such as flying debris and welding spatter. Therefore, these kits should also contain burn creams, eye pads and eye-irrigating solutions.

Depending on school's safety regulations and guidelines, the details might differ, but the basic elements of an emergency preparedness plan are the same. These elements include; a written emergency program to ensure personnel and student safety during and after an emergency, an alarm system, evacuation plans and emergency drills. To develop a successful emergency preparedness plan, four basic steps should be followed: Identify the types of emergencies you might encounter.

Normally, teachers are responsible for ensuring that their classes respond safely and properly to an emergency. However, there also are other responsibilities including maintaining documentation on safety standards guidelines preparedness plan. The emergency program should be evaluated and updated on a regular basis with changes in the school, staff or policies. Also, someone needs to train teachers and other personnel. Everyone in the school should be trained once a program is developed, when there is a change, and at least once a year as a refresher course.

Finally, drills—scheduled and unscheduled—can help determine preparedness. Drills also help to calm fear in case of a real emergency. When

conducting drills, it's a good idea to have a person or a group of people monitoring the situation to see how well everything operates. For monitoring evacuations, a simple stopwatch is a good way to determine how quickly and efficiently people can evacuate a building. But before conducting drills, notify the fire department, police and neighbors so you don't cause alarm.

2.2 Availability of financial resources and adherence to safety standards guidelines

Leandri (2011) investigated on safety and security measures in secondary schools in Tswane, South Africa and found out that that funds are needed to install safety gadgets in schools, put security plan policies and procedures and follow on their adherence. Nyakundi (2012) found out that some schools did not have a copy of safety standards as required by the Ministry of Education. It also revealed that 71.4percent of the respondents indicated that selective provision of fire equipment was a possible constraint in implementation of safety standards and guidelines in secondary schools. Majority of the respondents 67.3 percent revealed that inadequate funds were possible constraints in the implementation of safety standards. Without adequate funds, all the safety policies may not be implemented. There is ignorance and selective application of fire equipment standards.

This concurs with Ng'ang'a (2012) investigation on factors influencing compliance with safety standards in public secondary schools in Nyeri central District, Nyeri county. The author found out that 72 percent of the principals had the opinion that increasing student population has a high effect on compliance with safety standards. Congestion in schools was seen to pose

challenge to compliance with safety standards. The author recommended that the Ministry of Finance should commit more funds to build new schools and expand existing ones. Little finance has been allocated in enhancing safety standards in secondary schools (Coady & Parker, 2002).

Overcrowding in dormitories in boarding schools with schools admitting high number of students has caused strain to the school facilities. Omolo and Simatwa (2010) did an assessment of the implementation of safety policies in public secondary schools in Kisumu East and West Districts in Kenya. The authors established that inadequate funds made implementation of safety standards hard and schools could not purchase expensive safety equipment, develop the capacity of the workers or even modify the existing buildings. Where there is availability of funds the provisions for safety ensure that learners learn in a safe environment.

Mburu (2012) carried out a study to identify factors influencing the implementation of safety standards in public schools in Limuru District. The author found out that schools had safety committees who were active and the school administration were involved in school safety. 63 percent of the teachers confirmed that they had received training on safety management and 37 percent of the learners had also been trained. Nderitu (2009) reported that some schools are poor and cannot afford fire extinguishers. A DEO Homabay once said that it was expensive to purchase firefighting gears and their maintenance was high. Schools have relied on untrained watchmen since they cannot compensate the trained ones. The author recommends that the

government looks for ways and means of financing safety in schools. Schools generally needs funds to be able to purchase safety equipment, train on management of disasters and crisis, conduct fire drills and give talks and demonstrations to learners on safety management in schools.

Aziz (2012) carried out a research on factors influencing community participation in constituency development fund project in Lang'ata constituency, Nairobi. The author found out that community participation in CDF projects was generally very low, that there was massive political influence on the decisions making regarding the management of the kitty and the institutional and regulatory framework for promotion of community participation in most project was weak. The author recommended that the management of CDF funds should be detached completely from politics so that community members can make appropriate decisions on the management of these projects. The funds could then be used to implement safety standards in schools.

2.3 Measures taken to curb vandalism of school facilities and adherence to safety standards guidelines

Maphosa and Mammen (2011) sought to establish teachers insight into the most prevalent forms of learner's indiscipline and ascertain how the insight reflect on safety and security in schools and classrooms in South Africa. Vandalizing school property, verbal attacks of teachers, substance abuse, sexual harassment were among the forms of indiscipline established. The authors concluded that there were safety threats to learners to and from

school and measures should be taken. Otieno (2010) established that Endarasha boys secondary school dormitory burnt down killing two students, in Giakanja boys secondary school, property worth millions of shilling was burnt down in a dormitory fire (Ngunjiri, 2010).

Leandri (2011) did an investigation of safety and security measures at secondary schools in Tshwane, South Africa and sought to find out the most effective measures for securing a school and making it a safer learning environment. Security measures are very important in a school environment because they create a sense of safety among the scholars and the educators. The study found out that scholars felt that the safety measures employed were ineffective with 20.9percent ineffective access control where learners could enter or exit school premises at any time, 8.6 percent of the scholars did not respect their teachers, lacked discipline and even cooperation, there were problems associated with the CCTV cameras that had blind spots, were not used and others did not last long due to vandalism. It established that 22.7percent of the scholars and 15.2 percent of the educators indicated that weapons searches are conducted at schools.

Weapon search can help assist in prevention of serious crimes on school property. When scholars were asked whether they had ever damaged (vandalized) any school property, 35percent indicated they had. The study concluded that the more security measures that were in place, the lower the rate of crime, the greater the perception of the extent of security measures in a school, the safer the students in the school to be and the safer they felt in

school. The study concluded that there was direct relationship between the crime rates at the schools and the extent of the measures that were in place at the school. The short coming of the studies is that they did not say what should be done to the learners who destroy school property and cause unrest in schools. In USA and Canada, zero-tolerance policies that promote prevention of violence, weapons and substance abuse is expulsion (Rowe & Bendersky, 2002).

2.4 Principal's sensitization on implementation of safety guidelines and adherence to safety standards guidelines in secondary schools

Sensitizing involves creating awareness. Lendri (2011) an investigation of safety and security measures at secondary schools in Tswane South Africa noted that security plans emergency plans and policies and procedures at a school form a vital part of the security as a whole. The policies and procedures may be cheap security asset and not highly sophisticated technological or physical security but needs to be utilized often.

Leandri (2011), found that the majority of the scholars (13 percent) and educators (43.4percent) were not familiar with the written security plan and most schools did not have the appropriate emergency plans in place in their schools. The author recommends establishment and implementation of policies and procedures that provides guidelines and procedures of how things should be handled in the specific organizations.

All schools should design and implement a code of conduct, a code of ethics, a security plan as well as emergency preparedness plans. The author

recommends that these policies and procedures to be created by joint contribution for the principal, educators, scholars, parents and relevant community members, to make them more effective. The study indicated a definite lack of knowledge and awareness of plans that were in place at the schools. The problem was that the plans were never or were hardly practiced. The finding also revealed that secondary schools in the Tshwane metropolitan area needed to improve their crisis and emergency preparedness.

Ntheya (2011) carried out an investigation on the participation of secondary schools administrators in school safety and implementation of safety policies in regard to physical infrastructure and waste disposal in selected public secondary schools in Kenya. The author found out that only 20percent of the schools had safety subcommittee, 0percent of the head teachers and deputy head teachers served as secretary or members of the sub-committee. Nyakundi (2012) recommended that policy makers should follow up, monitor and evaluate safety situations in all school. The author emphasized on the importance of adherence to safety standard and guidelines and those stakeholders should have strategies to sustain school safety.

Mburu (2012) sought to identify factors influencing the implementation of safety standards in public secondary schools in Limuru District, Kiambu County. The author found out that 63percent of the teachers had attended safety training programmes and 37percent of learners. Principals had positive attitude towards school safety (Omolo and Simatwa, 2010). Wanyama (2011)

recommended training for all school heads in school health and safety. Students should be sensitized about courtesy, politeness, hygiene, safety and health standards required and the importance of keeping their school premises clean and free from health hazards.

Eller (2010) says that as the socio-economic challenges of society have increased, the role of principals has become difficult and complex. There is raised expectations of what they should achieve (Crow, 2006) making the principal ship of high schools one of the most complex and challenging assignments in the public education system (Murphy & Louis, 1994; Roe & Drake, 1980). A high school principal is an instructional leader with key responsibilities like; provision of a safe and positive school environment, fostering good teaching and learning, promoting good school-community relations, hiring and developing a strong staff and monitoring student progress (Lyons, 1991). These can only be realized in a premise of stable environment.

Abaya (2011) inquired on how secondary school principals build trust in Kenyan secondary school. In the study the author found that high school principals have to deal with different contexts that influence and determine their success and effectiveness. The contexts includes social and political factors that undermine tolerance, bullying, sexual harassment and aggression safety challenges, child abuse and changes in the traditional structure of the family. All these contexts influence on school safety and need to be

addressed and a school principal plays pivotal roles in the overall running of their schools.

2.5 Students enrolment in relation to adherence to safety standards

The number of pupils enrolled in schools influence adherence of safety standards Table 2.2 shows students enrolment from 2003 to 2010

Table 2.2: Number of existing public secondary schools and enrolment 2003-2010

Year	No. of schools	Enrolment (millions)
2003	3622	0.87
2006	3635	1.03
2008	6566	1.32
2010	7308	1.70

Source: MoE A policy Framework for Education (2012)

Table 2.1 shows that with the introduction of FPE, there is a marked increment in the number of learners joining secondary school by almost double the number 0.83 million. 2003 saw the inception of free primary school education in Kenya as the country sought to achieve the universal primary education (UPE) by 2015. The introduction of free secondary tuition program in 2008 saw a high increase in the number of students enrolled in the secondary schools.

As the number of learners getting enrolled increases, more schools and facilities are required. Chabari (2011) investigated on the challenges facing

effective implementation of FPE in Kangundo District, Kenya in relation to adequacy of learning resources and funding in schools. The study established increased students enrolment resulting to strain the available resources. Muthuiya (2013) sort to establish the emerging issues and challenges facing implementation of free secondary education policy on access and retention in Tigania East District, Kenya. High enrolment of students was found to be the major challenge straining physical facilities. KENPRO (2010) reports that the quality of Kenya education has been affected by the increase in student enrolment. The report also says that most schools do not have adequate facilities to accommodate the large number of enrolled learners under the FSTE program. Ngige (2010) when reporting about the killing of two boys at Endarasha Boys' secondary school cited that the school dormitory had a capacity of 120 students but had hosted 180 breaking the admission rule. Ng'ang'a (2013) observed that 72percent of the principals agreed that high students enrolment had high effect on the compliance of safety standards. All HODs confirmed that there was congestion in their classes and 73 percent of the students agreed that there was congestion in the schools hence a challenge to compliance with the safety standards. The author concluded that there was poor spacing of students' lockers in the classrooms and so many beds in the dormitories.

2.6 Summary of the literature review

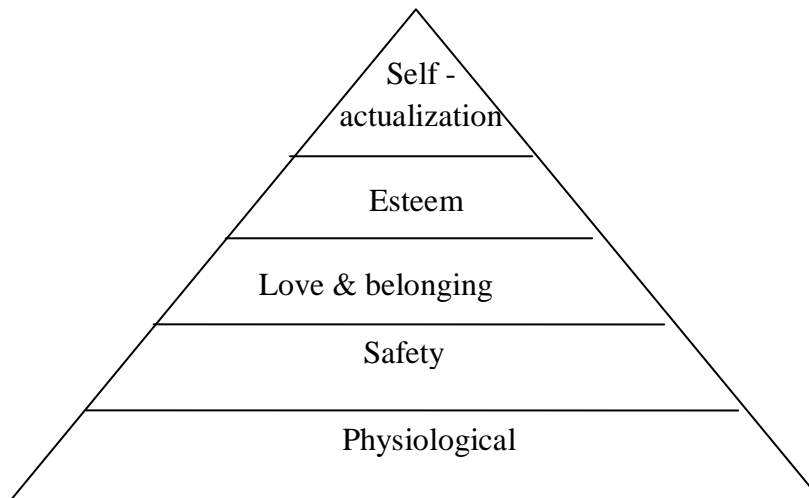
The literature review has looked into the factors that have safety. It has been noted that all over the world there is concern for safety. Omolo and Simatwa

(2010), Nyakundi (2012) and Ng'ang'a (2012) all agreed that inadequate funds were possible constraints in the implementation of safety standards but the studies didn't venture on the possibility of stakeholders mobilizing funds to meet the need. Maphosa and Mammen (2011), Otieno (2010) and Ngunjiri (2010) established that school property was vandalized during riots. Lendri (2011) found out that ineffective measures were employed to curb vandalism. Wanyama (2011) recommended training for school heads on health and safety and Abaya (2011) agreed that the school principals had a role to play in school enhancing school safety. Ngige (2010), Chabari (2011) and Nganga (2013) all agreed that increased students enrolment had high effect on the compliance of safety standards. This study sought to establish how mobilization of financial resources, disciplinary measures to curb vandalism, principal's sensitization on safety standards and how students enrolment influence adherence to safety standards in Buuri District, Kenya.

2.6 Theoretical framework

This study was based on Maslow's Hierarchy of Needs Theory (1943). The proponent of this theory is Abraham Maslow who presented needs in an hierarchical order with physiological needs at the bottom of the triangle and self actualization being at the top of the triangle (Okumbe, 2007).

Figure 2.1: Maslow Hierarchy of Needs



According to Maslow, individuals are motivated by the unsatisfied needs in each level. Physiological needs are the most basic needs and include oxygen, food, water and sex. Safety or security needs are need for protection against dangers and deprivation of physiological needs. They include both emotional and physical needs. Safety needs relate to the desire for a peaceful, smoothly run and stable environment. Social needs are needs for love, affection and acceptance as belonging to a group. Esteem needs are the need to have a stable, firmly based, high evaluation of one (self-esteem) and to have the respect for others (prestige). Self actualization is the need to develop potentialities and skills to become what one believe one is capable of becoming (Armstrong, 2006).

The 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. The lower need still exist even if temporarily dormant as

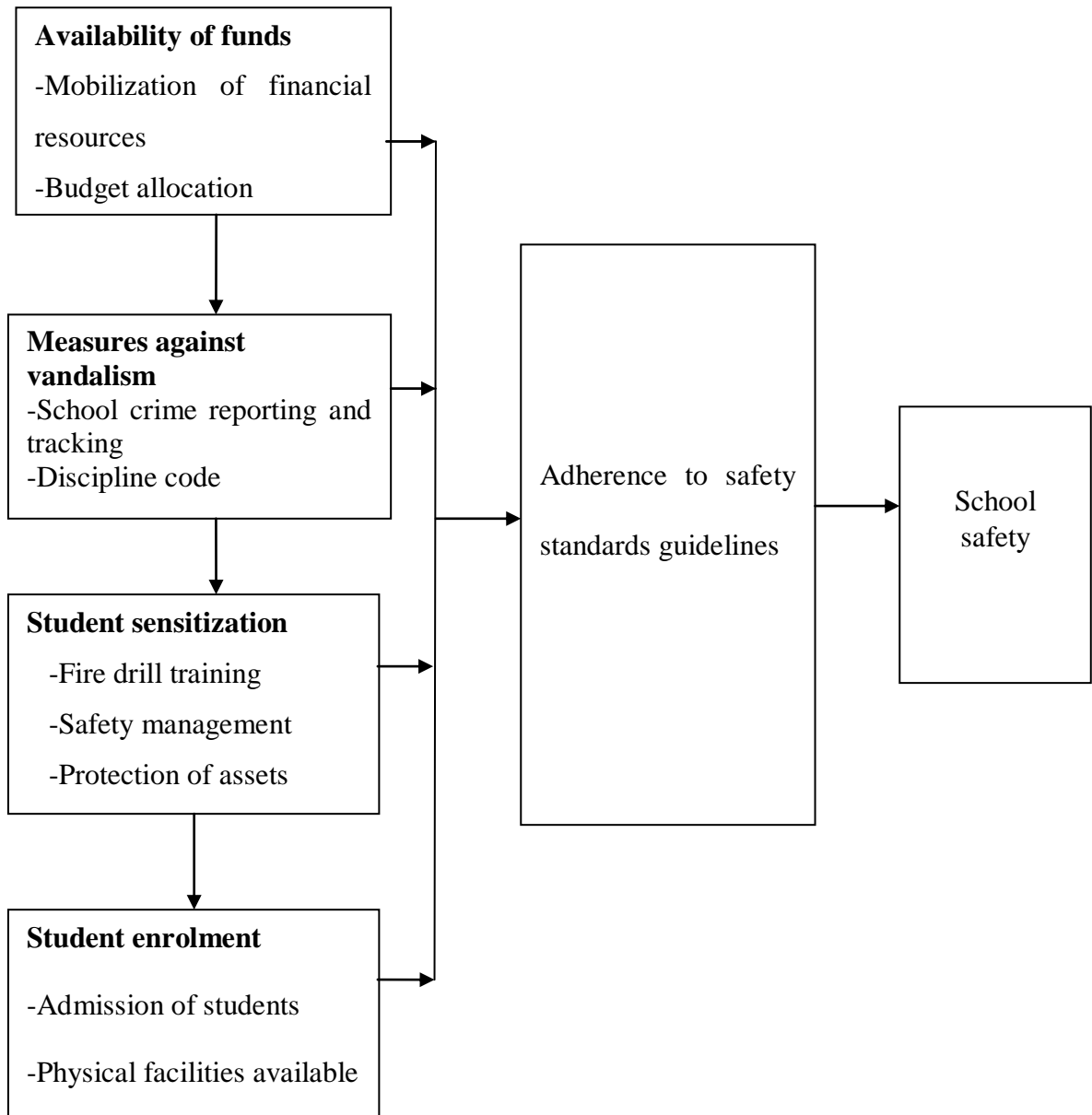
motivators and individuals constantly return to previously satisfied need (Armstrong (2006).

This theory became paramount in this study because it identifies safety need as motivators to all human being. People avoid physical harm, chaos and cases of threats placing safety need in a prominent position in human begins life. After acquiring the physiological needs human begins need the assurance that their safety will be guaranteed. Without safety in our learning institutions therefore, learners will not learn as expected and the national millennium goals will not be attained. A school needs to have security if it has to achieve its mission and target. This theory applied in this study in that once the security and safety needs of the school have been addressed, then the learners teachers, administrators can move on to address to each issues that affect learners esteem and hence help them to self actualize and in this case learn as required.

2.7 Conceptual framework

A conceptual framework is a model of presentation where researchers represent the relationship between variables in a study and show the relationship graphically or in a diagram. In order to enhance learners' safety, safety standards and guidelines need to be adhered to.

Figure 2.2: Independent variables and how they contribute to the



The conceptual framework illustrates the dependent and independent variables in the study. The independent variables are the mobilization of financial resources, measures against vandalism, student sensitization on safety guidelines and student enrolment. The school administration needs to

follow the policies formulated by the government through the various acts and Ministry of Education safety standards which in turn will lead to safety in the schools. They should admit the number of learners who can fit in the school facilities to avoid congestion and educate learners on the needs for safety.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section gives a detailed 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 techniques, data processing and analysis procedure.

3.2 Research design

Descriptive survey design was adopted for the study. Orodho (2009), notes that survey design is often used for collecting data relating to people's habits and attitudes. It assisted the researcher to collect data from a sample of informants which helped determine why the Ministry of Education safety standards and guidelines are or are not adhered to in public secondary schools in Buuri District, Kenya. It also assisted to establish the role, attitude and opinion of the stakeholders about safety events in their schools and the policies and procedures in place. The study encompassed mixed day and boarding schools, boys and girls secondary schools in Buuri District, Kenya.

3.3 Target population

Mugenda and Mugenda (2003) referred to target population as the population which the researcher wants to generalize results of a study. Buuri District is in Meru County which was previously in the Eastern Province of Kenya. In 2001, Eastern Province was ranked 2nd in the rate of cases of unrest in

schools. Buuri District has three divisions; Timau division with 13 public secondary schools, Buuri division with 13 public secondary schools and Kibirichia division with 9 secondary schools, a total of 35 public secondary schools.

3.4 Sample size and sampling procedure

Mugenda and Mugenda (2003) define a sample as a small group obtained from the accessible population. The sample public schools that were studied were sampled. Mulusa (1999), states that one third of the target population is representative enough to make estimate of characteristics being investigated. Stratified sampling was used where the population was divided into three according to the divisions so as to ensure equal representation. 4 schools were sampled from Timau and Buuri divisions while 3 schools were sampled from Kibirichia division. The principals from the sampled schools were involved. Purposive sampling was used to choose the BOM member in charge of infrastructure and student leaders in charge of first aid.

Table 3.3: Population of the study

Population	Total population
Principals	11
BOM members	11
Student heads	22
Total	44

3.5 Research instruments

The researcher used questionnaires and interview schedules to collect data. Mugenda and Mugenda (2010) define a questionnaire as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Best and Kahn (1999), note that a questionnaire enables the person administering it to explain the purpose of the study and give meaning of items that may not be clear. A questionnaire was used to get information on how the school administration has mobilized financial funds, the measures taken in case of vandalism, principal sensitizing the student on safety standard guidelines and how the student enrolment has influenced adherence to safety standard guideline in public secondary schools Buuri District, Kenya. The instrument had open-ended and closed ended types of questions. The open ended enabled the respondent to give their opinion and what they wanted done to ensure adherence to safety guidelines. Close-ended questions guided the respondent to give information that is more specific as given by the researcher. There was a rating scale to measure the opinion of the respondent.

3.6 Validity of research instrument

Orodho (2009) defines validity as the degree to which results obtained from the analysis of data actually represent the phenomenon under study. Validity checks if the research instrument is doing what it was intended to do. The researcher held discussions with the supervisors to get expertise judgment to

establish content validity. The researcher piloted one school that was not used in the final study. Piloting helped in revealing deficiencies in the questionnaire.

3.7 Reliability of the instrument

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials (Mugenda & Mugenda, 2003). Orodho (2004) says that reliability of a measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. To test the reliability of the instrument, the researcher used the test retest technique by administering the test twice at two different points. The researcher administered the questionnaires to pilot schools that have similar characteristics to those in the sample. The researcher then employed Pearson's product moment formula and computed correlation coefficient in order to establish consistency. Where:

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Where

N number of respondents

X scores from the first test

Y scores from the second test

The value of r lies between ± 1 , the closer the value to +1 the stronger the congruence hence if a coefficient of 0.80 or more is found, it implies that

there is a high degree of reliability. Therefore for this study the instrument's reliability yielded a correlation coefficient was 0.834 which was quite reliable for the study.

3.8 Data collection procedures

The researcher sought for an introductory letter from the department of education, University of Nairobi to enable the researcher to get a research permit from the National council for Science, Technology and Innovation (NACOSTI). Afterwards, the researcher got permission from Buuri District Education Officer to carry out research in the District. The researcher then drew a visit schedule and sought for consent from school principals in order to carry out research in their schools. The researcher administered the questionnaire to the participants and collected the questionnaires later for data analysis.

3.9 Data analysis techniques

To analyze the data obtained from the research study, questionnaires were cross checked to ascertain their accuracy, completeness and uniformity of information. Quantitative data obtained from demographic section and other closed- ended questions were analyzed using descriptive statistics using percentages and frequencies. Bar graphs and pie charts were used to present the data. Qualitative data generated from open- ended questions were

organized into themes and patterns categorized through content analysis based on variables from the objectives. Data was coded and computed using Statistical Package for Social Science.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate institutional factors influencing adherence of safety standard guidelines in secondary schools in Buuri District, Kenya. It was guided by the following research objectives; to determine the extent to which availability of financial resources by board of management, disciplinary measures employed by the administration on students who vandalize school facilities, the principals' sensitization of students on safety guidelines and the number of enrolled students influence adherence to safety standard guidelines in public secondary schools. Data was collected using questionnaires principals, BOM members, students leaders and first aiders. Collected data was compiled into frequencies and percentages, and then presented in tables, graphs and pie charts.

4.2 Instrument return rate

The research sample comprised of 11 principals, 11 BOM members and 22 students sample population therefore, 44 questionnaires were administered. All principal's questionnaires were returned (100%), 9 BOM members questionnaires were returned (81.8%) and all students questionnaires were returned from teachers, representing 100.0% response rate. Therefore 42 questionnaires were returned a 95.5% response rate. This response rate was considered satisfactory to answer the study's questions.

4.3 Demographic information of the respondents

Personal information of the respondents was sought to give an insight on the respondents' characteristics, which included students' gender, class and leadership role, the principal's tenure was also sought. Thus the researcher sought to find out the students gender and presented the findings in Table 4.1.

Table 4.1 Students' gender

Gender	Frequency	Percent
Male	15	68.2
Female	7	31.8
Total	22	100.0

From the study findings, majority of the student leaders (68.2%) were male. These findings reveal that leadership positions were awarded to male students than their female counterparts. The researcher then sought to find out the classes the student leaders were in and presented the findings in Table 4.2.

Table 4.2 Student leaders' class allocation

Class	Frequency	Percent
Form two	7	31.8
Form three	11	50.0
Form four	4	18.2
Total	22	100.0

From the study findings, half of the student leaders were in form three while form one students were left out of the study since they had barely been in schools for only one term during the time of the study. These findings imply that student leadership was assigned to students who had been in school for along period for they were in a position to contain students' discipline. Further the researcher sought to find the roles the student leaders were assigned and tabulated the findings in Table 4.3.

Table 4.3 Roles assigned to student leaders

Role	Frequency	Percent
School captain	9	40.9
Class prefect	8	36.4
Dorm prefect	3	13.6
Compound prefect	2	9.1
Total	22	100.0

Table 4.3 shows that most of the student leaders (40.9%) were school captains while 36.4 were class leaders. 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.

The principals and BOM members were requested to state the duration they had been in their current school and their responses were tabulated in Table 4.4.

Table 4.4 Respondents' tenure in school

No of years	Principals		BOM members	
	Frequency	Percent	Frequency	Percent
1 – 4 years	2	18.2	6	66.7
5 – 9 years	3	27.3	3	33.3
Over 10 years	6	54.5	0	0.0
Total	11	100.0	9	100.0

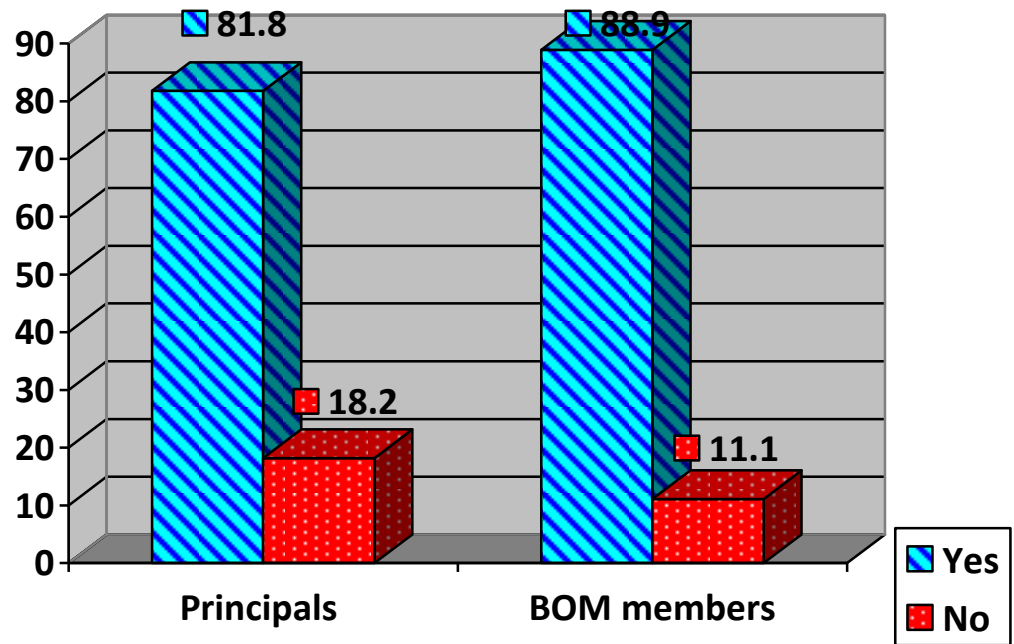
From the study findings majority of the principals (54.5%) had being in their current station for more than ten years, while majority of the BOM members (66.7%) had occupied their positions for less than four years. These findings imply that principals were familiar with the school practices for a long time thus they were in a position to give relevant data on their schools. BOM members are usually re-elected after a given period thus their short term tenancy.

4.4 Availability of financial resources and adherence to safety standards

Where there is availability of funds the provisions for safety ensure that learners learn in a safe environment therefore without adequate funds, all the safety policies may not be implemented. To establish whether board of management avail financial resources to adhere to safety guidelines (Objective I), the researcher sought to find out whether principals and BOM

members allocate funds to cater for safety needs in schools. The findings are presented in Figure 4.1.

Figure 4.1 Allocation of funds to cater for safety needs in school



The study findings show that majority of the respondents (81.8% principals and 88.9% BOM members) indicated that they allocate funds to cater for safety needs in their schools. These findings imply that many schools take precaution of safety needs in their schools. These findings are in line with Nyakundi (2012) who states that without adequate funds, all the safety policies may not be implemented.

Therefore the researcher sought to find out an estimate budgetary allocation for safety needs funds. The findings were presented in Table 4.5.

Table 4.5 Estimate budgetary allocation for safety needs funds

Amount	Principals		BOM members	
	Frequency	Percent	Frequency	Percent
Below 10,000	1	9.1	0	0.0
10,001 – 30, 000	5	45.4	4	44.5
30,001 – 50, 000	2	18.2	1	11.1
Over 50, 000	1	9.1	3	33.3
None	2	18.2	1	11.1
Total	11	100.0	9	100.0

From the study findings most schools (45.4%) allocate ten to thirty thousand shillings to cater for safety needs. These findings imply that funds allocated are usually not enough to cater for all safety guidelines requirements. These findings are in line with Nyakundi (2012) who carried out research on implementation of safety standards and guidelines in public secondary schools in Marani District, Kisii County and revealed that inadequate funds were possible constraints in the implementation of safety standards.

The researcher sought to establish whether principals and BOM members are involved in mobilizing financial resources to cater for safety needs and presented the findings in Figure 4.2.

Figure 4.2 Respondents responses on whether they mobilize financial resources to cater for safety needs

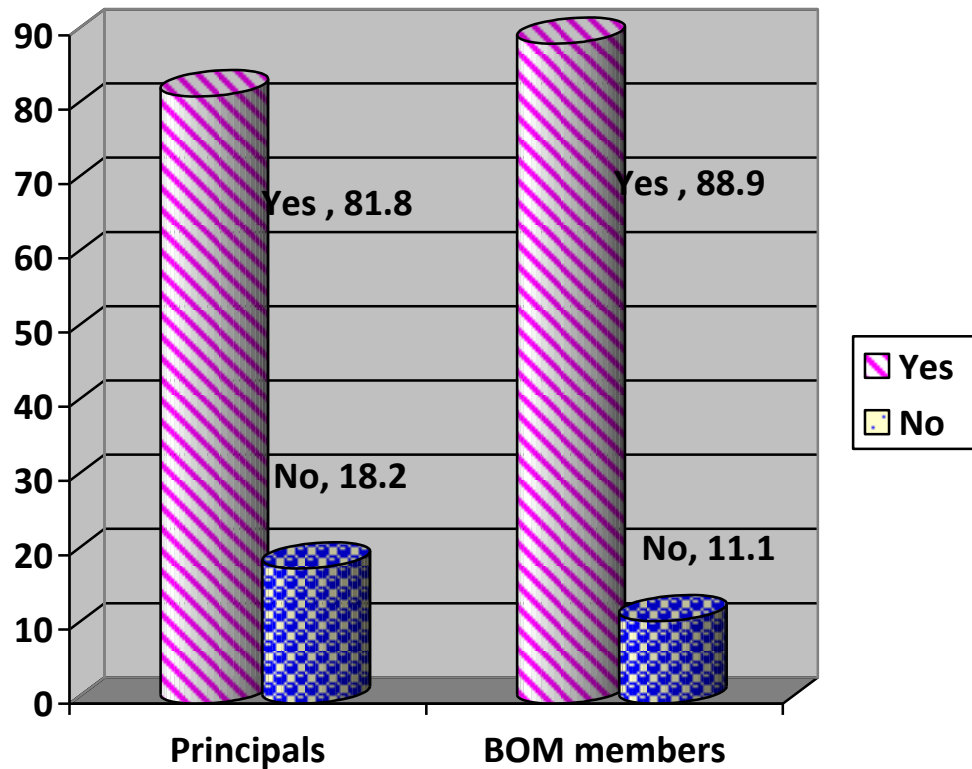


Figure 4.2 shows that majority of the principals and BOM members (81.8%) and (88.9%) indicated that they mobilize financial resources to cater for safety needs. These findings imply that in many schools, school administrations are responsible in conscription of financial resources to be allocated in various school needs. These findings concur with Mburu (2012) who found out that in public schools in Limuru District schools had safety committees who were active and the school administration were involved in school safety. The researcher then sought to find out how school administration mobilize

financial resources to cater for safety needs and presented the findings in Table 4.6.

Table 4.6 Ways school administration mobilize financial resources to cater for safety needs

Ways	Principals		BOM members	
	Frequency	Percent	Frequency	Percent
Setup guidelines	3	27.3	4	44.4
Budget planning	6	54.5	5	55.5
None	2	18.2	1	11.1
Total	11	100.0	9	100.0

Table 4.6 shows that majority of the respondents (54.5% principals and 55.5% BOM members) indicated that in their schools financial resources are budgeted for while 27.3 percent and 44.4 percent of the respondents (principals and BOM members respectively) stated that they mobilized funds for safety needs through setup guidelines provided for by the Ministry of education. These findings imply that many a time are when school administration sits down and plan financial allocation for the funds at hand. This concurs with Coady & Parker, (2002) who state that little finance has been allocated in enhancing safety standards in secondary schools making it hand for schools to implement effective safety standards.

4.5 Measures taken to curb vandalism of school facilities and adherence to safety standards

To establish whether schools had put up measures to curb vandalism of school facilities by students (Objective II) the researcher requested the student leaders to rate security in their schools. Their responses were tabulated in Table 4.7.

Table 4.7 Student leaders' rating of school's security

School security	Frequency	Percent
Very high	8	36.3
High	10	45.5
Average	4	18.2
Low	0	0.0
Very low	0	0.0
Total	22	100.0

From the study findings majority of the student leaders (81.8%) indicated that their school's security was high, while none felt that their school's security was low. These findings imply that students had confidence in the safety of their schools. The researcher sought to find out whether schools had enrolled

high number of students and requested the respondents to indicate their agreement to this notion. The findings are presented in Figure 4.3.

Figure 4.3 Respondents agreement on high enrolment of students

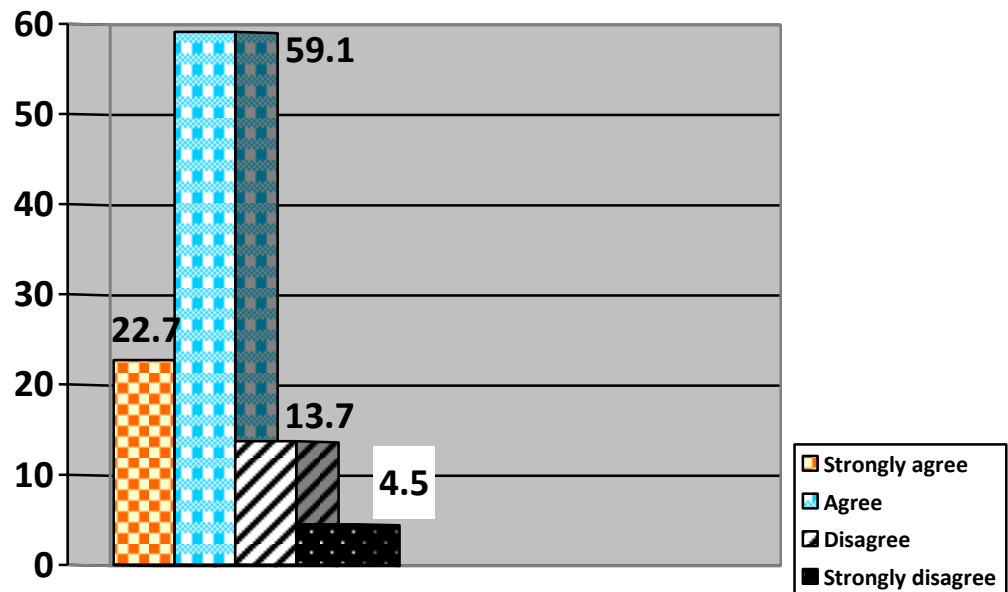


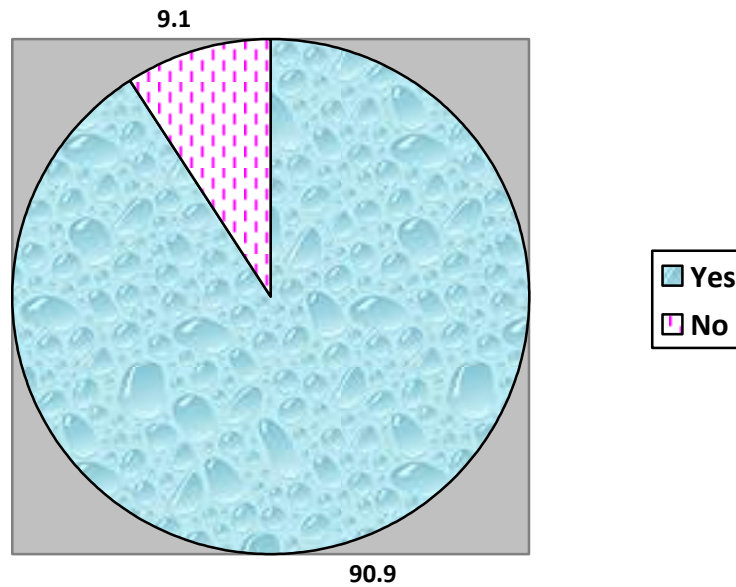
Figure 4.3 shows that majority of the student leaders (81.7%) were in agreement with the notion that students in their schools were over enrolled. These findings imply that students' unrest was likely to be found in school due to the high enrolment of students. This concurs with Ng'ang'a (2012) who found out that increasing student population has a high effect on compliance with safety standards. Congestion in schools was seen to pose challenge to compliance with safety standards. Thus the researcher sought to find out whether learners vandalize school property and presented the findings in Table 4.8.

Table 4.8 Student leaders' responses on whether learners vandalize school property

Response	Frequency	Percent
Yes	16	72.7
No	6	27.3
Total	22	100.0

From the study findings majority of the student leaders (72.7%) indicated that learners in their schools vandalize school property. These findings imply that safety standards in the schools are threatened by the learners' indiscipline behaviours. The researcher sought to find out from the principals whether they take up measures upon learners who vandalize school property. The responses are presented in Figure 4.4.

Figure 4.4 Principals responses on whether they take up measures upon learners who vandalize school property



The study findings show that majority of the principals (90.9%) indicated that learners in their school vandalize school property. These findings reveal that students engage in unrest in schools and damage school property in the process. The researcher then sought to find out how the principals deal with students who vandalize school property. Their responses are tabulated in Table 4.9.

Table 4.9 Measures taken by principals against students who vandalize school property

Measures taken	Frequency	Percent
Repay property	8	72.7
Suspend students	2	18.2
Do not vandalize	1	9.1
Total	11	100.0

Table 4.9 shows that majority of the principals (72.7%) indicated that learners who vandalize school property repay back the destroyed property, while 18.2 percent indicated that since vandalism is an indiscipline case student caught in these behaviours are suspended from school. These findings imply that school administration take up strict measure on students to curb indiscipline cases in school. Further the researcher sought to find out the reasons as to why learners vandalize school property. The findings were presented in Table 4.10.

Table 4.10 Causes of students vandalizing school property

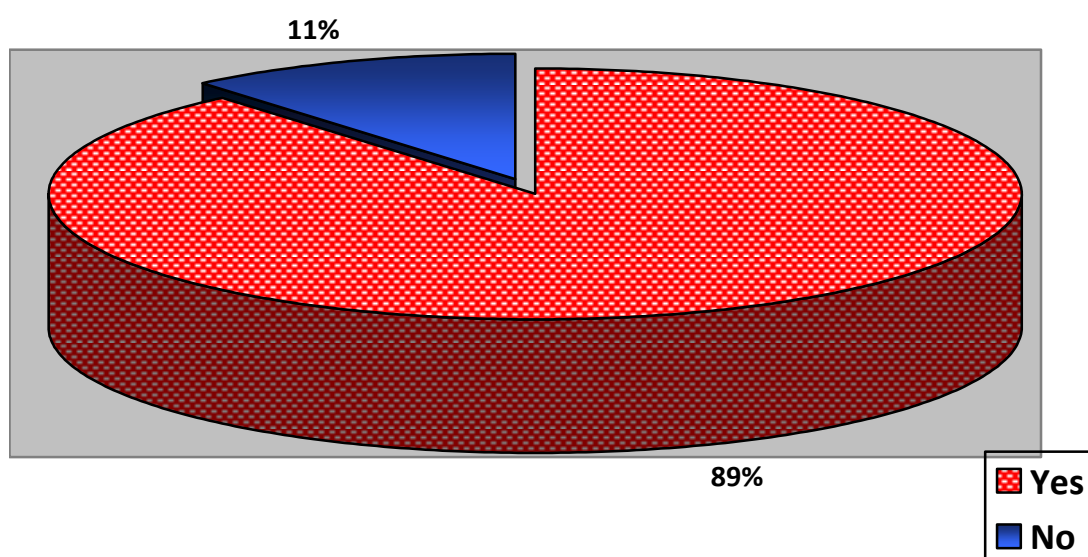
Reason	Frequency	Percent
Availability of weapons in school	5	22.7
Over enrolment of students	13	59.1
Lack of cooperation from teachers	4	18.2
Total	22	100.0

Table 4.11 shows that majority of the student leaders (59.1%) indicated that students in their schools are usually over enrolled which makes it hard to contain them thus school property is vandalized in the process. 22.7 percent indicated that there existed crude weapons in school that caused learners to destroy school property, with 18.2 percent indicated that their teachers lack effective cooperation to curb indiscipline cases in school thus learners vandalism of school property. These findings are in line with Leandri (2011) who find out that overcrowding in dormitories in boarding schools with schools admitting high number of students has caused strain to the school facilities. Scholars did not respect their teachers, lacked discipline and even cooperation cause vandalism. Weapon search can help assist in prevention of serious crimes on school property and should be done to the learners who destroy school property and cause unrest in schools where zero-tolerance policies that promote prevention of violence, weapons and substance abuse is expulsion are enforced.

4.6 Principal's sensitization on implementation of safety guidelines on adherence to safety standards in secondary schools

Sensitizing involves creating awareness, to establish whether principals sensitize students on safety guidelines (Objective III) the researcher requested the student leaders to indicate whether their principals educate students on safety guidelines. Their responses are presented in figure 4.5.

Figure 4.5 Student leaders' responses on whether principals educated learners on safety guidelines



From the study findings majority of the student leaders 88.9% indicated that their principals educated learners on safety guidelines. These findings imply that majority of the principals fulfill their role in ensuring that security is enhanced in their schools. Further the researcher sought to find out the

frequency of principals educating students on safety guidelines and presented the findings in Table 4.11.

Table 4.11 Student leaders’ responses on principals’ frequency of educating learners on safety guidelines

Frequency	Frequency	Percent
Often	5	22.7
Less often	12	54.6
Rare	4	18.2
Never	1	4.5
Total	22	100.0

Table 4.11 shows that majority of the principals (54.6%) less oftenly 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. The findings concur with Lyons 1(991) who defines a high school principal as an instructional leader with key responsibilities like; provision of a safe and positive school environment, fostering good teaching and learning, promoting good school-community relations, hiring and developing a strong staff and monitoring student progress. These can only be realized in a premise of stable environment.

The researcher sought to find out from the principals how they play their role in sensitizing the school to adhere to safety standards and guidelines. Their responses are tabulated in Table 4.12.

Table 4.12 Principals’ roles of sensitizing schools to adhere to safety standards and guidelines

Roles	Frequency	Percent
Hold demonstration forums	9	81.8
Reminders during assemblies	10	90.9
Strict enforce of discipline	6	54.5
Motivational talks	3	27.3
N = 11		

From the study findings Majority of the principals (90.9%) remind school community on safety standards and guidelines during school assemblies including meetings, while 81.8 percent indicated that they hold monthly demonstration forums to show learners how to use fire extinguishers, manner to conduct themselves during unrest and fire exits. 54.5 percent indicated that to ensure that safety measures are not compromised by students indiscipline they enforce strict discipline among their students though motivational talk on standards and guidelines was also indicated as a way of sensitizing on safety. These findings imply that school heads need to be on the front line to fight security and safety measures in schools. The findings are in line with

Lendri (2011) who noted that security plans emergency plans and policies and procedures at a school form a vital part of the security as a whole. The policies and procedures may be cheap security asset and not highly sophisticated technological or physical security but needs to be utilized often. All schools should design and implement a code of conduct, a code of ethics, a security plan as well as emergency preparedness plans. These policies and procedures to be created by joint contribution for the principal, educators, scholars, parents and relevant community members, to make them more effective. The study indicated a definite lack of knowledge and awareness of plans that were in place at the schools. The problem was that the plans were never or were hardly practiced.

To ensure that students were aware of safety standards the researcher requested them to list the safety standards they were aware of and presented the findings in Table 4.13.

Table 4.13 Safety standards students known to the students

School security	Frequency	Percent
Availability of fire extinguishers	18	81.8
Peace among learners	4	18.2
Tight security	21	95.5
Properly installed electricity	15	68.2
Available fire exits	6	27.3

N = 22

The study findings reveal that majority of the students (81.8%) were aware that fire extinguishers should be available in their schools to enhance safety. 95.5 percent felt that having tight school security personnel was a measure to ensure their safety in school, while 18.2 percent felt that when students lived in harmony with each other their schools remained safe. These findings imply that students are enlightened on important measure to ensure that safety standards are adhered to in school to promote effective learning. Therefore the researcher requested the student leaders to highlight ways to improve school safety and tabulated the findings in Table 4.14.

Table 4.14 Students suggestions on ways to improve school's safety

Ways to improve	Frequency	Percent
Involving everyone on security matters	3	13.6
Fitting electricity fences	15	68.2
Installation of fire extinguishers	22	100.0
Inviting safety experts	6	27.3
Employ more security guards	4	18.2

N = 22

From the study findings Table 4.14 shows that all the student leaders indicated that installing fire extinguishers at various points in school building was a prime safety measure that needed to be effected by all schools. 68.2 percent indicated that schools should be surrounded with electrical fences, 18.2 percent employment of more security guards while 27.3 percent indicated that schools should invite safety experts like fire brigade department experts to demonstrate safety measure or give awareness forums on schools' safety. These findings imply that schools need to beef up security and safety measures to ensure that schools have better learning environment.

The researcher then provided respondents with statements to establish whether schools physical facilities adhere to safety policies and presented their responses in Table 4.15.

Table 4.15 Principals perception on school physical facilities adhere to safety standards policies

Principals' perception	Agreement		Disagreement	
	Frequency	Percent	Frequency	Percent
The school physical infrastructure are inspected and occupied in consultation with approval of Ministry of public health	1	9.1	10	90.9
There is adequate lighting in school	11	100.0	0	0.0
School windows are without grills	7	63.6	4	36.4
The school has constituted a strong and effective security	2	18.2	9	81.8

From the study findings all the principals agreed that their school's infrastructures are adequately light, while majority of them (90.9%) indicated that their school's physical infrastructures are not inspected and occupied in consultation with the approval of the Ministry of Public Health. These findings imply that when school buildings and other structures are built

school administration do not consult for safety standards inspections. Therefore it would not be possible to justify the safety of the school infrastructures. The findings concur with Ntheya (2011) and Nyakundi (2012) who recommended that policy makers should follow up, monitor and evaluate safety situations in all school to sustain school safety.

The researcher sought to find out on the frequency of carrying out safety standard measures and presented the findings in Table 4.16.

Table 4.16 Students' responses on frequency of carrying out safety measures in schools

Frequency	Often		Rarely		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
N = 22						
Frequency school facilities and equipment inspected	4	18.2	18	81.8	22	100.0
Frequency of conduct fire drills	1	4.5	21	95.5	22	100.0
Frequency of schools inviting the local fire brigade department to give talks or demonstrations on safety in school context	0	0.0	22	100.0	22	100.0

From the study findings, Table 4.16 shows that schools rarely invite local fire brigade department to give talks or demonstrate on safety in a school context, while majority of the student leaders (81.9%) indicated that their schools' facilities and equipment are rarely inspected. These findings imply that essential safety measures are overlooked thus schools do not adhere to safety guidelines as they should. The findings concur with Abaya (2011) found out that high school principals have to deal with different contexts that influence and determine their success and effectiveness. The contexts includes social and political factors that undermine tolerance, bullying, sexual harassment and aggression safety challenges, child abuse and changes in the traditional structure of the family. All these contexts influence on school safety and need to be addressed and a school principal plays pivotal roles in the overall running of their schools.

The researcher requested the principals to suggest how they can be assisted in ensuring adherence to school safety standards and presented their responses in Table 4.17.

Table 4.17 Principals responses on suggestions on ways they can be assisted to ensure adherence to school safety standards

Suggestions	Frequency	Percent
Government allocate more funds	7	31.8
Regular fire drills	2	18.2
Enlighten teachers	9	81.8
Building construction standards	5	45.5

N = 11

From the study findings majority of the principals (81.8%) suggested that teachers need to be enlightened on safety standards through training in forums and workshops. Most of the principals (31.8% and 45.5%) indicated that the government should allocate more fund and strict building construction standards needs to be put in place to ensure school safety standards are adhered to. These findings concur Wanyama (2011) who recommended training for all school heads in school health and safety. Students should be sensitized about courtesy, politeness, hygiene, safety and health standards required and the importance of keeping their school premises clean and free from health hazards.

4.7 Cross tabulation of adherence to safety standard guidelines in Secondary schools

To compare and contrast the study findings the test score of the visited school were calculated and cross tabulated so as to ensure that the research questions were appropriately addressed. The researcher compared and contrasted schools that have and those that do not have adequate financial resources and adherence of safety standards. The cross tabulation was presented in Table 4.18.

Table 4.18 Comparison of financial resources allocation in schools

Financial allocation	Frequency	Percent
Adequate	8	72.7
Inadequate	3	27.3
Total	11	100.0

From the study findings, all schools are allocated for financial resources to adhere to safety standards guidelines though in majority of the schools the funds are inadequate. This limited funds causes the school administration to mobilize financial resources to cater for safety needs. These findings confirm Nyakundi (2012), who stated that implementation of safety standards and guidelines in schools is greatly hindered by lack of adequate funds.

The researcher further sought to compare between schools with deterrent or non-deterrent measures for vandalism and adherence of safety standards and guidelines. From the study findings majority of the schools have strong measures put in place to restrictive actions against student who vandalize

school property. This has in turn reduced the cases of school property vandalism that come in handy with reduced indiscipline case, thus improved cooperation between teachers, students and school administration

However, it was realized that in schools where principals sensitize members of the school community on safety standard guidelines learners and other stakeholders in the school are equipped with necessary skills to enable them deal with emergency cases. Schools where principals do not sensitization school community on safety, the members are not aware that their safety is mainly in their hands.

In the bid to compare school enrolment and adherence to safety standards guidelines the researcher concluded that schools with every high students population are challenged to put up measures to ensure safety measures are adhered to. The higher the population the more difficult it gets to implement safety standards guidelines since lower enrolment are easier to contain.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, conclusions and recommendations arrived at. It also gives suggestions for further studies.

5.2 Summary of the study

The purpose of the study was to investigate institutional factors influencing adherence of safety standard guidelines in secondary schools in Buuri District, Kenya. It was guided by the following research objectives; to determine the extent to which availability of financial resources by board of management, disciplinary measures employed by the administration on students who vandalize school facilities, the principals' sensitization of students on safety guidelines and the number of enrolled students influence adherence to safety standard guidelines in public secondary schools. The study was based on Maslow's Hierarchy of Needs Theory (1943). The study adopted a descriptive survey design. Questionnaire tools were adopted to collect the data from principals & BOM members, and student leaders & first aiders. Test- retest method was used to test the reliability of the tools. Thus the study sample population comprised of 11 principals, 11 BOM members and 22 students sample population therefore, 44 questionnaires were administered. All principal's questionnaires were returned (100%), 9 BOM members questionnaires were returned (81.8%) and all students questionnaires were returned from teachers, representing 100.0% response rate. Therefore 42 questionnaires were returned a 95.5% response rate. The

data collected was analyzed both qualitatively and quantitatively.

On the respondents' demography, majority of the student leaders (68.2%) were male. Half of the student leaders were in form three while none of the students indicated that they were in form one, while most of the student leaders (40.9%) were school captains and 36.4 were class leaders. Majority of the principals (54.5%) had been in their current station for more than ten years, while majority of the BOM members (66.7%) had occupied their positions for less than four years. These findings imply that principals were familiar with the school practices for a long time thus they were in a position to give relevant data on their schools. BOM members are usually re-elected after a given period thus their short term tenancy.

To establish whether principals and board of management avail financial resources to adhere to safety guidelines (Objective I), the researcher sought to find out whether principals and BOM members allocate funds to cater for safety needs in schools. Majority of the respondents (81.8% principals and 88.9% BOM members) indicated that they allocate funds to cater for safety needs in their schools. These findings reveal that many schools take precaution of safety needs in their schools.

However, most schools (45.4%) allocate ten to thirty thousand shillings to cater for safety needs. Thus funds allocated are usually not enough to cater for all safety guidelines requirements. Majority of the principals and BOM members (81.8% and 88.9% respectively) indicated that they mobilize financial resources to cater for safety needs. These findings imply that in many schools, school administrations are responsible in conscription of

financial resources to be allocated in various school needs. Majority of the respondents (54.5% principals and 55.5% BOM members) indicated that in their schools financial resources are budgeted for while 27.3 percent and 44.4 percent of the respondents (principals and BOM members respectively) stated that they mobilized funds for safety needs through setup guidelines provided for by the Ministry of education. These findings imply that many a time are when school administration sits down and plan financial allocation for the funds at hand.

To establish whether schools had put up measures to curb vandalism of school facilities by students (Objective II) the researcher requested the student leaders to rate security in their schools. Majority of the student leaders (72.7%) indicated that learners in their schools vandalize school property. Though, majority of the principals (90.9%) indicated that learners in their school vandalize school property. These findings reveal that students engage in unrest in schools and damage school property in the process. The researcher then sought to find out how the principals deal with. Majority of the principals (72.7%) indicated that learners who vandalize school property repay back the destroyed property, while 18.2 percent indicated that since vandalism is an indiscipline case student caught in these behaviours are suspend from school. These findings imply that school administration take up strict measure on students to curb indiscipline cases in school.

Majority of the student leaders (59.1%) indicated that students in their schools are usually over enrolled which makes it hard to contain them thus

school property is vandalized in the process. 22.7 percent indicated that there existed crude weapons in school that caused learners to destroy school property, with 18.2 percent indicated that their teachers lack effective cooperation to curb indiscipline cases in school thus learners vandalism of school property.

To establish whether principals sensitize students on safety guidelines (Objective III) the researcher requested the student leaders to indicate whether their principals educate students on safety guidelines. Majority of the student leaders 88.9% indicated that their principals educated learners on safety guidelines Therefore majority of the principals fulfill their role in ensuring that security is enhanced in their schools. Majority of the principals (54.6%) less oftenly 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.

Majority of the principals (90.9%) remind school community on safety standards and guidelines during school assemblies including meetings, while 81.8 percent indicated that they hold monthly demonstration forums to show learners how to use fire extinguishers, manner to conduct themselves during unrest, fire exits etc. 54.5 percent indicated that to ensure that safety measures are not compromised by students indiscipline they enforce strict discipline among their students though motivational talk on standards and guidelines was also indicated as a way of sensitizing on safety. Thus, school

heads need to be on the front line to fight security and safety measures in schools.

However, majority of the students (81.8%) were aware that fire extinguishers should be available in their schools to enhance safety. 95.5 percent felt that having tight school security personnel was a measure to ensure their safety in school, while 18.2 percent felt that when students lived in harmony with each other their schools remained safe. Thus, students are enlightened on important measure to ensure that safety standards are adhered to in school to promote effective learning.

To establish whether student enrolment influence adherence of safety guidelines (Objective IV) the study findings reveal that majority of the student leaders (81.8%) indicated that their school's security was high, while none felt that their school's security was low. However, majority of the student leaders (81.7%) were in agreement with the notion that students in their schools were over enrolled. Students' unrest was likely to be found in school due to the high enrolment of students. All the student leaders indicated that installing fire extinguishers at various points in school building was a prime safety measure that needed to be effected by all schools. 68.2 percent indicated that schools should be surrounded with electrical fences, 18.2 percent employment of more security guards while 27.3 percent indicated that schools should invite safety experts like fire brigade department experts to demonstrate safety measure or give awareness forums on schools' safety.

Therefore schools need to beef up security and safety measures to ensure that schools have better learning environment.

All the principals agreed that their school's infrastructures are adequately light, while majority of them (90.9%) indicated that their school's physical infrastructures are inspected and occupied in consultation with the approval of the Ministry of Public Health. Hence when school buildings and other structures are built school administration do not consult for safety standards inspections. Therefore it would not be possible to justify the safety of the school infrastructures. Schools rarely invite local fire brigade department to give talks or demonstrate on safety in a school context, while majority of the student leaders (81.9%) indicated that their schools' facilities and equipment are rarely inspected. Thus essential safety measures are overlooked thus schools do not adhere to safety guidelines as they should. Majority of the principals (81.8%) suggested that teachers need to be enlightened on safety standards through training in forums and workshops. Most of the principals (31.8% and 45.5%) indicated that the government should allocate more fund and strict building construction standards needs to be put in place to ensure school safety standards are adhered to.

5.3 Conclusions

Based on the study findings the study came up with the following conclusions:

School administrations are not able to provide adequate financial resources and funds allocated are usually not enough to cater for all safety guidelines

requirements. However, principals and BOM members mobilize financial resources to cater for safety needs in many schools, school administrations are responsible in conscription of financial resources to be allocated in various school needs. Mobilized funds for safety needs through setup guidelines provided for by the Ministry of education. Thus many times school administration sits down and plan financial allocation for the funds at hand.

Students engage in unrest in schools and damage school property in the process. Learners who are caught with indiscipline case behaviours that cause vandalism of school property either repay back the destroyed property, or are suspend from school. However, principals educate students on safety guidelines but 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. Principals are supposed to hold demonstration forums to show learners how to use fire extinguishers, manner to conduct themselves during unrest, enforce strict discipline among their students though motivational talk on standards and hung to sensitize on safety.

However, school's security was high lowered when schools were over enrolled. Students' unrest was likely to be found in school due to the high enrolment of students. Hence, schools need to beef up security and safety measures to ensure that schools have better learning environment. When school buildings and other structures are built school administration do not

consult for safety standards inspections. Therefore it would not be possible to justify the safety of the school infrastructures.

5.4 Recommendations

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

- i. Government should allocate more funds to schools so as to enable the school management cater for safety requirements in schools.
- ii. The government needs to come up with better standards on the ratio of student to the school facilities.
- iii. The Ministry of Education should enforce that schools display safety guideline rules on strategic points in school.
- iv. School administration should enforce strict discipline to ensure that students do not engage in indiscipline behaviours.
- v. School community should put up measures to boost safety standards of school physical infrastructure.

5.5 Suggestions for further research

The researcher suggests that;

- i. A study to be carried out to find out societal factors that influence adherence of safety standards in schools.
- ii. A study to be carried out to assess the effectiveness of using safety standards and guidelines in schools
- iii. A similar study to be replicated in other District in the country to compare the findings.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

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

To the school Principal
..... Secondary school

Dear Sir/Madam

REQUEST TO COLLECT DATA

I am a Master of Education student from University of Nairobi specializing in Corporate Governance. I am currently carrying on a research on Factors influencing adherence to safety standard guidelines in secondary schools in Buuri District Kenya. I request kindly for your permission and support to fill in the questionnaire in your school. The information gathered will only be used for academic purpose and the identity of the respondent will remain confidential.

Thank you in advance

Yours faithfully,

Kirimi Kellen Kaari

APPENDIX II

QUESTIONNAIRE FOR PRINCIPALS AND BOM MEMBER

The purpose of this questionnaire is to collect data on Factors Influencing Adherence to safety standards and guidelines in Buuri District, Kenya. Kindly read the items carefully and provide a response that best represents your opinion. To provide confidentiality do not indicate your name on the questionnaire. The questionnaire has several sections. Tick accordingly in the provided gaps

1. What is your designation in this school?

Principal []

Member of BOG []

2. State your tenure in the school

1-4 years [] 5-9 years []

Over 10 years []

3. Do you allocate funds to cater for safety needs in the school?

Yes [] No []

4. If yes, what is the estimate budgetary allocation?

5. In reference to (5) above are you involved in mobilizing financial resources to cater for safety needs in school? Yes [] No []

Please give a brief explanation

6. As a stakeholder in the institution, what role do you play in sensitizing the school on adherence to standards and guidelines?

7. Are there measures taken upon those who vandalize school property?

Yes [] No [] Give brief description.....

Do you Strongly Agree, Agree, Strongly Disagree or Disagree to the following:	SA	A	SD	D
The school physical infrastructure are inspected and occupied in consultation with the approval of Ministry of Public Health Department				
There is adequate lighting in school				
School windows are without grills				
The school has constituted a strong and effective security committee				

8. Has student enrolment influenced adherence safety standard and guidelines in your school?

9. In your opinion has the government done enough to ensure adherence to 2008 safety standard manual for schools?

10. How can the school be assisted in ensuring adherence to the school safety standards?

Thank you for your participation

APPENDIX III

QUESTIONNAIRE FOR STUDENT LEADER AND FIRST AIDERS

The objective of this questionnaire is to collect data on Factors Influencing Adherence to safety standards and guidelines in Buuri District, Kenya. Kindly read the items carefully and provide a response that best represents your opinion. To provide confidentiality do not indicate your name on the questionnaire. The questionnaire has several sections. Please answer accordingly with a tick in the provided gaps.

Section A: Respondent profile

1. What is your gender? Male [] Female []
2. Which class are you? F1[] F2[] F3[] F4[]
3. What is your role as a student leader? School class dorm
compound other specify
4. Do you offer first aid? Yes[] No []

Section B: Factors influencing adherence to safety standards guidelines

5. How would you rate security in your school?
Very high [] high [] average [] low [] very low []
6. The school has enrolled high number of students

Strongly agree []

agree []

Disagree []

strongly disagree []

7. Do learners vandalize school property? Yes [] No []

8. Measures are taken to those who vandalize school property

Strongly agree []

agree []

Disagree []

strongly disagree []

9. The school principal educate student on safety guideline?

Yes []

No []

10. If yes, how often? Frequently []

less frequently []

Rare []

very rare []

<p>Please tick very frequent(vf),frequent(f),rarely(r) or very rare(vr) in your opinion to the following:</p>	VF	F	R	VR
How often are school facilities and equipments inspected?				
How often do you conduct fire drills				
How often does the school invite the local fire brigade department to give talks or demonstration on safety in a school context				

11. Give three school safety standards you are aware of

a.

..

b.

..

c.

12. How would school safety be improved?

.....

.....

.....

Thank you for your participation

APPENDIX IV : AUTHORIZATION LETTER

APPENDIX V: RESEARCH PERMIT