

**FACTORS INFLUENCING THE IMPLEMENTATION OF SAFETY STANDARDS  
IN SECONDARY SCHOOLS IN LIMURU DISTRICT, KIAMBU COUNTY, KENYA**

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

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## **DEDICATION**

**This work is dedicated to my dear wife Mary Macharia and my three children James Mburu, Joseph Chege and Anne Nyambura whose support and encouragement boosted my morale. They were truly my inspiration.**

## **ABBREVIATIONS AND ACRONYMS**

<b>B.Ed</b>	<b>Bachelor of education</b>
<b>BOG</b>	<b>Board of governors</b>
<b>DQASO</b>	<b>District quality assurance and standards officer</b>
<b>GOK</b>	<b>Government of Kenya</b>
<b>MA</b>	<b>Masters in Arts</b>
<b>M.Ed</b>	<b>Masters in Education</b>
<b>MOEST</b>	<b>Ministry of Education</b>
<b>NEMA</b>	<b>National environmental management authority</b>
<b>PTA</b>	<b>Parent Teachers Association</b>
<b>SPSS</b>	<b>Statistical Package for Social Sciences</b>
<b>USA</b>	<b>United States of America</b>
<b>UNICEF</b>	<b>United Nations children's fund</b>
<b>UNISDR</b>	<b>United Nations International Strategy for Disaster Reduction</b>
<b>WHO</b>	<b>World Health Organisation</b>

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## ABSTRACT

The purpose of this study was to identify factors influencing the implementation of safety standards in public secondary schools in Limuru district, Kiambu county Kenya. The objectives that guided the study were:- management, training, financial resources and inspection. The research design employed for this research is descriptive survey. This is found appropriate in exploring deeply how some factors influence the implementation of safety standards. The stratified sampling method was used for sampling purposes. The target population in this study consisted all nineteen principals 342 teachers and 8,238 students. The instruments used in the study were questionnaires, checklist and an interview schedule formulated by the researcher. The researcher administered the instruments to the respondents personally. The instruments validity and reliability were established for the study.

The response shows that all the sampled schools had put in place safety committees and the committees met frequently. Some of the teachers sampled had come across the safety standards manuals in their schools while others had not. The learners confirmed their involvement by the school administration in safety programmes to some extent. The teachers confirmed that they had attended safety training programmes at 63% while 37% of the learners sampled had equally attended safety training programmes. The teachers confirmed that they had acquired skills in first aid, fire drills, health education, drugs awareness and guidance and counseling at low percentages. The principals confirmed that the funds allocated were not enough to cater for safety. All the principals confirmed that the inspection visits by the quality assurance officer were rare which was the same position held by the teachers who attested to the fact that the officers visits to the school sampled were very rare. The principals further confirmed that they adhered to the recommendations made for implementation by the quality standards officers.

The study made the following recommendations:- The quality assurance officers should be empowered in terms of capacity and aided to visit all schools in their areas of operations. Staffing shortfalls in the quality assurance department should be checked as a matter of urgency to see to it that the officers fully discharge their obligations. Training and awareness creation on disaster preparedness, management and basic evacuation procedures should be conducted. This will allow for the members of the institutions to have their skills and always be ready to take charge of all situations which may require urgent response in instances of any eventualities. Inspection activities should always be undertaken in collaboration with all the statutory agencies mandated to carry out the tasks. This will ensure that there is synergy between the departments of public health, the quality assurance and public works work together and having a collective approach in terms of carrying out the inspection activities.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Internationally within all jurisdictions we have had the need to include health and safety plans in school policies and annual plans in the quest to support the development of health and safety focused school cultures and to ensure that schools meet their responsibilities to the stakeholders who are the learners, teachers and non-teaching members of staff and the committees supporting the school's activities (UNESCO, 2011). Each school should have a designated health and safety policy which has the requisite framework to achieve health and safety standards and the senior management should designate specific health and safety coordination rules to ensure the wellness of all learners and members of the school fraternities.

Health and safety policies should always reflect the capacity of the institution to comply with the requisite legislation governing the implementation of the policy in a particular jurisdiction. The health and safety policies should always reflect the institutions capacity to comply with their legislation governing the implementation of safety requirements, designate particular rules and responsibilities to specific individuals concerned with administration of safety programmes, (WHO, 2010). Staff should always be given support in terms of allowance of participation in health and safety consultations and coordination and learning institutions should always have and make a commitment for accurate reporting and recording on information that pertains health and safety of the membership and always report serious harm and injuries to the relevant occupational safety and health bodies and the concerned ministries of education. Schools and learning institutions should always have a commitment

for continuous improvement and encourage best practices in the health and safety management.

The education budgets for many countries in Sub-Saharan Africa go towards financing the huge wage bills and meeting the requirements for the human resource component. This deprives many countries the opportunity to invest in the requisite infrastructure required to guarantee the schools of safety and occupational health requirements, (World Bank Report, 2010). The financing of education has been a tough call for African countries. Most of the budgetary requirements have been met by way of pegging the funding to institutional support from development partners and this has really constrained the African states in terms of development of infrastructural capacities and meeting the thresholds of the requisite safety requirements. Shortfalls in institutional support and have exposed the soft underbelly of the African jurisdictions in the event of having situations of dire need for the meeting of safety requirements and at the same time provide the basic requirements.

Kenya has had the benefit of having a safety standards manual which is the result of a collaborative effort between the Ministry of Education and the church world service. The need to develop the safety standards manual was borne out of the situation of unprecedented levels of insecurity, witnessed in the country during the post- election violence period in the year 1998 and previous incidences of safety breaches whereby schools and allied learning institutions bore the brunt of it all, (GOK, 2010). The Ministry of Education has also made efforts towards having circulars in place for the defined health and safety standards required in learning institutions and the education act and the public health act guide and specify the thresholds in terms of safety standards which the learning institutions should adhere to.

In 2006-2007, the UNISDR carried out a global campaign entitled —Disaster Risk Reduction Begins at School. This endeavour yielded a significant mobilization of efforts in promoting school safety and the integration of disaster risk reduction into school curricula, as well as the recognition of non-formal education activities as a crucial contribution to awareness-raising, knowledge-building, and skills development for disaster risk reduction. United Nations International Strategy for Disaster Reduction (UNISDR) 2011.

Among other findings, that report identified the following challenges in promoting schools safety policies; a) Lack of capacity among educators and trainers, b) insufficient allocation of resources from the national budget, c) absence of policy and guidelines on how to integrate disaster risk reduction into curricula, education materials and training.

In Kenya many school disasters have occurred, such as the 1991 raid by boys on the girls' dormitory at St. Kizito Secondary School in Meru resulting to the death of 19 girls and 67 injured (Simatwa, 2007). In 1993, armed gangsters stormed Hawinga Girls Secondary School. The school had no perimeter fencing making it easier for the gangsters to access the school and rape students. (Oriang, 2001). Gicheru (1998) states that overcrowding was one of the factors that contributed to the death of 27 girls in the 1998 Bombolulu Girls dormitory fire. In Kyanguli Secondary School Machakos a dormitory fire consumed sixty eight boys, while many more sustained serious burns in 2007. It's believed that if the dormitory had a wider door the disasters magnitude could have been smaller. The Ministry of Education has since given explicit directives on how safety issues are to be addressed through a circular (G9/1/169) and through a safety standards manual for Secondary Schools published in 2008. The existence of policy guidelines on school safety however has not stopped the incidences of injury, death and loss of property in Kenyan public schools.

Central province of the Republic of Kenya has suffered from breaches in security and safety requirement needs for learners. Situations of schools unrests, bullying, incidences of fire outbreaks and arson have been widespread. The case of Endarasha Secondary School in Nyeri County whereby from learners lost their lives in an arson incidence and in which criminal proceedings are still in court mirrors the gravity of the situation on the ground, (Munene, 2011). Sensitization on the need to have harmonious coexistence and parental involvement in the managing of learning institutions should always be the practice top check the occurrence of similar incidences in future.

Limuru district has had situations of safety breaches and concerns which show a lapse in the safety requirements and non-appearance in the safety standards and thresholds required. Cases of intrusion due to lack of good fencing in girls' schools by outsiders abound exposing the learners to risks of harassment and immense paying and loss. A recent case in St Marys Thigio Girls Secondary School which raised eyebrows and pertinent concerns as regards the learners' safety owing to frequent trespasses and intrusions from local outsiders to peep at the girls while taking a bath have been reported in the District education office. The situation elicited protests from the learners causing them to trek from the school in protest to demand for police protection. The situation mirrors moral and societal rot exposing the learners to serious safety breaches. This calls for the finding out of factors affecting implementation of safety standards in secondary schools in Limuru district.



## 1.2 Statement of the Problem

The Ministry of Education has developed safety standards and guidelines for use by secondary schools to safeguard and assure the safety of learners and teachers while in the institutions of learning. However, the safety of learners and teachers has on many occasions been compromised by the occurrence of incidences which put their safety into risk and situations of jeopardy. The school principals have been bestowed with the responsibility of implementation of the safety standards. A study co-ordinated by Koriang, (2009) established that budgetary constraints, lack of goodwill and the levels of training and capacity building are some of the factors which affected the implementation of safety standards in secondary schools in Turkana South district.

Many incidences have been reported in the District Education office and the police department in Limuru district. One of the most recent cases involved an incidence of St. Marys Girls Thigio Secondary School whereby the students demonstrated on Tuesday 10<sup>th</sup> July (2012) from the school in Ndeiya division and trekked to Limuru town which is a distance of forty kilometers away to protest exposure to safety risks which entailed local youth peeping at them during bath times, early in the morning and at night, (Munene, 2012). They requested the DEO and the district commissioner to provide them with administration police guards as the school watchmen were too old to chase after and apprehend the local youth. The incidence was reported in the Limuru police station and received coverage in the local media.

The researcher took cognizance of the safety breaches in secondary schools in Limuru district and sought to find out the factors affecting the implementation of safety standards in secondary schools in Limuru district.

### **1.3 Purpose of the Study**

The purpose of the study was to determine the factors influencing the implementation of safety standards in public secondary schools in Limuru district, Kiambu County in the Republic of Kenya.

### **1.4 Objectives of the Study**

The study was based on the following objectives;

1. To determine how school management influences the implementation of safety standards in public secondary schools in Limuru district
2. To explore how training influences the implementation of safety standards in public secondary schools in Limuru district
3. To investigate how financial resources influence the implementation of safety standards in public secondary schools in Limuru district.
4. To determine how inspection influences the implementation of safety standards in public secondary schools in Limuru district

### **1.5 Research Questions**

The study answered the following research questions;

1. To what extent does school management influence the implementation of safety standards in public secondary schools in Limuru district?
2. How does training influence the implementation of safety standards in public secondary schools in Limuru district?
3. To what extent do financial resources influence the implementation of safety standards in public secondary schools in Limuru district?
4. How does inspection influence the implementation of safety standards in public secondary schools in Limuru district?

## **1.6 Basic Assumptions of the Study**

The basic assumptions of the study were:-

All secondary schools had the knowledge of the standards in the safety manual and the Ministry of Education circular issued in the year 2008.

The study equally had the assumption that the responses given by the respondents were honest and forthright to the best of the ability of the respondent's capacities.

## **1.7 Significance of the Study**

The findings brought forth by the study may help the Ministry of Education develop policies which may help ensure greater safety for learners and members of the schools fraternities and reduce incidences of safety risks and thus have safer and more assured school environments. This may go a long way in saving the school committees in terms of having resources channeled to more pressing and resourceful requirements compared to the risk of having the same resources being put into repair works and allied expenditure in the event of safety breaches.

Safety compliance and wellness practitioners may benefit from the access to information accruing their safety programmes and manuals for training and guiding institutions on safety capacities and preparedness. It may thus be a boost for the safety programmes practitioners and it may greatly help improve on the capacities for the good of the safety industry.

Future researchers may have access to a document to refer to and aid them in their studies. This is because the study will have the ultimate effect of contributing to the body of scholarly works in the field of safety and factors affecting the implementation of safety guidelines.

### **1.8 Limitations of the Study**

The field of safety was sensitive in terms of honesty and integrity with regard to implementation of standards and expectations of the requisite guidelines. This was because most of the principals, teachers and learners in the sampled schools wanted to create an impression of having satisfied the requisite guidelines and expected standards thus giving and at times overrated information. The researcher overcame this challenge by way of using the checklist to confirm the expected requirements and seeking to interrogate secondary data in the name of visitor's books and safety committee meetings minutes.

The field of safety standards implementation is fairly nascent in terms of attraction of scholarly works. The researcher encountered the challenge of facing hurdles in the quest of seeking literature to review for studies carried in similar fields. The researcher overcame the challenge by way of seeking information from contemporary services like online libraries and reading extensively and widely on the subject. This helped the study realize its fruition.

The study was limited to Limuru district. The circumstances identifying with the locality may not apply to other areas of the country. The study thus exercised caution with regard to the generalization of findings and recommendations made from the study.

### **1.9 Delimitations of the Study**

The study was limited to Limuru district. It entailed finding out the factors affecting the implementation of safety standards in Limuru district. The objectives that guided the study were school management, training, financial resources and inspection. The study population entailed the public health officer, the quality assurance officer, secondary school principals,

teachers and learners in public secondary schools in Limuru district, Kiambu County in the Republic of Kenya.

### 1.10 Definition of Significant Terms

<b>Disaster</b>	Is a serious disruption of the functioning of a community or society, causing widespread human, material, or environmental losses which exceed the ability of the affected population to cope.
<b>Guidelines</b>	Recommended practices that the school should undertake to meet the safety standards suggested.
<b>Health</b>	A state of physical, mental and social well-being, not merely the absence of disease or infirmity of a learner.
<b>Hazard</b>	Natural or human –made event that threatens to adversely affect human life to the extent of causing disaster.
<b>Learner</b>	A child between 6 and 18 years enrolled in a school.
<b>Natural Disasters</b>	Are calamities that occur without human causes, such as earthquakes, floods, landslides, volcanic eruptions etc.
<b>School safe Zones</b>	A legally designated, identifiable physical space around the school that is a conducive environment for school children's safety.
<b>School Stakeholders</b>	Groups of people with roles to play in the running of a school (i.e. learners, staff, school committee members, parents, sponsors, NGOs supporting the school, local community, people in charge of security, etc)

**Standard**

The level of Quality achievement in relation to a School Safety component (e.g. environmental safety, quality water, safe buildings).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews the existing literature on the factors influencing the implementation of safety standards in secondary schools in Limuru district, Kiambu County. It draws on previous works carried out by other researchers and it relates it to the present study. It focuses on the management, training, financial resources and inspection with an aim of finding out how the variables influence the implementation of safety standards. It also has the conceptual framework, theoretical framework and summary of gaps to be filled.

#### **2.2 Management of safety in secondary schools**

The schools management should have a board of trustees responsible for the running and management of the school and the implementation of safety programmes. This will ensure a coordinated approach with regard to safety requirements implementation and the realization of expected results. The board of trustees should always involve the staff members in the preparation of the annual safety plan for approval and ensuring collective ownership by all and the board should equally ensure the implementation of the approved health and safety plan, (Wilcox, 2010). The board should have the mandate of liaising with the principal to ensure the management and implementation of the approved health and safety plans. It should ensure that the requisite health and safety committees are in place and active and that safety information is strategically displayed in all work areas.

The Kenyan situation depicts a worrying trend with regard to the appointment of schools committees and the boards of governors. The boards of governors constitution is heavily influenced by the schools sponsors who are many at times the religious institutions conferring sponsorships to the learning institution, (Mutwiri, 2010). The sponsors may insist on

semiliterate individuals from their church seating to the board of governors for the prestige and allegiance that the position brings forth with but unfortunately the individuals may not add value to the committee meetings in terms of contributions and input. Overpopulation of the schools boards of governors with retirees and individuals with no prior training on management, the education act and other pre-requisites equally exposes the management and decision making processes to risk. This may cause the institutions to suffer situations of inept leadership and poor management exposing the institutions to the risk of falling back in management of safety and health issues. It may have the ultimate effect of exposing the learners and membership of the institutions to danger.

The school managers who are the principals often have suffered from lack of exposure in terms of training and safety, crisis management and disaster preparedness. Refresher programmes organized by the ministry have been approached in a casual and a lackluster approach by many school managers some who opt not to attend under the guise of more pressing school management issues and send junior teachers instead, (Okwiri, 2010). This portends a great risk to the institutions in that the often casual approach may be a pointer to the attitude of the affected managers in terms of implementation of safety and health policy guidelines. It may raise questions as to whether the training ever achieves the desired effects in the first instance. There is thus need for commitment from the school managers and the employment of deterrent measures to ensure compliance and enforcement of the standards with regard to training and management of safety issues.

Safety in Kenya secondary schools is guided mainly by a ministry circular ref G9/1/169/2001 and a safety standards manual for issues published in 2008. These two instruments were issued out of the conviction that save and secure school environment facilitates and fosters quality teaching and learning. Safety is more critical given the fact that young children are



vulnerable to insecurity's /safety standards. Republic of Kenya (2008) pg. 2-3. Other instruments guiding the safety in public secondary schools includes; Education Act Cap 211, Public Health Act 242, Ministry of Roads and Public Works Regulation, occupation Safety and Health Act and NEMA Regulations 2003. In each of the instruments, safety is enhanced through various guidelines in management, implementation, supervision, monitoring and evaluation by various departments of the government. Similarly the new constitution of Kenya is explicit in grading each citizen right to clean and health environment (chapter 4:42) and one may take legal redress if such rights are violated (chapter 5: 70).

(Herns 2002) and Sanders (2006) contend that effective leadership is paramount to school success, sustainable education to reforms and organization improvement. The school principals are expected to lead, manage and administer policy decisions to motivate people and give a sense of purpose to their organizations. Though there is no clear model of school leadership that can be applied to all schools across geographical boundaries, the character and qualities of a principal are key to the achievement of school goals. According to Bush and Glover, (2003) all leaders including school principals, have capacity to move their schools forward. All they need to share is their vision with their followers particularly those who will be involved in implementing the vision.

Love (2005) is of the view that one of the effective characteristics of school leadership is valuing and utilizing human resources in order to allow them to achieve greater levels of competence. Sherer and Coldien (2005) also supports a model in which leadership is the responsibility of all members of the school community. Research suggests that practitioners will implement innovations if they believe in them and are committed to the promised

outcomes. Involving practitioners during the planning process is one of the most effective ways of getting them to believe in and commit to reform. Unicef (2009)

Starratt (2005) argues that nothing much can be achieved without a resolve by the school leadership to overcome challenges including disaster preparedness. Leadership should be creative and understand the demand from teachers, students and parents to clearly see the direction which the society is headed in creating child friendly schools where he/she will feel safe.

School management need to create a favourable environment in order to make schools more child friendly. This environment begins with a well-designed and well-constructed school that is safe for children and teachers, with secure classrooms, functional spaces and open areas. The school administration must look for conditions which might cause or contribute to students violence and aggression like overcrowded or poorly supervised schools. (Katherine et al. 2003).

Many existing buildings in schools in Kenya do not meet the minimum required standards since they were constructed. A MOEST circular G9/1/169. agrees that most facilities were constructed by the school committees after independence and the school leadership have not been able to upgrade them. Similarly, the challenge of making enough classrooms, dormitories, and other facilities is compounded by the problem of overcrowded space, especially as the policy of free secondary continue to boost enrolment.

In child friendly schools, teachers need to have the skills to apply alternative forms of discipline instead of falling back on corporal punishment and other forms of physical and verbal abuse. Discipline procedures must not traumatise the students and feel insecure in

schools. Constructive discipline procedures should be encouraged to promote the feeling of safety among the students. Harn (2000) also agrees that secondary students are facing all forms of violence ranging from pushing, bullying shoving, grabbing shaping verbal insults and threats. This makes their lives miserable in schools.

Katerine et al (2000) says that educators should know emotional and behavioral indicators that signal the potential for dangerous or violent behavior, like absenteeism, low school interest, feeling of rejection, poor academic performance and expression of violence in graffiti. Bender et al (2001) however are of the school of thought that most of the educators have difficulties in identifying violence prone students. They use the term “invisible kids” to describe students unknown by the school prior to incidents of violence. The school administration should ensure that students, teachers, and workers are provided with an identification system and gate passes provided to visitors.

According to Republic of Kenya (2008) each school safety implementation is the direct responsibility school a safety committee. The following are members that constitute the safety committee; Chairman board of governors, principal, deputy principal, teacher in charge of school safety, guidance and counselling teacher, teacher union representative in the school, education officer and a member of crisis response team. The safety committee has the mandate of achieving responsibilities in the following spheres: Identification of the safety needs of the school with a view to taking the necessary actions; Mobilization of resources to ensure safe, secure and caring environment for all in the school; Monitoring and evaluation of the various aspects of school safety; Forming sustainable networks with all stakeholders to foster and sustain school safety; Keeping learners parents and other stake holders informed about schools safety policies and implementation activities; Seeking support of parents and

stakeholders and ensure their participation in activities relating to school safety and constantly reviewing issues of child safety in and around the school.

The sub-committee has a further mandate of keeping the records related to school safety updated and properly managed, calling of safety meetings and liaising with QUASO to ensure implementation. There seem to be no link between the committee and the public health officer who is supposed to advice on health and safety issues. Having such committees in a school is a strong indication of effectiveness in implementation of safety standards.

### **2.3 Training on safety**

Training should be conferred on safety by all schools and emphasis should be placed on the sensitization of information and knowledge which ensures that all the members of staff are trained and informed of the hazards in their workplace and how to react in the event of any emergency and they should be informed of where it is that the safety equipment is kept. This will always ensure that the membership of the school has access to information and sufficient knowledge as regards safety requirements and expectations, (Sitati, 2010). All information should be disseminated in a manner which is easy to be understood by all. This will have the net effect of ensuring sufficient knowledge and exposure to all and sundry in terms of dissemination of information. Schools should ensure that all members of staff have sufficient knowledge of what they are engaged in in-terms of certification to ensure that no one is exposed to risk owing to activities carried out by a negligent member of the school fraternity.

Requirements for pre-service and in-service training to enhance and assure the capacities of principals and teachers should be enhanced. The adherence of the requisite requirements in terms of safety training programmes should be adhered to. The ministry of education should put in place standards and measures to ensure that head teachers are exposed and acquire the

training to empower them to run and manage learning institutions as efficient managers, (Mboroki, 2009). Head teachers have enormous responsibilities of parenting and shepherding the learners who are their charges in the institutions. They are least prepared from the task by virtue of lacking induction training relevant to the position and which may enable them to discharge their mandate efficiently. The ministry should thus work and put in place programmes for induction and training as to what the head teachers position entails with regard to safety standards and allied areas before posting to run and manage a school is conferred to the head teacher.

Management of schools should ensure that training on fire drills, first aid, and crisis response and disaster preparedness is conferred to the membership of the schools. The training may have the benefit of giving the membership insights as regards the basic requirements on how to react in the event of occurrence of safety breaches and risks and where to locate safety equipment and how to use them, (Wepukhulu, 2010). The training may give an upper hand to the membership in terms of psychological preparedness and knowledge on handling and management of safety incidences. This may have the net effect in risk reduction creating a proactive approach in the membership and have the ultimate effect of reduced losses owing to the knowledge acquired on handling safety breach incidences. This is because in many instances casualties are attributed not on actual breaches but on secondary reactions like stampedes.

Bill G. et al 1997 identified four important reasons why training on health and safety is paramount. He argued that awareness of the possible safety risks that can be encountered or created in the course of activities in school and how such risk can arise and the possible preventive measures. Everyone should thus learn the necessary knowledge and skills that can

allow them to analyze possible risks implant appropriate preventive measures and adopt good safety habits. People should develop positive attitudes to prevention, encourage the correct precautions, respect of individuals own health and health and safety of others as well as respect for rules of risk prevention in general. This may ensure health promotion in its broadest context.

Teachers are central to school reform. Thus, the success of implementing child-friendly models in the context of reform will depend on the calibre of teachers within the system. In many developing countries, a high percentage of teachers lack the requisite level of education and training needed to rise to the challenge of school reform, Unicef (2009). This concurs with (Shiels 1996) who observed that it is crucial that teachers are trained in pre-service and in-career to have a good sense of the importance of health and safety in schools. The successes of schools safety program in schools may partly depend on established, well-designed training and mentoring programmes that build competencies, strengthen capacity and improve the morale of teachers. Pre-service and in-service may enable them to operate effectively.

Pre-service training may be restructured by the MOEST to include all the vital components of first aid, risk preparedness and disaster management. Similarly every school should commit resources in in-service training to build confidence, skills and new strategies for fostering child friendly schools. UNICEF (2009). Another approach which could be effective is regularly sharing good practices and learning how other schools handle safety issues professionally. This approach enables teachers to assist, train and support each other on a regular basis.

Other factors that affect commitment to change may be the extent to which their professionalism is recognized and utilized in the process of building capacity for safety reforms in the schools. Usually, a simple appraisal may identify teachers' knowledge and skills and, at the same time, pinpoint their areas of weakness. Awarding those who complete various safety courses with certificates creates a sense of professional pride in handling safety issues. Promoting those who undergo safety training to one or two grades higher may also increase the teachers' morale. It is also crucial that systems are put in place to ensure education of the school support staff, the parents and indeed the departments of education and management authorities to ensure that every aspect of education is looked into. According to Silsi (2008) circular dated 10<sup>th</sup> April 2001 on health and safety, there should be compulsory first aid training for school matrons and nurses. While the circular was explicit on safety, it failed to emphasize that the training was for everyone in the school.

Teachers should train and do the same to students in simple first-aid skills, installing fire extinguishers and emergency lighting, scheduling evacuation drills and creating designated assembly points, safe areas and ways of calling for assistance. This can help prepare the school community to respond to accidents and emergencies. Unicef (2009). This concurs with Comolotti (1999) who said that school fire drills prepare students for what they need to know in case of a fire outbreak. They also allow students and teachers to plan their escape in advance and to address learners' safety issues.

The national governments should revise their curriculum in order to understand the gaps on safety and disaster preparedness in the school syllabus. In order to promote safety, the curriculum should emphasize peace, human rights and non-violence. Similarly teachers should be given relevant pre service and in-service education in ways that are participatory

and democratic. Mainstreaming all aspects of safety in the curriculum in the syllabus would greatly improve awareness.

#### **2.4 Funding for safety in schools**

Public secondary schools in Kenya rely on monies granted from the fees paid by the parents and disbursements from the government free secondary education programme. The disbursements are many at times slow and irregular thus exposing the secondary schools to budgetary constraints of enormous proportions. The schools are forced to operate on shoestring budgets and work out their programmes on budgetary deficits almost on an entire school calendar, ((Mutwiri, 2010). The foregoing situation has seen the risk of some school head teachers almost getting committed to civil jail owing to non payment of suppliers and failing to honour contractual obligations to service providers. This has caused the situation of only having the every essential required for the learning programmes and what is considered non-essential relegated to the periphery. Safety and health assurance programmes have borne the brunt of it all.

A report by the Kenya Institute of Policy and Research Analysis on the efficacy of the free secondary education cites the risk of having academic programmes grinding to a halt and the deterioration of the quality of programmes owing to the lack of the capacity for public secondary schools to meet the obligations and provisions for pertinent and immediate needs, (Ombogi, 2010). Instances of safety breaches and occurrences of incidences like fires have seen the school managers run to the local communities and well-wishers for aid to have the re-construction of physical facilities and the cases have at times been very punitive to the parents in the institutions who are many at times forced to cater for the damages and losses. The situations on the other hand could be easily checked by way of having the school



properties under indemnity covers by insurance companies. The school managers though attest to the fact that it is impractical to achieve the feat attributing it to the fact that they run the institutions on empty coffers and depend on the goodwill of the suppliers who provide goods and services on credit.

The development of a comprehensive health and safety programme in schools is important and it calls for the costs being quantified in monetary value. There is also need to ascertain the pertinent requirements as regards health and safety. Monetary values assigned to these variables should be quantified as well. This should be followed with the projection of data and monetary values for future safe and health schools. Apart from advocacy within the various stakeholders, feasibility of a school safety policy should be accessed and its financial implication established to make a critical decision on what safety measures affordable and sustainable for a country. UNICEF (2009).

In a study conducted in Kisumu, Omolo and Simatwa(2010) found out that inadequate funds were by far the most significant factor influencing the implementation of safety policies. A majority of head teachers (86.67%) and QASOs (100%) stated it as influencing the implementation of safety policies. The implementation of safety policies involves extensive modification of existing buildings, the purchase of expensive safety equipment and fittings and capacity development at all levels. Without adequate funds, all the safety policies may not be implemented at once. While agreeing with their findings, safety can be enhanced greatly by utilizing available resources if they are sensitized. The main sources of funding in secondary schools in Kenya today is the Ministry of Education which provides funds for free secondary school project. The parents also contribute funds for development. A cross scrutiny of the various vote heads of the ministerial budgetary allocation reveal that there is no funds allocated to safety except for payment of school watchmen. (See attached circular on disbursement.)

The government has in the past allocated 180 million to 717 national and provincial boarding schools to procure fire fighting gadgets Daily Nation (July 21<sup>st</sup> 2007). Though a step in the right direction, it is not adequate since this is not done in all annual disbursements and to all schools. The district secondary schools and local schools form the bulk of the number of schools and are in greater need for funding and provision of implements to serve requirements for fire fighting than the provincial and national schools which are better endowed in terms of infrastructural development and cashflow accruing from the fees payment.

### **2.5 Inspection of safety**

Inspection on safety requirements and enforcement of adherence to the same starts with the approval of institutional building plans. Provisions for having deed plans and following of the statutory provisions for the laid down programmes in terms of seeking building plans approved by the relevant offices anchors the facility on a safe and sound footing, (Koriang, 2009). The procedural requirements and certification that the building are structurally sound give an assurance that the specifications set by the Ministry of Public Works and the requisite thresholds in terms of specified standards are met with regard to classroom sizes, corridors, railings and provision for sanitation facilities assures the school communities of safety and wellness.

Creation of a collegial environment which inculcates the culture of responsibility on the learners enhances the spirit of self-discipline and regulation. The practice ensures that the learners have a culture of conforming and ensuring upholding of standards in terms of cleanliness of facilities in use and they don't have to be policed at all terms to work and meet the standards required in terms of hygiene levels and allied standards, (Wilcox, 2010). Self-

regulation and responsibility frees up time for the tutors, health and sanitation officers to carry out other tasks taking into account that the occasional visits will always yield good results in terms of an assurance of meeting of the standards.

The bureaucratic systems of ensuring compliance of standards in terms of meeting the requirements are a tall order for public secondary schools. The quality assurance officers have their work and job descriptions cut out but in many occasions meet very stiff resistance on the ground. An evaluation on the capacity of the quality assurance department in the ministry of education by the World Bank in the year 2010 shows a worrying situation. Many of the public secondary schools principals are higher in the pecking order with regard to seniority in terms of positions and job groups in the bureaucratic dispensation. This stifles the capacity of the quality assurance officers to enforce regulations and requirements on their seniors. It has been great contributing factor on the falling of safety standards and the quality of education owing to lack of an effective inspection and policing environment.

Continuous inspection is a powerful tool in terms of checking breaches, ensuring conformity with standards and assuring the community of good programmes. Quality assurance and health and safety inspections on the other hand are very occasional activities in the public secondary school settings. Rarely do we have impromptu inspections in the facilities. The situation thus has the effect of having the school administrators putting their act together to create an impression for the purposes of the inspection exercises, (Mutwiri, 2010). The institutions are many at times given a clean bill of health but the occurrences, of safety breaches raises questions as regards the inspections exercises. It thus calls for the change of tact and devising ways of carrying out impromptu checks to find out the wellness in the institutions without prior knowledge of the school managers.

All school facilities such as classroom offices, toilets dormitories libraries and laboratories should comply with the provision of the Education Act (Cap 211), Public Works building regulation standards and the NEMA regulations. Overwhelmed school QUASOs by the ever-increasing number of primary and secondary school are not able to inspect the schools on a regular basis and monitor their safety (Karaunya 2006). Monitoring and evaluation should regularly be done; this is with an aim of ensuring effectiveness and efficiency in acquiring quality education in a manner relevant, affordable and sustainable in child friendly schools UNICEF (2005); provision of information for decision making and onward transmission to relevant offices; ensuring ways of improving safety standard and ensure money fire, staff and equipment are utilized appropriately and identifying areas that could otherwise be ignored.

According to the Education Act Cap 211 part V the inspection officers are supposed to ensure compliance of schools to the safety regulations in any part of the school like dormitories, workshops and classrooms. Upon inspection, the education officers may prescribe the minimum standards for the health and the safety for the pupils and for a satisfactory environment for education (V 19 C). This concurs with Hargreaves (1995) who asserted that inspection is a powerful way of monitoring the education system, tracking standards and performance levels over a period of time, and of identifying schools' failures. Similarly, McGlynn and Stalker's (1995) are of view that, findings of inspection are used to identify aspects requiring attention and improvement in individual schools; to clarify performance of education system as a whole; and to inform national and regional educational policy, practice, and development.

To ensure comprehensive inspection procedures it is important that the District quality and standards officer (DQASO) are allocated a manageable area of jurisdiction to ensure that they

regularly visit the education facility and conduct a thorough survey on the levels of safety. This identifies with Rugut (2003) who observed that QASOs were inefficient in their jobs and did not disseminate new policies of the ministry of education. This explains why some head teachers felt uncoordinated and without the guidance and support of QASOs, which is necessary for the implementation of safety policies. From the foregoing, it is clearly that the school administration must step up inspection not only to the school facilities like classes and infrastructure but also in student's relationships.

Sugai (2000) contends that schools are increasingly confronted by incidents of violent behaviour and the educators are asked to make the school safer. The school leadership must be aware that if the resources are scarce it will create competition which eventually will present safety risks. Inspection level at the school should start with the prefects all the way to the teachers, heads of departments, deputy principal and to the principal. There should be a smooth flow of information from the principle to all students and vice versa on safety issues. In such a system it is easy to monitor and track down safety issues. In fact, (Katherine et al 2003) agrees that a safe school has a positive climate where people are trusted, respected and they work co-operatively. School administration must be aware that emotional and verbal violence can be as damaging as physical violence.

## **2.6 Theoretical Framework**

The study is premised on the invitational theory as postulated by Purkey (1991). The essence of the invitational theory is to encourage learners to want to go to school which they consider as safe. A safe school on the other hand is a place whereby students, teachers and staff feel physically, psychologically and emotionally free to hone their skills.

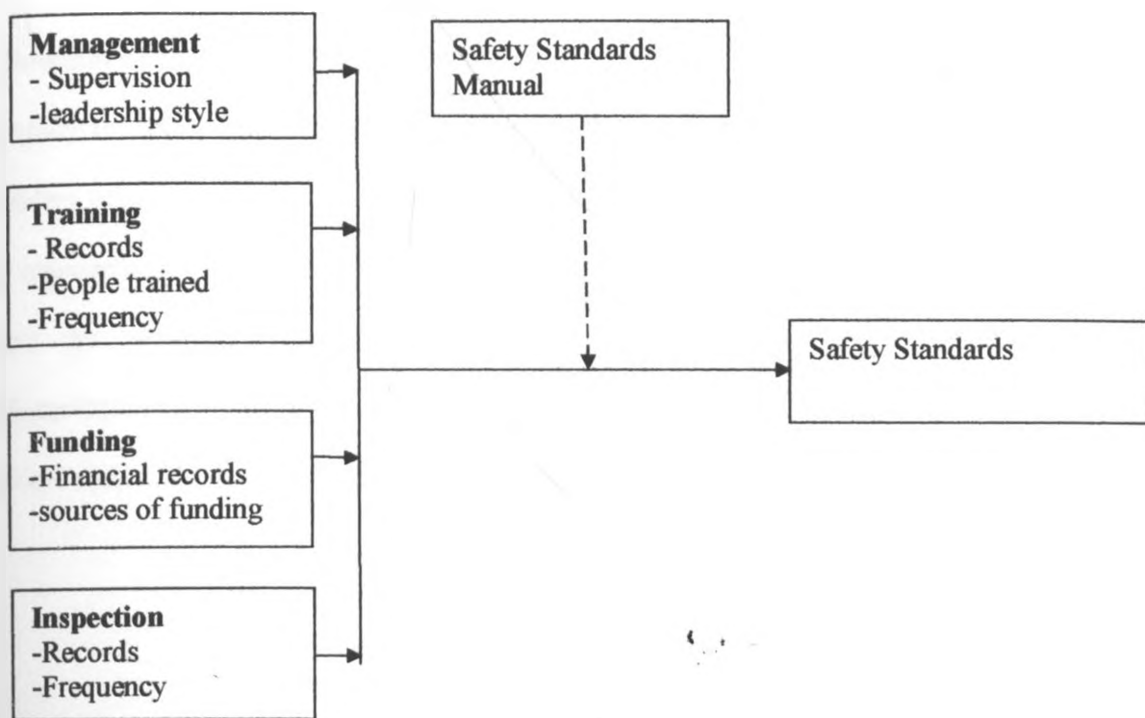
The theory is premised on factors that affect the appeal of schools which are people, policies, places, programmes and processes. The people are the human resource components who are teachers, managers and learners. The places is the physical environment, if it appeals it

invites people and has a positive effect on them. Policies are the unwritten rules which regulate the continuous functions of individuals and the organization while the programmes address the human needs incorporating social activities to the school programme to make the institutions socially appealing. The processes which the school managers use to interact with the social environment and cooperate with other institutions to make the schools more appealing. The processes include the activities, cooperation, efforts and guidance in ethics and human activities to develop natural interaction between school and families. They include long-term procedures that assist continuous family involvement.

The invitational theory is based with assumptions that it will only materialize in the presence of trust, respect, optimism and intentionality. Trust enables people to know each other and creates a welcoming behavior, enabling everyone to do their best. Respect allows everyone to have their self-worth and provide equal opportunities. Optimism shows that people have endless potential and everyone has a stake in all programmes thus the sharing of responsibilities. Intentionality invites planning and creation of self-will thus inviting achievement of human potential. The involvement of all stakeholders allowing for the realization of full potential and nurturing of talents devoid of fear and threats creates safe schools.

## **2.7 Conceptual Framework.**

Figure 1 Is a conceptual framework of the factors influencing implementation of the safety standards.

**Independent variables****Moderating variable****Dependent variable**

**Figure 1: Conceptual framework**

The framework consists of interrelated, dependent and independent variables. In this study, training, management, funding and inspection are identified as the factors influencing the implementation of safety standards in secondary schools. They were the independent variables. Implementation of safety standards was the dependent variable. Management influences implementation of safety standards in that the manager who is the headteacher has a major influence on the capacity of the institution to adopt practices which conform to the stipulated standards. Training gives insights and enables embracing of the requisite standards. Embracing of the requisite standards is influenced by the availability of required funds while inspection ensures enforcement of standards and realization of the minimal thresholds. Distribution of safety standards manuals to schools ensures the availing of information as regards rules, standards and the parameters to be obeyed as regards safety. This ensures that

all learning institutions have a document to refer to as regards the standards thus no excuse for failing to adhere to the rules and regulations.

## **2.8 Summary of the Reviewed Literature**

The study sought to find out the factors affecting the implementation of safety standards in secondary schools, a survey of Limuru district, Kiambu County. The study sought to find out how management influences implementation of safety standards, the level to which training affects the implementation of safety standards, how financial resources affects the implementation of safety standards and finally the extent to which inspection affects the implementation of safety standards.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research design, target population, data collection instruments and procedures, reliability and validity of instruments used as well as the data processing and presentation methods.

#### **3.2 Research Design**

The study employed a descriptive survey research design to find out the factors influencing the implementation of safety standards in public secondary schools in Limuru district, Kiambu County. According to Orodho (2005), a descriptive survey is a method of collecting information by way of interviewing or the administering of a questionnaire from a selected sample. It is mostly used to collect information about people's attitudes, opinions, habits or any variety of social issues. This design was deemed appropriate for the study because the researcher collected, analysed and reported information as it existed on the field without the manipulation of the variables under study.

#### **3.3 Target Population**

All people under consideration in any field of inquiry constitute a universe or targeted population (Kombo, 2006). The target population of this study consisted of all the 19 head teachers of the public secondary schools in Limuru district, the 342 teachers in Limuru district, the 8,238 learners in the public secondary schools in the district, the district quality assurance officer and the public health officer; as indicated in table 3.1 below.

**Table 3.1 Target Population**

<b>Category</b>	<b>Number</b>
Principals	19
Teachers	342
Learners	8,238
Quality assurance officer	1
Public health officer	1
<b>Totals</b>	<b>8,601</b>

Source: DEO's office Limuru district

The total number of secondary schools in the district was nineteen. The principals from all the schools were equally part of the target population. The total number of learners who acted as the target population for the study were eight thousand two hundred and thirty eight secondary schools' students in the district.

### **3.4 Sample and Sampling Procedures**

The stratified random sampling method was used for data collection purpose. The categories of the sample populations served as the stratum. (Kombo, 2006), argued that a representative sample of 10% and above is enough for providing the required information. The researcher picked 30% of the population from each stratum and had a representation of the head teachers picked by way of simple random sampling method. The researcher equally picked 30% of the learners and teachers in the district. The sample was considered representative and appropriate for the study. The researcher equally sought out the district quality assurance officer in the Ministry of Education and the Public Health officer who were deemed a key informants for the study.

**Table 3.2 Sample Size**

<b>Category</b>	<b>Number</b>	<b>30% of the Population</b>
Principals	19	6
Teachers	342	103
Learners	8,238	2472
Quality assurance officer	1	1
Public health officer	1	1
<b>Totals</b>	<b>8,601</b>	<b>2,583</b>

The study took a representation of thirty percent across all the strata thus having a sample size of six principals, one hundred and three teachers, two thousand four hundred and seventy two learners, one quality assurance officer and one public health officer. They all totaled two thousand five hundred and eight three respondents.

### **3.5 Research Instruments**

The study used questionnaires, an interview schedule and a checklist as the instruments for the study. The study had four sets of questionnaires which were used to collect data from secondary school head teachers, teachers, learners and the district quality assurance officer. The interview schedule was administered on the public health officer. The questionnaires were deemed suitable in that they had a large group of respondents; they had the benefit of self administerability, anonymity and the standardization of questions for the purpose of easing the data analysis procedures (Orodho, 2005). The questionnaires had both closed and open ended questions.

### **3.6 Pilot Study**

Prior to embarking on data collection, the researcher pre-tested the questionnaires using two secondary schools in Kikuyu district. This was for the purpose of improving the reliability and validity of the instruments. Changes were made on the questions deemed appropriate after the pilot study.

#### **3.6.1 Validity of Research Instruments**

Validity is the degree to which a test measures what it purports to be measuring. Validity can also be said to be the degree to which results obtained from analysis of data actually represent the phenomenon under investigation (Orodho, 2005). The researcher tested the face and content validity of the questionnaire.

Face validity is in relation to the misunderstanding or misinterpretation of the question. This was checked by way of employing the pre-testing method.

Content validity on the other hand refers to the capacity of the instrument to provide adequate coverage of a topic. Adequate preparation of the instruments under the guidance of the supervisors, expert opinion and pre-testing of the open-ended questions helped establish the content validity.

#### **3.6.2 Reliability of Research Instruments**

Reliability is a measure of the extent to which an instrument will consistently yield the same result after being administered several times to the same respondents (Orodho, 2005). To establish the reliability of the research instruments, the test retest method was used. The respondents were issued with questionnaires to fill and the same questionnaires were subjected to a retest to see how the responses were. The reliability coefficient was computed using Pearson's Product Co-relation Co-efficient.

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{N}\right) \left(\sum y^2 - \frac{(\sum y)^2}{N}\right)}}$$

Where r = Pearson co-relation co-efficient

x = results from the first test

y = results from the second test

N = Number of observations

### 3.7 Data Collection Procedures

Permission to conduct the research was sought from the Limuru D.E.O's office and requested for an introductory letter to the target respondents. The researcher hand delivered the questionnaires to the target respondents and collected them three days after dropping which was adequate time for them to be filled in. he equally relied on secondary data in form of the institutional records which came in handy in terms of supplying information.

### 3.8 Data Analysis

After all the data had been collected, data cleaning followed for the purposes of identifying any incomplete, inaccurate or unreasonable data for the purpose of improving on quality through correction of detected errors and omissions. Coding of the data thereafter followed and the codes were entered into a computer for the purpose of analysis.

Qualitative data was analyzed by way of understanding the meaning of the information divulged by the respondents and comparing it to documented data from previous research on factors influencing the implementation of safety standards in secondary schools. It was presented thematically in line with the objectives of the study and thereafter presented by use of frequency distribution tables.

Data analysis involved both quantitative and qualitative procedures. Quantitative data analysis required the use of computer spreadsheets and the Statistical Package for Social Sciences (SPSS) was used. Martin and Acuna (2002), said that the SPSS package is able to

handle a large amount of data and given its wide spectrum in the array of statistical procedures which are purposefully designed for social sciences; it was deemed efficient for the task.

### 3.9 Operationalisation of variables

Variable	Indicator	Measure	Scale	Instrument used
<b>Dependent- variable</b>				
Safety dependant	-Performance -Accidents -Discipline	High grades Number of accidents Strikes	Nominal	Questionnaire
<b>Independent variables</b>				
Managerial	-Policy - Leadership	Number of copies Safety meetings	Nominal Nominal	Interview Guide
Training	- Courses -expenditure	number of courses Amount of Money spent	Nominal Nominal	Questionnaire Interview Schedule
Funding	- Sources - Expenditure - Records	Number of sources Amount in Kshs Accounts Kshs	Ordinal	Questionnaire
Inspection	- Time -Levels of inspection -Work load	Number of time Marks Hours committed	Nominal Nominal	Questionnaire
<b>Moderating variable</b>				
Safety standards nominal	copies	Number of copies	Nominal	Questionnaire

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

The study was carried out in Limuru district and it sought to find out the factors influencing the implementation of safety standards in secondary schools in Limuru district, Kiambu County, Kenya. All analysis used descriptive statistics. Frequencies were obtained and expressed in percentage form where opinions were given, their content was analysed and described. The items with highest percentages were presented in tables to answer the questions raised.

The study sought to come up with findings that will help understand the factors affecting the implementation of safety standards in secondary schools in Limuru district, Kiambu County, Kenya. After the demographic and contextual data, the chapter presents the interpretations of the research findings for each research question.

#### 4.2 Questionnaire Return Rate

The following is questionnaire return rate;

##### 4.2.1 Questionnaire return rate for the principals

The following is the response rate for the principals;

**Table 4.1 Response rate for high school principals**

Response	Frequency(F)	Percentage(%)
Questionnaires issued out	6	100
Questionnaires returned	6	100
Total Number of Questionnaires	6	100

The study entailed sampling six secondary school principals from the sampled schools. All the principals sampled duly filled and returned questionnaires which reflected a participation rate of 100% from the sampled principals.

**4.2.2 Response rate for high school teachers**

The following is the response rate for teachers;

**Table 4.2 Response rate for high school teachers**

Response	Frequency	Percentage
Total numbers of questionnaires returned	88	85
Total numbers of questionnaires not returned	15	15
<b>Total Number of Questionnaires</b>	<b>103</b>	<b>100</b>

The study targeted a sample of one hundred and three teachers from the sampled schools. A total of eighty eight teachers duly returned the questionnaires having had filled them in. This represents a participation rate of eight five percent. It's a reflection of a good participation from the target respondents.

**4.2.3 Response rate for learners**

The following was the response rate of the learners



**Table 4.3 Response rate for learners**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Total numbers of questionnaires returned	2256	91
Total numbers of questionnaires not returned	216	9
<b>Total Number of Questionnaires</b>	<b>2,472</b>	<b>100</b>

The study had a target of reaching two thousand four hundred and seventy two learners who were issued with the questionnaires. Out of the sampled population two thousand two hundred and fifty six were returned having had been filled with the requisite information while two hundred and sixteen were not. This reflects a participation of ninety one percent of the sampled population which was a very active participation from the sampled respondents.

### **4.3 Demographic characteristics of the respondents**

The following are the demographic characteristics of the respondents;

#### **4.3.1 Gender of the principals**

The principals were asked to indicate their genders. The response was as shown in table 4.2.

**Table 4.4 Gender of the Principals**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Male	4	67
Female	2	33
<b>Total</b>	<b>6</b>	<b>100</b>

The response as captured in Table 4.4 shows that 67% of the sampled teachers were male while 33% were female. The response depicts a higher percentage of male principals than female from the sampled population.

#### 4.3.2 Principals Academic Qualifications

The principals were asked to indicate their highest academic qualifications. The response was as shown in table 4.5.

**Table 4.5 Principals Academic Qualifications**

Response	Frequency	Percentage
Diploma	-	-
Bed	1	36
BSC	-	-
Med	3	50
MA	2	34
Total	6	100

The response as shown in Table 4.5 indicates that 16% of the sampled respondents had Bed qualifications, 50% had M.Ed qualifications while 34% had MA qualifications. The response is indicative of principals who have taken the initiative to further their education for their good and for the sake of achieving the career progression.

#### 4.3.3 Length of time of heading institution

The principals were asked to indicate the period that they had headed the institutions of learning. The response was as indicated in table 4.6.

**Table 4.6 Length of time of heading institution**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 1 yr	-	-
1-5 yrs	2	33
6-10 yrs	4	67
11-15 yrs	-	-
16-20 yrs	-	-
<b>Total</b>	<b>6</b>	<b>100</b>

The response as shown in Table 4.6 indicates that 33% of the respondents had headed the institutions for a period of between 1-5yrs while 67% of the respondents had headed the institutions for periods of 6-10yrs. The response is an indication of principals who had gained experience in terms of running and managing the institutions going by the number years served.

#### **4.3.4 Gender for teachers**

The teachers were asked to state their gender. The response was as shown in table 4.7

**Table 4.7 Gender of the Teachers**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Male	59	67
Female	29	33
<b>Total</b>	<b>88</b>	<b>100</b>

The response as shown in table 4.7 indicates that 67% of the sampled teachers were male while 33% were female. The response shows that most of the sampled respondents were male.

#### 4.3.5 Teachers academic qualifications

The teachers were asked to indicate their highest academic qualifications. The response was as shown in table 4.8.

**Table 4.8 Teachers academic qualifications**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Diploma	9	10
B.Ed	63	72
BSC	4	5
M.Ed	10	13
Total	88	100

The response as shown in Table 4.8 indicates that 10% of the respondents had diploma qualifications, 72% had Bed qualifications, 5% had BSC while 13% had M.Ed qualifications. The response is thus a representation of a well schooled sample which is representative of qualified teachers in the sampled schools.

#### 4.3.6 Length of time of teaching in institution

The teachers were asked to indicate the time they had taught in the institutions and the response was as shown in table 4.9.

**Table 4.9 Length of time of teaching in institution**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Less than 1 yr	12	14
1-5 yrs	23	26
6-10 yrs	40	45
11-15 yrs	11	12
16-20 yrs	2	3
<b>Total</b>	<b>88</b>	<b>100</b>

The response as shown in Table 4.9 indicates that 14% of the sampled respondents had taught in the institutions for less than 1 year, 26% of the respondents for a period of 1-5 years, 45% of the respondents for 6-10 years, 12% for 11-15 years while 3% had taught for periods of between 16-20 years.

#### **4.3.7 Response on whether teacher holds position of responsibility**

The teachers were asked to state if they hold a position of responsibility in the school. The response was as shown in table 4.10

**Table 4.10 Response on whether teacher holds position of responsibility**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Yes	49	56
No	39	44
<b>Total</b>	<b>88</b>	<b>100</b>

The response as shown in Table 4.10 indicates that 56% of the respondents held positions of responsibility in the institutions while 44% of the respondents did not. The response is thus indicative of a majority of the sampled respondents holding positions of responsibility in the institutions that they teach.

#### 4.3.8 Response on particular positions held

The sampled teachers were asked to indicate the particular positions of responsibility that they hold. The response was as shown in table 4.11.

**Table 4.11 Response on particular positions held**

Response	Frequency	%
Deputy principal	14	29
Head of department	18	37
Dean of students	14	29
Games master	3	5
Total	49	100

#### 4.3.9 Learners gender

The learners were asked to state their genders. The responses are shown in Table 4.12.

**Table 4.12 Learners genders**

Response	Frequency	%
Male	1082	48
Female	1174	52
Total	2256	100

The response as shown in Table 4.12 indicates that 48% of the sampled learners were male while 52% were female. The response is thus an indicator of a higher population of female learners than the male learners from the sampled population.

#### 4.3.10 Learners academic levels

The learners were asked to indicate the academic levels that they were in. The response was as shown in Table 4.13

**Table 4.13 Learners academic levels**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Form 1	356	16
Form 2	487	22
Form 3	808	36
Form 4	605	26
<b>Total</b>	<b>2256</b>	<b>100</b>

The response as shown in Table 4.13 indicates that 16% of the sampled respondents were in form 1, 22% were in form 2, 36% were in form 3 and 26% were in form 4.

#### 4.2.15 Demographic information of the quality assurance officer

The district quality assurance officer was of the male gender, he held MEd, academic qualifications and had served in the district for a period of 1-5 yrs. This is indicative of a highly qualified quality assurance officer and an individual who was well versed with the area in terms of the experience gained from the number of years worked.

#### **4.4 Management Practices**

The study sought to find out how schools management affects implementation of safety standards. The schools management should have a board of trustees responsible for the running and management of the school and the implementation of safety programmes. This will ensure a coordinated approach with regard to safety requirements implementation and the realization of expected results. The board of trustees should always involve the staff members in the preparation of the annual safety plan for approval and ensuring collective ownership by all and the board should equally ensure the implementation of the approved health and safety plan, (Wilcox, 2010). The board should have the mandate of liaising with the principal to ensure the management and implementation of the approved health and safety plans. It should ensure that the requisite health and safety committees are in place and active and that safety information is strategically displayed in all work areas. The study confirmed that the management practices influence the implementation and adoption of safety standards in secondary schools going by the response which showed that the schools, boards of governors, the principals, teachers, learners and the quality assurance officers were all involved in a concerted approach towards the upholding of safety standards.

##### **4.4.1 Awareness of safety standards requirements by secondary school principals**

The secondary school principals were asked to state if they were aware of the safety standards requirements of their institutions. The response was as shown in table 4.14.



**Table 4.14 Awareness of safety standards requirements by secondary school principals**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
To a great extent	5	84
To a fair extent	1	16
Not at all	-	-
<b>Total</b>	<b>6</b>	<b>100</b>

The response as shown in Table 4.14 indicates that 84% of the secondary school principals were highly aware of the safety standards requirements for the schools they headed while 16% were fairly aware. The response in an indication of majority of the principals affirming to have been highly aware of the safety standards requirements thus very informed and knowledgeable of the expected standards. The response identifies with the position of the quality standards assurance officer who said that his office and by extension the parent ministry has provisions in place to ensure that the schools boards of governor in the district are made aware of the safety requirements highly. This shows the assertiveness in terms of ensuring awareness of the safety standards requirements at a policy level.

#### **4.4.2 Response on presence of safety committees in schools**

The secondary school principals were asked to state if they had safety committees in place in the institutions that they managed. The response was as shown in table 4.15.

**Table 4.15 Response on presence of safety committees in schools**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	6	100
No	-	-
Total	6	100

The response as indicated in Table 4.15 shows that all the secondary schools had safety committees in place as attested to by the principals. This is a confirmation of the fulfillment of the policy requirement to constitute safety committees by the principals of all the sampled schools. It is a confirmation of the zeal to implement policy requirements at the school levels.

The response concurs with that of the quality assurance officer who said that his officer highly enforced the requirements for the constitution of safety committees in secondary schools in the district.

All the teachers too affirmed to having knowledge on the existence of safety committees in their respective schools. The response is a true indicator of all schools having had fulfilled the requirement of constituting safety committees.

#### **4.4.3 Response by principals on frequency of safety committee meetings**

The principals were asked to state how often it is that the safety committees in their institutions met. The response was as shown in table 4.16.

**Table 4.16 Response by principals on frequency of safety committee meetings**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Weekly	-	-
Fortnightly	1	17
Monthly	4	66
Termly	1	17
Total	6	100

The response as shown in Table 4.16 indicates that the safety committees met fortnightly at 17%, monthly at 66% and termly at 17%. The response is an indicator of active safety committees in all the sampled schools. The response concurs with the position of the quality assurance officer when he affirmed to having modalities of seeing to it that the safety committees in his jurisdiction are active. Its thus a confirmation of the schools sampled obeying and observing the stipulated standards with regard to having active safety committees for the good of the institutions. All the teachers equally confirmed that they had great faith in the capacity of the safety committees being in a position to deliver their mandate.

#### **4.4.4 Response by teachers on presence of safety standards manuals in their schools**

The teachers were asked to confirm if they had come across safety standards manuals in their schools. The response was as shown in table 4.17.

**Table 4.17 Response by teachers on presence of safety standards manuals in their schools**

<b>Response</b>	<b>Frequency</b>	<b>%</b>
Yes	61	69
No	17	31
<b>Total</b>	<b>88</b>	<b>100</b>

The response as shown in Table 4.17 indicates that 69% of the sampled teachers had come across the safety standards manuals in their schools while 31% had not. The response thus shows that majority of the teachers had come across the manual in the course of carrying out activities at their place of work.

The response is a confirmation of the safety standards manuals having had been supplied to schools and effectively distributed.

The response identifies with the position of the district quality assurance officer who attested to having had supplied the secondary schools with the safety standards manual. The response also identifies with the position of the learners who confirmed to having had knowledge of the expected safety standards in their institutions and the safety requirements having had been made known to them. It is thus an indicator of the institutions of learning having a great emphasis on the safety requirements and trying to adhere to them in the wake of managing the institutions.

#### **4.4.5 Response by quality assurance officer on provisions to ensure keeping of safety records**

The quality assurance officer enforces that requirements of having schools keep safety records and makes a point of inspecting the records during inspection visits to schools.

The response was confirmed by all the principals who affirmed to adhering to the provisions of the requirements for keeping safety records in their institutions.

All the teachers equally confirmed that they were aware of the fact that their institutions kept safety records. This is an indicator of their involvement in the safety programmes in the institutions that they taught by way of having them keeping and making safety records.

#### 4.4.6 Response by learners on their involvement in safety programmes

The learners were asked to indicate if they were involved by the school administration in the upholding of the required safety standards in their institutions. The response was as shown in table 4.18.

**Table 4.18 Response by learners on their involvement in safety programmes**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Often	1387	61
Rarely	869	39
Not at all	-	-
<b>Total</b>	<b>2256</b>	<b>100</b>

The response as shown in Table 4.18 indicates that 61% of the learners had been highly involved in the safety programmes undertaken in their institutions while 39% were of the opinion that they were rarely involved in the safety programmes. The response is an indicator of majority of the respondents having had been often involved in the safety programmes in their schools. This is a confirmation of inclusive safety programmes in the secondary schools sampled.

#### 4.4.7 Response by principals on conforming to basic safety requirements

The principals were asked to indicate whether they adhered to basic safety requirements which entailed the following procedural practices. The response was as shown in table 4.19.

**Table 4.19 Response by principals on conforming to basic safety requirements**

Response	SA	A	U	DA	SDA
Ensuring registration of school land	67	33	-	-	-
Ensuring fencing of physical infrastructure	36	84	-	-	-
Provision of day and night security	50	50	-	-	-
Registration of all visitors in institution	16	50	-	34	-
Having securable and maintained furniture	16	84	-	-	-
Well-nurtured walkways and motorways	33	50	-	17	-
Having identification badges for employees and learners	33	67	-	-	-
Conducting regular roll calls for learners	67	33	-	-	-

The response as indicated in table 4.19 shows that 67% of the secondary school principals strongly agreed that they ensured registration of the school land to ascertain the ownership while 33% agreed. The response equally shows that 16% of the principals strongly agreed that they ensured the fencing of the school infrastructure while 84% of the principals agreed. Provision of day and night security was confirmed by way of having 50% of the sampled principals agreeing strongly to ensuring it while the other 50% agreed that it ensured its provision. Registration of all visitors to the institution was confirmed by way of having 16% of the principals agreeing to it strongly while 50% agreed and 34% confirmed that they did not by way of disagreeing. The principals equally confirmed that they ensured serviceable furniture which was well maintained to guarantee the learners of safety with 16% of them strongly agreeing while 84% agreed. The principals confirmed the provision of safe

walkways and motorways in the institutions with 33% strongly agreeing, 50% agreeing and 17% disagreed. The principals attested to the fact that they ensured provision of identification badges for employees and learners with 33% of them highly agreeing and 67% agreeing to the fact. Provisions for taking of roll calls were confirmed with 67% of the principals highly agreeing while 33% agreed.

The response by the secondary schools principals who are the school managers is a confirmation of the policy requirements as regards meeting the basic safety requirements. It is a confirmation of the position of the quality assurance officer who attested to the fact that his office enforced the requirements of ensuring registration of school land, forcing of physical infrastructure, provision of day and night security, registration of all visitors to the institutions, ensuring presence of well maintained motorways and walkways, having identification badges for all employees and learners and the conduct of regular roll calls for learners in the institutions.

The response was also vindicated by the sampled teachers who all confirmed the adherence to the safety requirements. It thus confirms the adherence to the required guidelines by the sampled institutions and it gives a picture of institutions which have embraced the requisition requirements as regards adherence to safety standards and practices. This shows that the sampled institutions had a high regard for following the stipulated guidelines for the safety of the membership.

This identifies with the literature generated by the study which showed that the Kenyan situation depicts a worrying trend with regard to the appointment of schools committees and the boards of governors. The boards of governors constitution is heavily influenced by the schools sponsors who are many at times the religious institutions conferring sponsorships to the learning institution, (Mutwiri, 2010). The sponsors may insist on semiliterate individuals from their church seating to the board of governors for the prestige and allegiance that the

position brings forth with but unfortunately the individuals may not add value to the committee meetings in terms of contributions and input. Overpopulation of the schools boards of governors with retirees and individuals with no prior training on management, the education act and other pre-requisites equally exposes the management and decision making processes to risk. This may cause the institutions to suffer situations of inept leadership and poor management exposing the institutions to the risk of falling back in management of safety and health issues. It may have the ultimate effect of exposing the learners and membership of the institutions to danger.

#### **4.4.8 Response by quality assurance officer on adherence to safety requirements and action for non-compliance**

The quality assurance officer was asked to indicate if the basic safety requirements are adhered to by all the institutions and what action is taken for non-compliance. He attested to the fact that not all secondary schools adhered to the safety requirements and he said that in the event of non-compliance, the school managers were asked to comply failure to which recommendations for positive action were made. The response concurs with the position of the district public health officer who said that legal action was taken for non-compliance to the requisite regulations to enforce the adherence to regulations. The responses can thus be interpreted to mean that the officers enforced the adherence of rules and stipulated standards to see to it that they are applied and embraced by the institutions of learning.

#### **4.4.9 Response by quality assurance officer on his capacity to fully discharge his mandate**

The quality assurance officer attested to having the capacity to discharge his mandate in terms of ensuring safety in learning institutions to a fair extent. The response is thus a



vindication of a situation of the quality assurance officer feeling that he does not fully discharge his mandate due to factors beyond him. It shows that he feels that he has not realized his expectations with regard to service delivery.

#### 4.4.10 Challenges faced by quality assurance officer in safety programmes management

The quality assurance officer was asked to indicate the challenges that he faced in the management of safety programmes in schools. The response was as shown in table 4.20.

**Table 4.20 Challenges faced by quality assurance officer in safety programmes management**

Response	SA	A	U	DA	SDA
Heavy workload	1	2 ✓	-	3	4
Lack of transport	1	2	-	3	4
Lack of finances	1	2	-	3	4
Lack of cooperation by school managers	1	2 ✓	-	3	4

The quality assurance officer agreed to the fact that he had a challenge of a heavy workload which greatly limited him in terms of managing safety programmes in school and he strongly agreed to the fact that lack of cooperation by school managers was a challenge to him.

The response is thus a confirmation of the fact that the quality assurance officer had a heavy workload in terms of managing programmes in schools in the vast district and lack of cooperation by school managers was a handicap to efficient delivery of safety programmes in learning institutions in the district.

## 4.5 Training

The study sought to find out how training affects the implementation of safety standards in secondary schools.

Training should be conferred on safety by all schools and emphasis should be placed on the sensitization of information and knowledge which ensures that all the members of staff are trained and informed of the hazards in their workplace and how to react in the event of any emergency and they should be informed of where it is that the safety equipment is kept. This will always ensure that the membership of the school has access to information and sufficient knowledge as regards safety requirements and expectations, (Sitati, 2010). All information should be disseminated in a manner which is easy to be understood by all. This will have the net effect of ensuring sufficient knowledge and exposure to all and sundry in terms of dissemination of information. Schools should ensure that all members of staff have sufficient knowledge of what they are engaged in in-terms of certification to ensure that no one is exposed to risk owing to activities carried out by a negligent member of the school fraternity. The study confirmed the hypothesis that training influences the level of adoption and implementation of safety standards. This is driven by the fact that the findings confirmed that 67% of the principals attested to the fact that they had acquired training while 33% had not. The same situation is replicated with regard to the influence of training in terms of motivating the adoption and implementation of safety standards which showed that 67% of the principals has been motivated to adopt safety standards by virtue of the training acquired while 33% had not adopted by virtue of not having acquired training. This confirmed the hypothesis.

#### **4.5.1 Response on whether principals had been trained on safety requirements of institutions**

The secondary school principals were asked to indicate if they had been trained on the safety requirements of the schools that they manage. The response was as shown in table 4.21.

**Table 4.21 Response on whether principals had been trained on safety requirements of institutions**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Very much	2	33
Fairly	4	67
Not at all	-	-
Total	6	100

The response as shown in Table 4.21 indicates that 33% of the principals had been highly trained on the institutions safety requirements while 67% had been fairly trained. The response is an indication of all the principals attesting to the fact that they had been trained on the safety requirements of the schools that they manage thus fully conversant with the pertinent needs of the institutions as pertains safety.

The response identifies with that of the quality assurance officer who affirmed to having had acquired training on the safety needs for the institutions thus conversant with them. This gives a picture of a concerted effort and purpose with regard to provision of training to the quality assurance officer thus having him fully equipped and conversant with the challenges of his tasks and the expectations of his work in terms of skills and competencies.

The teachers sampled equally attested to having had attended training after at 63% and rarely at 37%, on safety requirements and standards expected of them as they work in the schools.

This gives an impression of having efforts to impart skills on the teachers handling the learners as regards safety standards and requirements.

The learners on the other hand confirmed that they had occasion of having training on safety standards and requirements highly at 57% and fairly at 43%. This is a confirmation of all the sampled learners having had an opportunity to acquire training as pertains safety standards and requirements.

The learners on the other hand confirmed that they had occasion of having training on safety standards and requirements highly at 57% and fairly and 43%. This is a confirmation of all the sampled learners having had an opportunity to acquire training as pertains safety standards and requirements.

The response by all the sampled respondents brings forth a picture of a collective effort towards skill impartation and realization of training to all categories of respondents and it shows that there is a clear focus towards enabling learners teachers and school managers to acquire skills that will aid make the schools safer places for everyone.

#### **4.5.2 Response by teachers on particular training acquired**

The teachers were asked to indicate the particular training it is that they had acquired on safety requirements in the institution. The response was as shown in table 4.22

**Table 4.22 Response by teachers on particular training acquired**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
First aid	23	26
Fire drills	9	10
Health education	21	24
Drugs awareness	6	7
Guidance and counseling	29	33
Total	88	100

The response shows that 26% of the teachers had acquired skills in first aid, 10% had skills in fire drills, 24% had acquired skills in health education, 7% had acquired skills in drugs awareness while 33% had acquired training in guidance and counseling. The response thus confirms that the teachers sampled had acquired skills in varied and multidisciplinary areas of safety.

The response concurs with the position of the learners who attested to having had acquired skills in the areas of health education and 22% drugs awareness at 29%, first aid at 33% while 16% of the learners confirmed that they were peer counselors having had acquired training in guidance and counseling.

The response confirms the position of all the principals who said that they had safety training in their schools. This can be interpreted to mean that there were concerted efforts by the parent ministry to ensure training on safety.

#### **4.5.3 Response by principals on the impact of training**

The principals were asked to state if the training acquired had impacted on their capacity to discharge their mandate. The response was as shown on table 4.23.

**Table 4.23 Response by principals on the impact of training**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
To a great extent	4	67
To a fair extent	2	33
Not at all	-	-
<b>Total</b>	<b>6</b>	<b>100</b>

The response as shown in table 4.23 indicates that 67% of the principals indicated that the training acquired had enabled them to discharge their mandate of ensuring safety for the learners to a great extent at 67% and to a fair extent at 33%. The response is a confirmation of the training accorded having had borne the requisite fruits.

The response is as well vindicated by the position of the quality assurance officer who confirmed that the training had highly enabled him discharge his duties effectively and led to a better performance by him.

The teachers gave a confirmation that the training had enabled them perform their duties well in the institution and had greatly aided them ensure that learners were safer to a great extent at 69% and to a fair extent at 31% .

The responses thus give an impression of an effective programme towards the realization of safer environments for learners and the school membership fraternity.

#### **4.5.4 Response by teachers on whether curriculum has input of safety programmes**

The teachers were asked to state if the curriculum had an impact of safety programmes. The response was as shown in table 4.24.

**Table 4.24 Response by teachers on whether curriculum has input of safety programmes**

Response	Frequency	Percentage
Very much	14	16
Fairly	74	84
Not at all	-	-
Total	88	100

The response as show in table 4.24 indicates that the teachers believed that the curriculum had a great input of safety programmes at 16% while 84% had the opinion that the curriculum had a fair input of safety programmes. The response shows tat a higher percentage of the teachers believed that the curriculum had a fair input of safety programmes. The response can thus be interpreted to mean that most of the respondents were of the opinion that the input in the curriculum as regards safety programmes was negligible;

The response from the teachers identifies with that of the principals which indicates that the curriculum had a fair input of safety programmes by all of the sampled principals. The response is vindicated by the quality assurance officer who attested to the fact that the curriculum does not comprehensively cover safety programmes.

The responses thus show that majority of the respondents had misgivings about the safety programmes in the curriculum used in secondary schools.

#### **4.5.5 Response from principals on provisions for safety training**

The principals were asked to indicate if their institutions had provisions for training their membership in the areas of disaster preparedness, first aid procedures, evaluation procedures and fire drills. The response was as shown in table 4.25.

**Table 4.25 Response from principals on provisions for safety training**

<b>Response</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
Disaster preparedness and management		33%	-		
First aid procedures		100%	-		
Evacuation procedures		16%	-	86%	
Fire drills		67%	-	33%	

The response as indicated in table 4.25 shows that 33% of the principals sampled attested to the fact that they had provision for training the membership on disaster preparedness and management while 67% did not have provisions for the same in their institutions. All the principals confirmed the presence of programmes for first aid procedures in their institutions while only 16% had taken the initiative to have the membership trained on evaluation procedures. The response shows that 67% of the respondents had provisions for fire drills in their institutions while 33% did not have provisions for the same.

The response is an indication of presence of training activities for the school fraternities on safety programmes and initiatives. This shows that safety requirements have a big place in the programmes of events of the learning institutions.

The response by the teachers is a vindication of the training programmes to raise the safety standards in the institutions of learning. This was confirmed by the teachers who said that they had received training on disaster preparedness and management facilitated by the institutions at 28%, first aid procedures at 88%, evacuation procedures at 18% and fire drills at 72%. The response vindicates the situation brought forth by the principals who equally confirmed having had training in the areas provided in their institutions.



Provision of training for the school fraternities shows that we have presence assertive leadership in place, a situation of a proactive approach to issues and the preparedness to check the occurrence of safety risks by way of acquiring skills to allay and check the risks.

This concurs with the findings accruing from the reviewed literature which showed that requirements for pre-service and in-service training to enhance and assure the capacities of principals and teachers should be enhanced. The adherence of the requisite requirements in terms of safety training programmes should be adhered to. The ministry of education should put in place standards and measures to ensure that head teachers are exposed and acquire the training to empower them to run and manage learning institutions as efficient managers, (Mboroki, 2009). Head teachers have enormous responsibilities of parenting and shepherding the learners who are their chargees in the institutions. They are least prepared from the task by virtue of lacking induction training relevant to the position and which may enable them to discharge their mandate efficiently. The ministry should thus work and put in place programmes for induction and training as to what the head teachers position entails with regard to safety standards and allied areas before posting to run and manage a school is conferred to the head teacher.

#### **4.5.6 Response from teachers on possession of safety skills**

The teachers were asked to indicate if they possessed skills in the areas of guidance and counseling, sanitation and hygiene procedures, health education and life skills. The response was as indicated in table 4.26.

**Table 4.26 Response from teachers on possession of safety skills**

<b>Response</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
Guidance and counseling	78	22	-		
Basic sanitation and hygiene procedures		41	-	49	
Health education	23	77	-		
	11	89	-		

The response as indicated in table 4.26 shows that the sampled teachers confirmed that there were teachers who possessed skills in guidance and counseling with 78% of the respondents strongly agreeing while 22% agreed. The response shows that 41% of the teachers confirmed that teachers in the school possessed skills in basic sanitation and hygiene procedures with 41% of the sampled teachers agreeing while 49% disagreed. The response further showed that 23% of the teachers strongly agreed that teachers in their institutions possessed skills in health education while 72% agreed. The response equally brought to the fore the situation of 11% of the sampled teachers attesting to the fact that they strongly agreed that teachers in their institutions possessed skills in health education while 89% agreed. The response from the teachers brought out a picture of well skilled teachers versed with the capacity to handling the safety needs in their institutions from a holistic angle from the learners personal needs and the physical facilities in the institutes. The response is thus an indication of having teachers well versed with the institutional requirements and possessing the drive and initiative to acquire skills and competencies for their own good and the benefit of the learners.

The response was confirmed by the learners who attested to having had sessions of guidance and counseling with teachers in their institutions with 75% of the learners strongly agreeing while 25% agreed. The learners confirmed having had seen situations of teachers providing them with skills in sanitation and hygiene with 62% strongly agreeing and 38% agreeing. The

learners confirmed that they had health education facilitated by the teachers with 49% of the learners strongly agreeing and 41% agreeing and 68% of the learners attested to having had acquired life skills from this initiation with their teachers with 57% of the learners strongly agreeing and 43% agreeing.

The response from the learners vindicates the teacher in terms of putting their skills into good use. It brings to the fore an impression of learners who have acquired the requisite exposure to guarantee their safety in the learning institutions facilitated by the training offered to the teachers.

The response equally mirrors the position of the quality standards assurance officer and the principals who confirmed that teachers in the institutions possess skills which can be put into use for the good of the institutions. It shows the presence of collective efforts to assure learners of their safety.

#### **4.6 Financial Resources**

The study sought to find out how financial resources affect the implementation of safety standards in secondary schools.

Public secondary schools in Kenya rely on monies granted from the fees paid by the parents and disbursements from the government free secondary education programme. The disbursements are many at times slow and irregular thus exposing the secondary schools to budgetary constraints of enormous proportions. The schools are forced to operate on shoestring budgets and work out their programmes on budgetary deficits almost on an entire school calendar, ((Mutwiri, 2010). The foregoing situation has seen the risk of some school head teachers almost getting committed to civil jail owing to non payment of suppliers and failing to honour contractual obligations to service providers. This has caused the situation of only having the every essential required for the learning programmes and what is considered

non-essential relegated to the periphery. Safety and health assurance programmes have borne the brunt of it all. The study confirmed the hypothesis that financial resources influence the adoption and implementation of safety standards. The principals alluded to the fact that financial resources had a big bearing on the institutions capacities to acquire implements and accessories for safety. The response showed that 67% of the schools had managed to acquire safety accessories by virtue of the fact that they had access to financial resources while 33% had not. This confirmed the hypothesis that financial resources impacted on the institutions capacities to adopt and implement safety standards.

#### **4.6.1 Provision for vote heads to handle safety and emergencies by DEBs**

The quality assurance officer was asked to indicate if the district education board had provisions of a kitty to handle safety and emergency issues. He confirmed that the district education board had no provisions for a safety kitty. This brings to the fore an impression of lack of preparedness in terms of having provisions to take care if any safety emergencies in the district in terms of having finances to take care of any eventualities.

#### **4.6.2 Response by DQASO on ensuring provisions for vote heads to cater for safety management in schools**

The quality assurance officer was asked to indicate if his office had provisions to ensure that schools have vote heads to cater for safety management. He attested to the fact that his office had provisions to ensure that schools allocate funds to ensure safety management but he confirmed that in many instances there were more pressing issues which caused the schools not to save for the catering for emergencies.

### 4.6.3 Response by principals on presence of vote heads allocated for safety management

The principals were asked to state if there were vote heads allocated for safety management in the institution. The response was as shown in table 4.27

**Table 4.27 Response by principals on presence of vote heads allocated for safety management**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Very much	1	17
Fairly	5	83
Not at all	-	-
<b>Total</b>	<b>6</b>	<b>100</b>

The response as shown in table 4.27 indicates that 17% of the sampled principals confirmed presence of vote heads allocated for safety management highly while 83% attested to having had a fair allocation. The response is thus an indication of all the sampled institutions heaving provisions for funds allocated for safety management.

### 4.6.4 Response by principals on adequacy of funds for safety management

The principals were asked to indicate if the funds allotted for catering for the safety provisions and emergencies was enough. The response was as indicated in table 4.28.

**Table 4.28 Response by principals on adequacy of funds for safety management**

<b>Response</b>	<b>Frequency(F)</b>	<b>Percentage(%)</b>
To a great extent	-	-
To a fair extent	2	33
Not at all	4	67
<b>Total</b>	<b>6</b>	<b>100</b>

The response as indicated in table 4.28 shows that 33% of the principals considered the funds allotted from the catering for safety needs as adequate to a fair extent while 67% were of the opinion that the funds allotted were not enough at all. The response is indicative of a situation of respondents not comfortable with the provisions for safety management in terms of allocation and availing of funding. It shows the situation of inadequacy in the sampled schools.

The response is confirmed by the quality assurance officer who equally attested to having instances of in a day rate allocation of funds by the schools and the teachers who all were of the opinion that the funds were inadequate to fully cater for safety needs and any occurrence of emergencies.

#### **4.6.5 Response by principals on adequacy of funds for safety requirements**

The principals were asked to rate the adequacy of funds for the provision of safety requirements. They were asked to rate the access for funds from the following provisions; first aid kits, fencing of school land, provision of insurance covers, purchasing of firm extinguishers and the payment of security personnel. The response was as shown in table 4.29.

**Table 4.29 Response by principals on adequacy of funds for safety requirements**

<b>Response</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>DA</b>	<b>SDA</b>
Purchasing of first aid kits		33	-	67	
Financing of school land		16	-	86	
Provision of insurance covers			-	67	33
Purchase of fire extinguishers		50	-	50	
Payment of security personnel		33	-	67	

The response as indicated in table 4.29 shows that 33% of the principals considered the funds allotted from the purchase of first aid kits as adequate while 67% deemed the funds as inadequate. The response shows that 16% of the teachers were of the opinion that the funds allotted for fencing of the school land was adequate while 86% were of the opinion that 50% of the principals considered funds allotted for purchase of fire extinguishers as adequate while 50% deemed it as inadequate. The response finally shows that the principals were of the opinion that funds allotted for the payment of security personnel was adequate at 33% and inadequate at 67%. The response shows a situation whereby most of the principals had misgivings about the adequacy of funds allotted to provision for the security and safety provisions in their institutions.

The response concurs with that of the learners who attested to the fact that they considered the provision of funds and kits as inadequate at 80%, provision of fire extinguishers as inadequate at 73% and adequate at 17%, security service providers as inadequate at 54% and adequate at 46% and provision for the financing of school compound as inadequate at 51% and adequate at 49%. The response can be interpreted to mean that most of the learners viewed the provision for security services and safety implements to make the environments safer as inadequate gauging from the response. The learners deemed the inadequacy to situations of lack of funding which they thought was the major contributing factor owing to

the fact that if funding was easy to access and council their the inadequacy would not be evident.

This identifies with a report by the Kenya Institute of Policy and Research Analysis on the efficacy of the free secondary education cites the risk of having academic programmes grinding to a halt and the deterioration of the quality of programmes owing to the lack of the capacity for public secondary schools to meet the obligations and provisions for pertinent and immediate needs, (Ombogi, 2010). Instances of safety breaches and occurrences of incidences like fires have seen the school managers run to the local communities and well-wishers for aid to have the re-construction of physical facilities and the cases have at times been very punitive to the parents in the institutions who are many at times forced to cater for the damages and losses. The situations on the other hand could be easily checked by way of having the school properties under indemnity covers by insurance companies. The school managers though attest to the fact that it is impractical to achieve the feat attributing it to the fact that they run the institutions on empty coffers and depend on the goodwill of the suppliers who provide goods and services on credit.

#### **4.7 Inspection**

The study sought to find out how inspection affects the implementation of safety standards in secondary schools.

Inspection on safety requirements and enforcement of adherence to the same starts with the approval of institutional building plans. Provisions for having deed plans and following of the statutory provisions for the laid down programmes in terms of seeking building plans approved by the relevant offices anchors the facility on a safe and sound footing, (Koriang, 2009). The procedural requirements and certification that the building are structurally sound give an assurance that the specifications set by the Ministry of Public Works and the requisite



thresholds in terms of specified standards are met with regard to classroom sizes, corridors, railings and provision for sanitation facilities assures the school communities of safety and wellness. The study confirmed the hypothesis that inspection influenced adoption and implementation of safety standards. This can be attributed to the fact that 84% of the principals confirmed that regular inspections in the institutions led to the maintenance of high standards of safety. This was an overwhelming approval of regular inspection as a means of confirming and ensuring the maintenance of safety. It thus confirmed the hypothesis that inspection led to adoption and implementation of safety standards.

#### **4.7.1 Occasion of inspections by quality assurance officer**

The quality assurance officer was asked to indicate if he carried out regular inspections in the schools within the district. He attested to carrying out regular inspections fairly. The response can thus be interpreted to mean that his capacity to carry out inspections in terms of regularity and intensity is curtailed owing to the fact that he alluded to only having a fair capacity of conducting the safety inspections. He equally alluded to the fact that his officer has provisions of ensuring that the schools have responsible persons tasked with the duty of ensuring safety provisions in them. This can thus be termed as an indicator of commitment to ensure that schools have provisions to cater for the safety needs and requirements in them as enforced by the officer of the quality standards and assurance officer.

#### **4.7.2 Response by principals on provisions for regular inspection**

The principals were asked to indicate if they had provisions for regular inspection of safety systems and facilities in the institutions. The response was as shown in table 4.30.

**Table 4.30 Response by principals on provisions for regular inspection**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
To a great extent	5	84%
To a fair extent	1	16%
Not at all	-	-
<b>Total</b>	<b>6</b>	<b>100</b>

The response as shown in table 4.30 indicates that 84% of the sampled principals held regular inspection of safety systems and facilities in their institutions to a great extent at 84% while 16% had a system of inspection of safety facilities to fair extent. The response shows that all the sampled principals had put in place systems to ensure regular inspection of safety facilities in their institutions. It shows an efficient system of management of safety requirement provisions and the having a pro-active approach with regard to catering for inspection to ensure safety programmes and facilities are in place.

The response was confirmed by the teachers who attested to their involvement in programmes to ensure safety by way of having them partake in regular inspection activities in the institutions to a great extent at 79% and to a fair extent at 21%. The response is a confirmation of the active participation of the teachers in the safety programme in the institutions by virtue of their active participation to ensure the systems are up and running effectively.

The learners alluded to the fact that inspections on safety programmes and facilities were carried out regularly in the institutions to a great extent at 58% and to a fair extent at 42%.

The learner's response is thus a confirmation of evidence of regular inspection which is vivid for all and sundry in terms of participation.

The response thus confirm all the principals position in the having a concerted approach with regard to having structures and systems in plan to ensure the involvement of learners, teachers and non-teaching staff in the activities that pertain safety programmes and inspections to see to it that programmes and functions that pertain safety requirements in the schools are working.

#### 4.7.3 Response by principals on regularity of inspections by QASO

The principals were asked to indicate the regularity of inspection visits by the quality assurance standards officer. The response was as shown in table 4.31.

**Table 4.31 Response by principals on regularity of inspections by DQASO**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Often	-	-
Rarely	6	100%
Not at all	-	-
<b>Total</b>	<b>6</b>	<b>100</b>

The response as shown in table 4.31 indicates that all the principals considered the inspection visits by the quality assurance officer as rare. The response can be interpreted to show that the inspection visits were not frequent as the principals thought they should be. This is because all the principals considered the visits as rare.

The response concurs with that of the teachers who attested to the fact that they were aware of inspection visits by the quality assurance and standards officer while safety inspection visits to a fair extent at 69% while 31% had no awareness of the safety inspection visits carried out by the quality standards assurance officer. This shows that the visits were rare or not highly publicized for all the teachers in the institutions to know.

#### 4.7.4 Response by principals on implementation of recommendations made on inspection

The principals were asked to indicate if the recommendations made by the quality standards assurance officers were implemented after the conduct of the inspection visits. The response was as shown in table 4.32.

**Table 4.32 Response by principals on implementation of recommendations made on inspection**

Response	Frequency	Percentage
To a great extent	2	33%
To a fair extent	4	67%
Not at all	-	-
Total	6	100

The response as shown in table 4.32 shows that 33% of the sampled principals were of the opinion that the recommendations made by the quality assurance officer were implemented to a great extent while 67% were of the opinion that the recommendations made were implemented to a fair extent. The response thus shows that the principals confirmed that the recommendations made on the implementation of safety programmes were always implemented though with variations in terms of the implementation capacity.

The response by the principals concurs with that of the teachers who alluded to the fact that the inspection visits brought along change to the institutions once the recommendations made were implemented but only to a fair extent at 63% while 37% were of the opinion that the recommendations made were never implemented at all.

The response concurs with the position of the quality assurance officer who attested to the fact that in most cases the recommendations made during the inspection visits were not

implemented by the institution owing to varying factors. This mirrors a situation of having the institutions not undertaking to implement the recommendations made during the inspection visits in many instances.

The public health officer who was the key informant equally attested to having had used legal provisions in some instances to enforce the implementation of recommendations made as regards safety provisions.

#### 4.7.5 Response by principals on areas inspected

The principals were asked to indicate the areas that they had inspected in their institutions.

The response was as shown in table 4.33.

**Table 4.33 Response by principals on areas inspected**

Response	SA	A	U	DA	SDA
Safety of drinking water	16	84	-		
Sanitation facilities in the school	67	33	-		
Condition of physical infrastructure		84	-	16	
Condition of classrooms in terms of habitability	33	67	-		
Food storage facilities		50	-		
Food service areas		100	-		
The wellness of food handlers		33	-		
Observation of basic hygiene by learners		67	-		
Safe disposal of solid waste in institution		100	-		
Safe disposal of sewerage and effluent		100	-		

The response as shown in table 4.33 indicates that 16% of the respondents strongly agreed that the safety of drinking water was regularly inspected while 84% agreed. The response shows that 67% of the respondents strongly agreed that the sanitation facilities in the school were regularly inspected while 33% agreed. The response shows that 84% of the respondents agreed that the condition of the physical infrastructure was inspected while 16% disagree. The response shows that 33% of the principals strongly agreed that the conditions of the classroom in terms of habitability were inspected while 67% agreed. The response shows that 50% of the respondents agreed that the food storage facilities were inspected while 50% disagreed. The response shows that all the principals were in agreement that the food service area was regularly inspected. The principals attested to having had the food handlers inspected in terms of their wellness at 33% while 67% of them disagreed. The response further shows that observation of basic hygiene by the learners was inspected with 67% of the principals agreeing while 33% disagreed. The response shows that all the principals agreed that there was regular inspection of solid waste disposal and the disposal of effluent and sewerage from the institution. The response shows that there were thorough inspection programmes by the principals of the schools sampled with regard to all aspects of safety and wellness in terms of sanitation and health requirements. This is a positive erasure and it greatly aids ensure the safety of all the members of the schools fraternity.

The response concurs with the position of the teachers who equally attested to having had programmes of safety inspection which entailed their participation in their areas of jurisdictions as class teachers, teachers on duty and other special assignments. They confirmed as to having had been involved in the school's administration in the inspection of safety, hygiene and sanitation programmes. The response is an indication of concerted efforts on the part of the administration and teachers fraternity.

The response mirrors a good and effective participation and collaboration between the teachers and management.

The response was equally confirmed by the public health officer in the scheduled interview who attested to having had been involved in inspection visits in the schools to check on the health requirements and observation of the mandatory standards of hygiene and sanitation requirements, food storage and handling and the wellness of the food handlers in the schools.

The response is a confirmation of the principals and teacher position. It gives an impression of active participation of the public health officers in fulfilling their statutory obligations and mandate to ensure the safety of learners and the membership of the secondary school's institutions fraternities.

This identifies with the findings generated by the literature which showed that creation of a collegial environment which inculcates the culture of responsibility on the learners enhances the spirit of self-discipline and regulation. The practice ensures that the learners have a culture of conforming and ensuring upholding of standards in terms of cleanliness of facilities in use and they don't have to be policed at all terms to work and meet the standards required in terms of hygiene levels and allied standards, (Wilcox, 2010). Self-regulation and responsibility frees up time for the tutors, health and sanitation officers to carry out other tasks taking into account that the occasional visits will always yield good results in terms of an assurance of meeting of the standards.

**4.7.6 Response by learners on whether inspection activities impact on safety standards**

The learners were asked to indicate if the inspection activities in the school impact on the safety standards of the institution. The response was as shown in table 4.34

**Table 4.34 Response by learners on whether inspection activities impact on safety standards**

Response	Frequency	Percentage
To a great extent	1006	44%
To a fair extent	804	36%
Not at all	446	20%
Total	2256	100

The response as shown in table 4.34 indicates that 44% of the respondents were of the opinion that inspection activities impacted on the safety standards to a great extent, 36% of the learners were of the opinion that the inspection activities impacted on the safety standards to a fair extent while 20% of the learners were of the opinion that the inspection activities did not impact on the safety standards in the institution at all. The response is an indicator of the majority of the learners agreeing to the fact that the safety standards in the institutions had been impacted on by the inspection programmes put in place!

The response concurs with the position of the teachers who confirmed that inspection activities always impacted positively on the safety standards of the institution to a great extent at 59% and to a fair extent at 41%. The response shows that the teachers appreciate the importance of the inspection activities carried out in the institution with regards to the enhancement of safety standards.

#### **4.7.7 Response by quality assurance officer on the rating of compliance levels to safety requirements**

The quality assurance officer was asked to rate the level of compliance to safety requirements by the schools in his jurisdiction. He rated the level of compliance as fair which he alluded to



the fact that the institutions had strived to comply with the safety standards requirements but on the other hand many had failed to meet the stipulated requirements.

The position of the quality assurance officer identifies with that of the public health officer. He had the opinion that the level of compliance to safety and health requirements in many institutions was fair driven by the fact that many schools were yet to act on previous recommendations made and some had been forced to act on the recommendations made in some instances.

#### **4.7.8 Response by principals on the collaboration between inspection agencies**

The principals were asked to indicate if there was presence of synergy and collaboration between the inspection agencies of the quality assurance office, ministry of public works and the public health officials. The response was as shown in table 4.35.

**Table 4.35 Response by principals on the collaboration between inspection agencies**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
To a great extent	-	-
To a fair extent	2	33%
Not at all	4	67%
<b>Total</b>	<b>6</b>	<b>100</b>

The response as shown in table 4.35 indicates that 33% of the respondents were of the opinion that the inspection agencies collaborated to a fair extent while 67% of the respondents were of the opinion that the agencies did not collaborate at all. The response is an indicator of having most of the respondents having the opinion that there was no collaboration by the inspection agencies mandated by statute to ensure safety in the

institutions of learning. This brings forth a picture of a disjointed approach in the inspection activities.

The principals response was confirmed by the quality assurance officer and the public health officer who both attested to having very rare occasions of having joint inspection activities and having very minimal collaboration only when need be. The response confirmed that the situation of lack of synergy and collaboration to the required standards.

#### **4.7.9 Response by quality assurance officer on how schools can be made safer**

The quality assurance officer was asked to indicate how the schools can be made safer than the currently are. He said the schools should have systems and structures in place that ensure the stringent following set standards as pertains the adherence to safety regulations. The school principals should be held responsible and put on contracts with the parent ministry which bind them to the adherence to regulations failure to which they should be subjected to disciplinary action as a deterrent measure. This will ensure the following laid regulations and sticking to them to the latter and implementation of recommendations made after inspection visits well in the knowledge that the buck stops with the manager. This will ultimately make schools safer.

The response by the quality assurance officer concurs with the position of the public health officer who said that the school managers should be held accountable for the condition of the safety standards in their institutions and this will aid enforcement of safety regulations and guidelines to uphold standards and make schools safer than they are.

The principals had a general position of availing of more funds specifically earmarked for safety programmes, provision of grants and free secondary education funds in good time to plug the budgetary deficits which cause funds earmarked for safety programmes to be diverted elsewhere and the collective approach by all players to achieve the requisite standards.

The teachers held the opinion that schools would be made safer by way of having a defined system of checks and balances, allocating specific individuals duties and responsibilities and holding them accountable, availing of programmes for refresher courses and training on safety and have a collective approach involving all stakeholders in implementation of safety programmes.

The learners had the opinion that involvement of all, awareness creation and strict enforcement of standards would make the learning institutions safer.

The responses can be interpreted to mean that the respondents knew their responsibilities as stakeholders in the designing and implementation of safety programmes and they ultimately had ideas on how to make the school safer. The use of a collective and concerted approach whereby involvement of all stakeholders is paramount would have the effect of making learning institutions safer.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSIONS CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The following chapter presents a summary of findings, conclusions drawn from the study and the recommendations made for remedial action. The study sought to find out the factors influencing the implementation of safety standards in secondary schools, a survey of Limuru district. The objectives that guided the study were management, training, financial resources and inspection.

#### **5.2 Discussion and Summary of key findings**

The following are the discussions summary of key findings;

##### **5.2.1 The extent to which management influence implementation of safety standards**

The response shows that all the principals sampled who are the school managers were aware of the safety standards requirements with 84% of them affirming to having a great awareness and 16% a fair awareness. The response shows that all the sampled schools had put in place safety committees and the committees met on a frequency of 17% fortnightly, 66% monthly and 17% termly. The response shows that 69% of the teachers sampled had come across the safety standards manuals in the schools while 31% had not. The quality assurance officer said that his office had provisions of ensuring that the schools kept safety records and upheld the standards. The learners confirmed their involvement by the school administration in safety programmes often at 61% and rarely at 39%.

The principals affirmed to having had complied with the basic safety requirements in terms of registration of school land by all the principals sampled, ensuring the fencing of the school infrastructure, provision of day and night security, availing serviceable furniture, having well

maintained walkways at 83%, availing identification badges for learners and workers at 100% and conducting regular roll calls at 100%.

The quality assurance officer alluded to having had the schools partially complying to the safety standards required which was the same position taken by the public health officer. He attested to having in place mechanisms to enforce compliance by way of having positive and deterrent measures taken against the school managers. The quality assurance officers attested to the fact of having a heavy workload and lack of cooperation from school managers as the most trying challenges hindering effective discharge of his mandate.

The researcher used a checklist to confirm basic safety requirements in all the schools sampled. He confirmed the registration of all visitors at the school gates in all the schools; he found the presence of identification badges in 67% of the schools for use by the workers and learners. He ascertained the sizes of the classrooms and confirmed that all fit the stipulated standards, he equally confirmed that the windows in all the institutions had no grills and the doorways were big enough and opened from outside in all the schools.

The researcher confirmed for the presence of spacious areas for movement in the dormitories, dining hall and laboratories whereby he found out that the schools had overstretched capacities with only 33% of them meeting the required standards. The researcher confirmed the presence of log books in all institutions but unfortunately only 16% of the logbooks was regularly updated on safety issues and the visitors book showed very minimal visits by the public health and quality assurance officers at times only once per year in some cases.

The first aid boxes and fire extinguishers were present in all schools but very few in comparison to the populations of the schools thus a risk in the event of occurrence of emergencies. The researcher equally confirmed that the principals, school learners and matrons lived in the compounds as stipulated by the regulations guiding the school's safety requirements.

Finally he found out that the safety committee meetings were held by way of perusing the minutes of the committee's sessions to ascertain the holding of meetings.

### **5.2.2 How training influence implementation of safety standards**

The response shows that all the principals had acquired training on safety standards and requirements in their institutions. The response shows that 33% of the principals attested to having had occasion of being highly trained while 67% had been fairly trained. The quality assurance officer confirmed to having had been trained on the safety standards requirements. The teachers confirmed that they had attended safety training programmes at 63% while 37% of the learners sampled had equally attended safety training programmes. The teachers confirmed that they had acquired skills in first aid at 26%, for drills at 10%, health education at 24%, drugs awareness at 7% and guidance and counseling at 33%.

The principals attested to having had achieved a positive impact on their capacities to discharge their mandate at 67% to a great extent and 33% to a fair extent only to the training advanced to them. The teachers confirmed that the curriculum in use had a fair input of safety programmes at 84% while the principals confirmed having had provisions for training in disaster preparedness and management, first aid procedure, evacuation and fire drills.

The teachers confirmed that they possessed skills in guidance and counseling and had peers in their institutions who possessed the skills at 100%, skills on sanitation and hygiene at 41%, health education at 100% and life skills at 100%.

### **5.2.3 How financial resources affect the implementation of safety standards**

The principals confirmed that there were vote heads in terms of allocation of funds to help in the safety management. The quality assurance officer alluded to having no provisions for funds allocated to cater for emergencies and safety provisions by the district education board.

The principals confirmed that the funds allocated were not enough to cater for safety

provisions at 67%, while 33% of the principals were of the opinion that the funds allocation was fairly enough to cater for safety management. The principals were of the opinion that the funds allocated for the purchase of first aid kits was adequate at 33% and inadequate at 67%, provisions for fencing school land was inadequate at 86%, provisions for insurance covers was deemed inadequate at 67% and very inadequate at 33% while for the purchase of fire extinguishers was deemed inadequate at 50% and payment for security personnel equally deemed inadequate at 67%.

#### **5.2.4 The extent to which inspection influence implementation of safety standards**

The quality assurance officer attested to having lacked the capacity to carry out regular inspections owing to a heavy work load in terms of number of schools in his jurisdiction. The public health officer equally confirmed that the department was stretched in terms of capacity thus very few inspection visits and irregular in frequency. The principals confirmed the presence of regular inspections in their schools at 84% highly and 16% fairly. The principals position was confirmed by the teachers who said that the frequency of carrying out of inspections was high at 79% and fair at 21%.

All the principals confirmed that the inspection visits by the quality assurance officer were rare which was the same position held by the teachers who attested to the fact that the officers visits to the school sampled were very rare. The principals confirmed that they adhered to the recommendations made for implementation of quality standards and attested to that they were done to a great extent at 33% and to a fair extent at 67%.

The teachers also confirmed that the inspection visits at times brought change to the schools on the implementation of recommendations for remedial action at 63% to a fair extent and 33% of the teachers was of the opinion that recommendations made were never implemented.

The principals confirmed that visits by the quality assurance officer and public health officer and the regular inspections always checked on the safety of drinking water, sanitation facilities physical infrastructure, food storage facilities, food service areas, the health of food handlers and the observation of basic hygiene. The visits also checked on the disposal facilities for solid waste and disposal of sewerage and effluent.

The learners confirmed that there were occasions of in-house inspections in the schools which affected the safety standards to a great extent at 44%, to a fair extent at 36% and 20% of the learners were of the opinion that the safety standards were not impacted.

The quality assurance officer rated the safety compliance level as fair and the position identified with that to the public health officer. They both attested to having had occasion to force the institutions to comply to safety standards requirements.

The principals were of the opinion that collaboration between the quality standards officer, the public health and ministry of public works which are the agencies charged with the mandate of inspecting the institutions was fair at 33% and non-existent at 67%. The position was confirmed by the quality assurance officer and public health officer who confirmed that they collaborated only on rare occasions and when need arose for mutual engagement.

### **5. 3 Conclusions**

The study had the following conclusions;

All the secondary school head teachers were aware of the safety standards required. The safety committees were in place and operational and the parent ministry had played its role of availing the safety standards manuals. The study equally confirmed that the schools had provisions for keeping safety records and the parent ministry had put in place systems and structures to ensure that schools were inspected and standards of safety assured at all times.



The study thus concluded that there were policy provisions to ensure safety and the schools had strived to adhere to them though not fully.

The study established that there were initiatives to impart skills into the quality assurance officer, the head teachers, teachers and learners as regards safety requirements. The training imparted had an impact on the running and management of the institutions in terms of equipping the membership with skills to aid provide them with a response mechanism in times of need and creating in them a pro-active mindset by way of having prior knowledge of the requisites of safety requirements. The training thus had enhanced the capacity of the institutions to take charge of their situations and grow their stakes as regards provisions for safety requirements.

The study found out the district education board had no provisions for allocation of funds to take care of safety needs and requirements in the institutions. It ascertained that the secondary schools have vote heads allocated for the purpose of catering for the safety needs and requirements though in many instances the schools diverted the funds to other needs that they felt were more pressing owing to situation of shortfalls in financing and budgetary deficits. The study thus concluded that the schools had overwhelming needs which caused them to neglect the function of safety.

The study showed that inspections were carried out in the institutions from an in-house perspective on a regular basis. The inspections were centered on the aspects of hygiene and sanitation monitoring attendance, training, the certification of food handlers and general conditions of the school infrastructural facilities. On the other hand, inspections from external agencies were not regular. This was attributed to shortfalls in capacities of the statutory

agencies and lack of cooperation from the school head teachers in some situations. The study thus conducted that the inspection programmes were wanting in terms of their capacity to have an impact on the safety programmes.

#### **5.4 Recommendations**

The ministry of education should strive to uphold and enforce the policy requirements that ensure safety in secondary schools and all learning institutions. This is because a lot has been done with an aim of ensuring safety for learners but enforcement of the requirements and provisions has been found to be wanting. The quality assurance officers should be empowered in terms of capacity and aided to visit all schools in their areas of operations. Staffing shortfalls in the quality assurance department should be checked as a matter of urgency to see to it that the officers fully discharge their obligations. This will see to it that we have greater frequencies of inspection activities in the schools. The head teachers should equally be held accountable for the safety requirements in the institutions to make them more responsible with regard to acting on recommendations on safety improvement and ensuring wellness of the safety programmes. This will ensure stricter enforcement of safety programmes and have them play by the rules at all times thus make the schools safer for the benefit of all.

Avenues for training should be availed for all members of the secondary schools fraternities. Regular refresher courses should be availed to the principals on previous programmes. Training and awareness creation on disaster preparedness, management and basic evacuation procedures should be conducted. This will allow for the members of the institutions to have their skills and always be ready to take charge of all situations which may require urgent

response in instances of any eventualities. Curriculum development should also place a greater emphasis on safety programmes and procedures to prepare and acquaint the learners as regards what is expected of them. The conduct of fire drills, training on first aid and regular awareness creation and drugs, health education and life skills will make the learners assertive and equip them with skills for use within the school and for posterity.

Funds should always be availed at the required times to allow for the provision of infrastructure for safety requirements and the allowing of purchase of tools and implements for safety needs. The provision and allotting of funds for tuition requirements by the government should always be done and disbursed in a quick manner to ensure regular provisioning for the institutions and enable them to meet all their pertinent requirements to aid forestall the arising of situations whereby funds are diverted from safety kitties to fund other more pressing needs. Tools and implements like fire extinguishers and first aid boxes should be availed by the parent ministry and provided to the schools in a specified and organized manner. This will ensure that no school lacks the basics on the premise of lack of money to purchase the requisites. Grants and donor support should be sought to allay the situation of lack of provision for funds to meet the requirements. This will always ensure that the schools have access to the safety requirements regardless of their statures and cash flow requirements.

Inspection activities should always be undertaken in collaboration with all the statutory agencies mandated to carry out the tasks. This will ensure that there is synergy between the departments of public health the quality assurance and public works work together and having a collective approach in terms of carrying out the inspection activities. This will ease pressure on the individual agency by way of having a clear plan of action as regards the inspection activities ought to be undertaken in schools. The synergy will equally bring along

a sense of purpose as regards formulations of recommendations for corrective action and enforcement of standards. This will always keep the school managers on their toes as regards upholding of standards and ensure safer institutions for the benefit of learners and all members of the school fraternities.

### **5.5 Suggestion for Further Research**

A study on factors influencing the implementation of safety standards should be carried out in the whole republic to find out if the factors coming into play in Limuru apply in other parts of the country.

A further study on the relationship between safety standards and academic performance should be carried out. This is with an aim of finding out if safety standards affect academic performance in any way.

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APPENDIX 1: AUTHORITY TO CONDUCT RESEARCH

REPUBLIC OF KENYA



MINISTRY OF EDUCATION

Telephone: Limuru (office) 020-3537080  
EMAIL: doolimuru@yahoo.com  
FAX: 020-8065733

DISTRICT EDUCATION OFFICE  
LIMURU DISTRICT  
P. O. Box 976, LIMURU

When replying please quote

Date: 20<sup>th</sup> June, 2012

Ref. No: LMR/MISC/GEN/VOL.11/29/32

To all Principals  
Limuru District

RE: AUTHORITY TO CONDUCT A RESEARCH  
DANIEL M. MBURU REG. NO: L50/64101/2010

The above is a student at the University of Nairobi college of Education and External studies pursuing Masters Degree in Project Planning and Management. He has authority to do a research on "Factors influencing safety standards in Public secondary schools in Limuru District".

Accord him any necessary assistance.

A handwritten signature in black ink, appearing to be 'Kungania M. M.'.

**Kungania M. M**  
For: District Education Officer  
Limuru District

## **APPENDIX 2: QUESTIONNAIRE FOR SECONDARY SCHOOL PRINCIPALS**

### **A STUDY ON THE FACTORS INFLUENCING THE IMPLEMENTATION OF SAFETY STANDARDS IN SECONDARY SCHOOLS IN LIMURU DISTRICT, KIAMBU COUNTY, KENYA**

The purpose of this questionnaire is to carry put a study on factors influencing the implementation of safety standards in Limuru district. The research study may help the education administrations in improving the safety standards and to an extension the quality of education in Kenya and the rest of the world.

Your identity will be accorded high confidentiality and your response will only be used on the purpose of the study. Kindly express your opinion as freely as possible.

#### **Instructions**

Please indicate your correct opinion by way of ticking against one of the options and filling in the spaces provided in the questions that require your opinion.

#### **SECTION A: SOCIODEMOGRAPHIC INFORMATION**

1. Kindly indicate your gender

Male

Female

2. What are your highest academic qualifications?

Diploma

Bed

BSC

MED

Others \_\_\_\_\_

3. How long have you headed the institution?

Less than 1 year

1 – 5 yrs

6 – 10 yrs

11 – 15 yrs

16 – 20 yrs

Any other \_\_\_\_\_

4. Kindly provide records for population of your institution?

Less than 100 years

100 – 300

300 – 500 yrs

500 – 700 yrs

700 – 900 yrs

900 – 1200 yrs

Any other \_\_\_\_\_

### Management Practices

5. Are there provisions

To a great extent

To a fair extent

Not at all

6. Does your institution have a safety committee in place?

Yes

No

7. How often does the safety committee meet?

Weekly

Fortnightly

Monthly

Termly

Any other \_\_\_\_\_

8. Does the institution keep safety records?

Very much

Fairly

Not at all

9. Are there standard procedures to conform to any of the following safety requirements?

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Ensure the registration of the institutions land	1	2	3	4
Ensure fencing of the physical infrastructure	1	2	3	4
Provision of day and night security for institution	1	2	3	4
Ensure registration of all visitors to institution	1	2	3	4
Have serviceable and well maintained furniture	1	2	3	4
Have well maintained walkways and motorways	1	2	3	4
Have identification badges for all employees and learners	1	2	3	4

### Training

10. Have you been on the safety requirements of the institution that you manage?

Very much

Fairly

Not at all

11. What kind of training were you taken through?

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12. Did you find it adequate for the equipping of school managers with skills for safety management in schools?

To a great extent

To a fair extent

Not at all

13. Has safety training been incorporated in the school curriculum?

Very much

Fairly

Not at all

14. Does your institution have provision for training the membership in the following procedures?

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Disaster procedures and management	1	2	3	4
First aid procedures	1	2	3	4
Evacuation procedures	1	2	3	4
Fire drills	1	2	3	4

15. Are the teachers and other members of staff trained in the following areas?

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Guidance and counseling	1	2	3	4
Basic sanitation and hygiene procedures	1	2	3	4
Health education	1	2	3	4
Life skills	1	2	3	4

## Funding

16. Does your institution have vote heads allocated to safety management in the institution?

Very much

Fairly

Not at all

17. Do you consider the funding allocated for the safety management provisions adequate?

To a great extent

To a fair extent

Not at all

18. Do your institutions have adequate funds for the provision of the following safety requirements?

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

SA      A      DA      SDA

Purchasing of first aid kits                      1      2      3      4

Fencing of all school land                      1      2      3      4

Provision for insurance covers                      1      2      3      4

Purchase of fire extinguishers                      1      2      3      4

Payments of security personnel                      1      2      3      4

## Inspection

19. Are there provisions for regular inspection of safety systems and facilities in your institution?

To a great extent

To a fair extent

Not at all

20. Kindly indicate who is tasked with the responsibility of inspection within the school compound to check up for the safety requirements

The headteacher

Deputy headteacher

Teacher on duty

Teacher incharge of safety

Any other \_\_\_\_\_

21. Does the quality awareness officer visit the institute for assessment?

Often

Rarely

Not at all

22. Are the recommendations made following the inspection visits implemented?

To a great extent

To a fair extent

Not at all



23. Are inspections carried out in the following areas?

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Provision for clean and safe drinking water	1	2	3	4
Presence of adequate sanitation facilities	1	2	3	4
Conduction of the physical infrastructure	1	2	3	4
Presence of clean and habitable classrooms	1	2	3	4
Adequate food storage facilities	1	2	3	4
Serving of fresh and wholesome food portions	1	2	3	4
Presence of certified food handlers	1	2	3	4
Observation of basic hygiene requirements	1	2	3	4
Safe disposal of solid waste	1	2	3	4
Safe disposal of sewerage and effluent	1	2	3	4

24. Is there collection effluent in terms of carrying out inspection between the officials of the ministry of public health, the Ministry of Public Works and the district quality assurance officer from the Ministry of Education?

To a great extent

To a fair extent

Not at all

25. What are the reasons for your answer?

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26. How can learning institutions be made safer?

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27. Are inspections carried out in the following areas?

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Quality of drinking water	1	2	3	4
The sanitation facilities	1	2	3	4
Schools physical infrastructure	1	2	3	4
Cleanliness of classrooms	1	2	3	4
Food storage areas	1	2	3	4
The food service areas	1	2	3	4
Hygiene procedures observation	1	2	3	4
Disposal of solid waste	1	2	3	4
Disposal of sewerage and effluent	1	2	3	4

28. Are there provisions for regular inspection of safety systems and facilities in your institution?

To a great extent

To a fair extent

Not at all

### **APPENDIX 3: QUESTIONNAIRE FOR TEACHERS**

The purpose of this questionnaire is to carry put a study on factors influencing the implementation of safety standards in Limuru district. The research study may help the education administrations in improving the safety standards and to an extension the quality of education in Kenya and the rest of the world.

Your identity will be accorded high confidentiality and your response will only be used on the purpose of the study. Kindly express your opinion as freely as possible.

#### **Instructions**

Please indicate your correct opinion by way of ticking against one of the options and filling in the spaces provided in the questions that require your opinion.

#### **SECTION A: SOCIODEMOGRAPHIC INFORMATION**

1. Kindly indicate your gender

Male

Female

2. Please indicate your highest academic qualifications

Diploma

Bed

BSC

MED

Other \_\_\_\_\_

3. How long have you taught in the institution?

Less than 1 year

1 – 5 yrs

6 – 10 yrs

11 – 15 yrs

16 – 20 yrs

Any other \_\_\_\_\_

4. Do you hold any position of responsibility in the institution?

Yes

No

5. Kindly indicate the position that you hold?

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**Management Practices**

6. Are you aware of the safety standards requirements of your institution?

To a great extent

To a fair extent

Not at all

7. Have you come across the safety standards manual for schools in the country?

Yes

No

8. Are you aware of the presence of safety committee in your institution?

Yes

No

9. Are you aware of the constitution of the safety committee?

To a great extent

To a fair extent

Not at all

10. Would you consider the safety committee as having the capacity to deliver its mandate?

Very much

Fairly

Not at all

11. Are you aware if the institution keeps safety roads?

Very much

Fairly

Not at all

12. Does your institution conform to the following safety requirements?

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Registration of the schools land	1	2	3	4
Fencing of the physical infrastructure	1	2	3	4
Having day and night security	1	2	3	4
Registering all visitors into the institution	1	2	3	4
Servicing and maintenance of furniture	1	2	3	4
Maintaining walkways and motorways	1	2	3	4
Ensuring identification badges for employees and learners	1	2	3	4

**Training**

13. Have you attended training forums on safety requirements in the course of working in the institution?

Often

Rarely

Not at all

14. Kindly state the particular training that you acquired

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15. Did the training impart the requisite skills to enable you discharge your mandate of ensuring safety for the learners?

To a great extent

To a fair extent

Not at all

16. Does the curriculum have an input of safety programmes?

Very much

Fairly

Not at all

17. Are the teachers and members of staff in your institution trained in:-

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Disaster procedures and management	1	2	3	4
First aid procedures	1	2	3	4
Evacuation procedures	1	2	3	4
Fire drills	1	2	3	4

18. Are there teachers and members of staff who possess skills in the following areas:-

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Guidance and counseling	1	2	3	4
Basic sanitation and hygiene procedures	1	2	3	4
Health education	1	2	3	4
Life skills	1	2	3	4

### Funding

19. Are you aware of vote heads allocated for safety management in your institution?

Very much

Fairly

Not at all

20. How would you rate the provision for funding in terms of ensuring the meeting of safety requirements?

Very adequate

Adequate

Inadequate



21. Does your institutions have access to funds to provide the following safety requirements

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
First aid kits	1	2	3	4
Fencing the institution	1	2	3	4
Provision of insurance covers	1	2	3	4
Purchasing of fire extinguishers	1	2	3	4
Payments for security personnel	1	2	3	4

### Inspection

22. Do the teachers and other members of staff conduct inspection of safety systems and facilities in the institution?

To a great extent

To a fair extent

Not at all

23. Are there defined systems and structures in the institution which involve the teachers and membership in the inspection activities in the institution?

To a great extent

To a fair extent

Not at all

24. Are you aware of inspection visits in the institution by the quality assurance officers?

- To a great extent
- To a fair extent
- Not at all

25. Do the inspection visits bring along any change on the safety parameters in the institution with regard to action on recommendations made?

- To a great extent
- To a fair extent
- Not at all

26. Are the teachers involved in inspecting the following areas:-

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Safety of the drinking water	1	2	3	4
Sanitation facilities in the school	1	2	3	4
Conduction of physical infrastructure	1	2	3	4
Conduction of the classrooms in terms of habitability	1	2	3	4
The school's food storage facilities	1	2	3	4
The wellness of food handlers	1	2	3	4
Observation of basic hygiene by learners	1	2	3	4
Safe disposal of solid waste in institution	1	2	3	4
Safe disposal of institutions sewerage and effluent	1	2	3	4

27. In your own opinion, do you think there is a collective arrangement and effort between the public health department, the quality assurance office and the public works officers in carrying out inspection activities within your institution?

To a great extent

To a fair extent

Not at all

28. What makes you form the opinion? Kindly explain

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29. How do you think learning institutions can be made safer?

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## APPENDIX 4: QUESTIONNAIRE FOR QUALITY ASSURANCE STANDARDS

### OFFICER

The purpose of this questionnaire is to carry out a study on factors influencing the implementation of safety standards in Limuru district. The research study may help the education administrations in improving the safety standards and to an extension the quality of education in Kenya and the rest of the world.

Your identity will be accorded high confidentiality and your response will only be used on the purpose of the study. Kindly express your opinion as freely as possible.

### Instructions

Please indicate your correct opinion by way of ticking against one of the options and filling in the spaces provided in the questions that require your opinion.

### SECTION A: SOCIODEMOGRAPHIC INFORMATION

1. Kindly indicate your gender

Male

Female

2. What are your academic qualifications?

Diploma

BEd

BSC

MED

Other \_\_\_\_\_

3. How long have you been a quality assurance and standards officer?

Less than 1 year

1 – 5 yrs

6 – 10 yrs

11 – 15 yrs

More than 15yrs

**Management Practices**

4. Are there provisions to ensure that the boards of governors of all secondary schools in your jurisdiction are aware of the safety requirements of the institutions?

Very much

Fairly

Not at all

5. Does your office ensure the constitution of safety committees in all schools within your jurisdiction?

To a great extent

To a fair extent

Not at all

6. Has your office provided safety standards manuals to all secondary schools in the district?

Yes

No

7. Are there provisions to ensure that safety committees are active?

Fairly

Not at all

8. Does your office inspect the safety records of the institutions in your jurisdiction?

Very much

Fairly

Not at all

9. Are there provisions made by your office to ensure that institution keep safety records

Very much

Fairly

Not at all

10. Does your office ensure that secondary schools conform to the following basic safety requirements?

	SA	A	DA	SDA
Ensuring that schools land is registered	1	2	3	4
Schools physical infrastructure is found	1	2	3	4
Schools provide day and night security	1	2	3	4
Schools register all visitors to the institutions	1	2	3	4
Schools have serviceable and well maintained furniture	1	2	3	4
Schools have well maintained walkways and driveway	1	2	3	4
Schools have identification badges for learners and employees	1	2	3	4

11. Are the basic safety requirements fully complied with by all the institutions?

Yes

No

12. What action does your office take in the event of non-compliance? Kindly indicate

---

---

13. Are you able to fully discharge your mandate as the district quality assurance officer in all the schools in the district effectively?

To a great extent

To a fair extent

Not at all

14. What challenges do you encounter in the of safety program in schools?

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Heavy workload	1	2	3	4
Lack of transport	1	2	3	4
Lack of finances	1	2	3	4
Lack of cooperation by school managers	1	2	3	4

## Training

15. Have you been trained on the safety standards requirements for schools?

Yes

No

16. What kind of training were you taken through?

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---

17. Has it aided you discharge your mandate?

To a great extent

To a fair extent

Not at all

18. Has your office facilitated training for school managers, teachers and learners on safety?

Yes

No

19. Does your office make visits to find out if the institutions are taking learners and teachers through basic safety training in any of the following areas?

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Disaster preparedness and management	1	2	3	4
First aid procedures	1	2	3	4
Evaluation and rescue procedures	1	2	3	4
Life skills	1	2	3	4

20. Does your office liaise with school managers to ensure basic training of the teachers and members of staff in the following areas?



SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Guidance and counseling	1	2	3	4
Sanitation and hygiene procedures	1	2	3	4
Health education	1	2	3	4
Life skills	1	2	3	4

### Funding

21. Does the district education board have vote heads to handle safety and emergency issues?

Yes

No

22. Does your office have provisions to ensure that schools have vote heads to cater for safety management in the institutions?

To a great extent

To a fair extent

Not at all

23. In your own opinion, is the funding adequate to cater for the safety needs of the institutions

Very much

Fairly

Not at all

24. Would you attribute funding to be a reason for non-compliance by some of the institutions with regard to safety requirement provisions?

To a great extent

To a fair extent

Not at all

### Inspection

25. Do you carry out regular safety inspections in the schools within the district?

Very much

Fairly

Not at all

26. Are there provisions by your office to ensure that the schools have responsible persons to ensure safety inspections?

To a great extent

To a fair extent

Not at all

27. Does your office make recommendations for positive action on undertaking the inspection visits?

Yes

No

28. Are there provisions to ensure that the safety recommendations are implemented?

To a great extent

To a fair extent

Not at all

29. How would you rate the level of compliance with regard to adherence to the safety requirements?

Very good

Good

Fair

Bad

30. Does your office collaborate with the other offices mandated by statute in the quest of undertaking the inspections which are the public health department and the Ministry of Public Works?

Always

Rarely

Not at all

Others \_\_\_\_\_

31. In your own opinion, how can schools be made more safer for learners and very person working within their confines?

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## APPENDIX 5: QUESTIONNAIRE FOR THE LEARNERS

The purpose of this questionnaire is to carry put a study on factors influencing the implementation of safety standards in Limuru district. The research study may help the education administrations in improving the safety standards and to an extension the quality of education in Kenya and the rest of the world.

Your identity will be accorded high confidentiality and your response will only be used on the purpose of the study. Kindly express your opinion as freely as possible.

### Instructions

Please indicate your correct opinion by way of ticking against one of the options and filling in the spaces provided in the questions that require your opinion.

### SECTION A: SOCIODEMOGRAPHIC INFORMATION

1. Kindly indicate your gender

Male

Female

2. Kindly indicate the academic level you are in

Form 1

Form 2

Form 3

Form 4

### Management Practices

3. Are you aware of the safety requirements that the institution should uphold?

To a great extent

To a fair extent

Not at all

4. Have the safety requirements been made public and known to all the learners in your institution?

Very much

Fairly

Not at all

5. Have the learners in your institution been involved in upholding of the required safety standards and requirements by the schools management?

Often

Rarely

Not at all

6. Are the following procedural requirements practiced in your institution?

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Financing of the school	1	2	3	4
Availing round the clock security	1	2	3	4
Registration of all visitors	1	2	3	4
Provision of good quality and maintained furnitures	1	2	3	4
Well maintained walkways and driveways	1	2	3	4
Having identification badges for learners and staff	1	2	3	4

## Training

7. Are the learners trained on safety in your school?

Very much

Fairly

Not at all

8. What safety procedures are they trained in? kindly indicate

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9. Does the training impact on the schools safety standards?

To a great extent

To a fair extent

Not at all

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

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Disaster preparedness and management	1	2	3	4
First aid procedures	1	2	3	4
Evacuation procedures	1	2	3	4
Fire drills	1	2	3	4

11. Have you had sessions with your teachers and other service providers availed by your institution in the following areas:-

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Guidance and counseling services	1	2	3	4
Knowledge on sanitation and hygiene procedures	1	2	3	4
Health education	1	2	3	4
Life skills	1	2	3	4

### Funding

12. How would you rate the adequacy of the following safety requirements?

VA – Very adequate

A – Adequate

NA – Not Adequate

	VA	A	NA
First aid kits	1	2	3
Fires extinguishers	1	2	3
Security service providers	1	2	3
Fencing of school compound	1	2	3

13. Do you think funding can be a contributing factor to the adequacy of the facilities?

To a great extent

To a fair extent

Not at all

14. What makes you form that opinion?

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---

### Inspection

15. Are there regular inspections of safety requirements and facilities by teachers and other responsible members of non-teaching staff in the institution? ,

To a great extent

To a fair extent

Not at all

16. How often are the inspections carried out?

Daily

Weekly

Fortnightly

Monthly

Termly

Any other \_\_\_\_\_



17. Are you aware of inspection visits by other external officer other than the members of the school fraternity?

To a great extent

To a fair extent

Not at all

18. Are inspections carried out in the following areas:-

SA – Strongly Agree

A – Agree

DA – Disagree

SDA – Strongly Disagree

	SA	A	DA	SDA
Quality of drinking water	1	2	3	4
The sanitation facilities	1	2	3	4
Schools physical infrastructure	1	2	3	4
Cleanliness of classrooms	1	2	3	4
Food storage areas	1	2	3	4
The food service areas	1	2	3	4
Hygiene procedures observation	1	2	3	4
Disposal of solid waste	1	2	3	4
Disposal of sewerage and effluent	1	2	3	4

19. Does the inspection activities impact on the safety standards of the institution?

To a great extent

To a fair extent

Not at all

20. How can your school be made safer for the benefit of learners?

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## **APPENDIX 6: CHECKLIST**

### **THE RESEARCHER HAD A CHECKLIST WHICH WAS VALUABLE IN TERMS OF THE CONFIRMATION OF PRESENCE OF SAFETY REQUIREMENTS**

1. The researcher confirmed the registration of all visitors at the gate on entering the compound.
2. The researcher looked for identification badges and tags on the employees of the institutions.
3. The researcher checked the sizes of the classrooms to find out if they confirmed to the standards stipulated by the Ministry of Education
4. The researcher checked on the windows to see if they meet the standards with regard to open ability without grills and their sizes for the purposes of ventilation and evaluation.
5. The doorways were also checked to find out if they met the expected standards
6. The researcher checked the sizes of the stairways, corridors and confirmed the presence of fixed rails in conformity to the stipulated standards.
7. The researcher checked the dining halls, laboratories and libraries with regard to their sizes, ventilation and lighting and presence of spacious areas for movement.
8. The researcher confirmed the presence of habitable dormitories meeting the stipulated standards, presence of emergency exits and the spacing between the beds.
9. The researcher confirmed the presence of a logbook to record all safety issues in the institution.
10. The researcher checked the visitor's book to confirm inspection visits by the quality assurance officer, the public health officer and the public works officials.
11. The researcher confirmed the presence of safety accessories like first aid boxes and fire extinguishers.
12. The researcher confirmed whether the headteacher, matron and school nurse lived within the school compound as stipulated by the safety guidelines of the Ministry of Education.
13. The researcher confirmed the safety committee settings by way of a perusal of minutes for the meetings in the cases of willing institutions.

## **APPENDIX 7: INTERVIEW SCHEDULE FOR PUBLIC HEALTH OFFICER**

1. How long have you been a public health officer in the district?
2. What are your highest academic qualifications?
3. Have you been involved in the inspection of schools to check on health and safety standards?
4. What are the greatest challenges that you face in your work of checking on health and safety standards in schools?
5. Do you have a working relationship with the other statutory agencies involved in the inspection activities?
6. How often have you collaborated with the quality assurance officer from the ministry of education in the inspection activities?
7. Have the schools fully complied with the expected safety requirements?
8. How do you deal with schools which don't comply to the expected safety standards?
9. How can schools be made safer?

## APPENDIX 8: LETTER OF TRANSMITTAL

DANIEL M MBURU  
P.O.BOX 426  
GITHUNGURI

The respondents  
Secondary schools,  
Limuru District,  
Kiambu County,  
Dear Sir / Madam,

### REF: RESEARCH QUESTIONNAIRE

Your school has been selected as one of the sampled schools in this study which is on the factors influencing the implementation of safety standards in Limuru District, Kiambu County, Kenya.

The researcher is a post graduate student of University of Nairobi pursuing a master's degree in project planning and management. He is requesting you to assist in filling in the questionnaire. The information you will provide will be strictly used for the purpose of the study and your identity will be kept confidential. You are therefore requested not to write your name anywhere on the questionnaire.

Feel free to express your honest opinion. The researcher will be grateful for your cooperation.

Yours Faithfully

Daniel M Mburu

## APPENDIX 9: CIRCULAR ON HEALTH AND SAFETY STANDARDS

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

/COPY



LOGOO HOUSE 'B'  
HARAMBEE AVENUE,  
PO BOX 30040,  
NAIROBI,  
KENYA.

REF. No. G 9/1/169

10<sup>th</sup> April, 2001

All Chairmen - Provincial Education Board  
All Chairmen - District Education Board  
All Provincial Directors of Education with  
Sufficient Copies to- All D.E.O s/D Cs and M.E Os  
Board of Governors  
Principals Teachers Colleges  
Secondary Schools, Polytechnics and Technical Training Institute  
All Heads of Boarding Primary Schools

### RE: HEALTH AND SAFETY STANDARDS IN EDUCATIONAL INSTITUTIONS

As you are all aware, many educational institutions in this country are, for the greater part of the year, home to the majority of students. In the last few years, there have been a number of incidents of fire and other health risk situations in our educational institutions. In this regard, the Ministry has found it necessary to review all Health and safety standards in all educational institutions, and also provide the relevant guidelines that affect the welfare of students.

This circular is intended to direct all managers, headteachers and other stakeholders, under the general direction of P.E.Os, D.E.Bs and P.D.Es, to review their institutions and implement the following guidelines and specifications.

#### **I. PHYSICAL FACILITIES**

At Kenya's Independence in 1963, communities and parents were called upon and encouraged to put up educational facilities (through Harambee) to cater for the ever increasing number of children. Later during the 1970's, the provision of most educational facilities was left to the communities (parents, school boards and committees) who have continued to provide whatever the children needed. The Government has only provided teachers and minimal teaching/ learning materials as emphasis shifted to cost sharing. Most of the resultant educational institutions have facilities that do not meet the health and safety standards as specified by the law through:-

- i. Education Act Cap 211
- ii. Public Health Act Cap 242

- iii Ministry of Public Works building regulations  
It is a requirement that the schools set site plans from the Ministry of Public Works and such plans is adhered to. Any facility which has not been put up in conformity with the existing regulations should be modified and the concerned school management to adhere to the laid down admission regulation. The construction of new school building MUST meet the following basic qualification

#### a) CLASSROOMS

- i) Size: 7.5m by 5.85m or 7.5m by 6.0m  
Such class sizes should accommodate a maximum of 30 pupils in one seater desk and 40 pupils in two seater desks
- ii) Doorways should be adequate for emergency purposes and open outwards and should not be locked from outside at any time when students are inside
- iii) Stairways for storey buildings, stairways should be wide enough and be located at both opposite ends of the building and should be clear of any obstructions all the time
- iv) Corridors should be well ventilated and lit. The width of stairways and corridors should not be less than 1.2 meters. Strong enough handrails should be provided in the stairway ramp and should be firmly fixed
- v) Windows classroom windows must be openable without grills and reasonable in size for the purposes of ventilation, lighting and evacuation

#### b) LABORATORIES

Secondary schools and colleges should adhere to the Ministry of Education guidelines and Design, construction, Equipment and Materials as stipulated in the Guideline for Secondary Schools Science Laboratories published by the Ministry of Education, Science and Technology and popularly referred to as the Blue Book

For class sizes of 40/45 students, a safe working area should allow for 2-sq meter per student. The facility must have fire extinguishers strategically placed next to the main exits. Laboratories should also have a serviceable First Aid Box, the contents of which should be sufficient to provide for basic emergency treatment of burns and cuts. All chemicals, glassware and general equipment must be stored in shelves in alphabetical order and carefully labelled. System regular checks should be implemented

### c) LIBRARY/DINING HALL FACILITIES

Special attention should be paid to provision of adequate,

- Fire extinguishers
- Ventilation and lighting
- Wide enough exits for evacuation
- Area spacious enough for ease of movement

### d) DORMITORIES

The following must be observed in the accommodation

- i **Spacing** Space between the beds should be at least 1.2 metres, whereas, the corridor/ pathway should not be less than 2 metres. Sharing of bed is prohibited and this rule must be enforced in all learning institutions
- ii **Doorways** all dormitory doors should be wide enough and open outwards. In addition they must not at any time be locked from the outside when students are inside
- iii **Emergency Exits** Each dormitory should have a door at each end and additional emergency exits at the middle, clearly labelled 'Emergency Exit'
- iv **Windows** should be openable outwards and without grilles
- v. **Additional measures:**
  - Regular and spot checks by the teachers and administration before the pupils retire to bed.
  - An accurate roll calls everyday and well maintained records
  - Regular patrols by the school guards and a register of all visitors.
  - Regular inspection of health standards of the dormitories and the students
  - In addition, each school must have regular fire drills, at least twice a term

## 2. HEALTH AND SAFETY

### a) HEALTH EDUCATION

Each student must be to respect and appreciate his/ her body at all times and should provide for personal hygiene and protect themselves from any circumstances of abuse and degradation

In order to ensure food safety, food handlers in schools must be examined and certified as in the Public Health Act cap 242. Appropriate measures should be put in the place to ensure that the water provided is clean and safe



### 3. ENVIRONMENTAL FACTORS

- The long sides of buildings should run from East to West so that the sun does not shine through the windows either in the morning or evening
- Laboratories and kitchen should be upwind from the main buildings
- Likewise buildings should be upwind from the playing grounds so that dust is not blown into the rooms
- The school environmental/ Premises should be kept tidy at all times

#### a) SANITATION

Pit toilets should be built at least 10 metres away from tuition and boarding facilities on the leeward side to avoid smell

Where an ablution is attached to the dormitory, high degree of cleanliness must be maintained

The following specifications have to be adhered to in putting up sanitary facilities

#### b) DAY SCHOOL SANITATION

SEX	NUMBER OF PUPILS	CLOSET
GIRLS	a) First 30 girls	4
	b) The next 270 girls	1 extra per every 30 girls
	c) Every additional 50 girls	1 closet per 50 girls
BOYS	a) First 30 boys	4 fittings
	b) For next 270 boys	1 fitting every 30 boys
	c) For every 50 additional boys	1 fitting per 50 boys

#### c) BOARDING SANITATION:

SEX	NUMBER	CLOSETS	URINALS
Girls	50	7	
Boys	50	5	2

Pit latrines - not less than 6m (20 ft) deep, regularly well disinfected, 15m (50 ft) away from a burchole or well or water supply point

d) **SANTORY FOR STAFF**-closets one per 12 persons. Separate provision for ladies and gentlemen is necessary

### J. ENVIRONMENTAL FACTORS

- The long sides of buildings should run from East to West so that the sun does not shine through the windows either in the morning or evening
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- The school environmental/ Premises should be kept tidy at all times

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Where an ablution is attached to the dormitory, high degree of cleanliness must be maintained

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#### b) DAY SCHOOL SANITATION

SEX	NUMBER OF PUPILS	CLOSET
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	c) Every additional 50 girls	1 closet per 50 girls
BOYS	a) First 30 boys	4 fittings
	b) For next 270 boys	1 fitting every 10 boys
	c) For every 50 additional boys	1 fitting per 50 boys

#### c) BOARDING SANITATION:

SEX	NUMBER	CLOSETS	URINALS
Girls	50	7	
Boys	50	5	2

Pit latrines - not less than 6m (20 ft deep), regularly well disinfected; 15m (50 ft) away from a borehole or well or water supply point

- d) **SANITARY FOR STAFF**-closets - one per 12 persons. Separate provision for ladies and gentlemen is necessary

- (vi) Any complaints raised by the students in connection with their welfare must be acted upon promptly
- (vii) Any occurrence in the school however minor must be comprehensively entered in the LogBook and each information used to improve on the pupils' welfare
- (viii) Issues and threats touching on the security of the students must be reported to the relevant organs of the Government

Rules are as good as the people who implement them. The successful implementation of these guidelines will depend on the Head-teachers and on how well the pupils/ students are sensitised, and the establishment of good communication channels between the Administration, the students and the teachers. Our learning institutions will fall or stand on its head.