FACTORS INFLUENCING SCHOOLS COMPLIANCE TO SAFETY STANDARDS GUIDELINES IN PUBLIC SECONDARY SCHOOLS IN KITUI CENTRAL SUB COUNTY, KITUI COUNTY

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DECLARATION

This research project is my original work and to the best of my knowledge has not been presented for any academic work in any other university.

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

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DEDICATION

This research project is dedicated to God for His abounding grace and strength. My supervisors for their continued support and guidance. My beloved husband Robert Nguli for his moral and emotional support during the whole period of study .Finally to my children Nicanor, Gift, Brian and Oliver who constantly remained supportive during the study time.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADE	Arkansas Department of Education
BOM	Board of Management
CFS	Child Friendly Schools
CPSC	Consumer Product Safety Commission
DEO	District Education Officer
DEO	District Education officer
DRR	Disaster Risk Reduction
EFA	Education For All
FGM	Female Genital Mutilation
HFA	Hyogo Framework for Action
INEE	Inter-Agency Network for Education in Emergencies
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
MOGs	Millennium Development Goals
NGO	Non-Government Organization
QASO	Quality Assurance and Standards Officers

SPSS	Statistical Package for Social Sciences
SR	School Resources
SSM	Safety Standards Manual
SSOCS	School Survey on Crime and Safety
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNISDR	United Nations International Strategy for Disaster Reduction
W.H.O	World Health Organization

ABSTRACT

Despite the MOE efforts to provide safety standards and guidelines, educational institutions in Kenya had a long standing history of ghastly disasters. These led to damage of property, injuries and worst of all loss of precious lives, through incidents of fire and other risk situations. The purpose of this study was to establish factors influencing schools' compliance to safety standards guidelines in Kitui Central sub-county, Kitui County. The specific objectives of the study were to ; determine the influence of safety awareness , to investigate the influence of management practices , to explore the influence of schools culture and to examine the influence of schools resources on schools compliance to the Ministry of Education safety standards manual in Kitui Central Sub County, Kitui County The target a population was 31 principals, 210 teachers and 400 student's secretaries , this is because they were involved in day to day school management routines . Stratified ,purposive and simple random sampling technique was employed, to divide the schools into three categories (strata) of national schools, county schools and sub-county schools, followed by further division of each in terms of the students' gender in the school, giving rise to boys' schools, girls' schools and mixed day schools. A sample of 325 respondents was selected to participate in the study. These include 110 teachers, 200 students and 15 principals out of the 31 schools within the sub-county under the area of study. Three instruments were developed for the study. These were questionnaire for teachers and students; interview guide for principals and an observation schedule used by the researcher to check whether the schools had adhered to the safety measures.The data collected was grouped according to particular research objectives. For every objective, the responses were tabulated in a frequency distribution table. Quantitative data was analysed using descriptive statistics that include determination of the mean, frequency and percentage occurrences where applicable; as well as inferential statistics (Chi-Square and Pearson's correlation). Qualitative data was analysed by thematic discussion of themes arising. In this respect, the data will be discussed according to the themes from the responses. . Reliability of instruments was determined by use of test –retest method . Validity of research instruments was done by conducting pilot study before the actual study .The discussions on the data were used to test the validity of the hypotheses . The main goal was to test whether every hypotheses applies to the topic under study or not. .The major findings of the study were the MOE standards and guidelines had not been fully implemented majorly due to inadequate funds and inadequate supervision. The major recommendations therefore were policy makers to follow up ,monitor and evaluate safety situations in all educational institutions and provide funds .Significantly the study findings underscore the importance of adhering to safety standards and quidelines in schools thus education policy makers and other stake holders' must come up with strategies to prevent occurrence of disasters in schools.

CHAPTER ONE:

INTRODUCTION

1.1 Background to the study

School safety is an integral and indispensable component of the teaching and learning process. Indeed no, meaningful teaching and learning can take place in an environment that is unsafe and insecure to both learners and staff. The Kenyan ministry of Education recognises that all students require a caring and safe environment in order to learn, develop their potential and stay in school. Despite the importance of school safety, a new wave of mayhem had emerged in our society and the school had not been spared. There was an upsurge of violence arising quite rapidly. In some schools students result to senseless destruction, burning, maiming or even killing those they think are harsh on them.

All over the world, there had been an upward trend in the numbers of school children dying or getting injured in school violence, disasters and emergencies. These had been avoided if safety policies were strictly adhered to. In the incidences such as the ones in America and European schools, the 2004 Besian massacre in Russia to the Chinese school blast and India school fires, hundreds of schools children had died in preventable incidents (Cavanagh, 2004; Soomeren, 2002 & Reuters 2004).

As the study by Dinker, Kemp, Baum and Syder (2009) shows, internationally, according to Arkansas School Facility Manual, the Arkansas Department of Education (ADE) was charged with overseeing the design and construction of school facilities. The Arkansas

School Facility Manual provides consistent, clear information for school districts and professionals as a new generation of schools is being created for Arkansas. The standards and guidelines contained in the manual are the culmination of standards, accepted procedures, statutory requirements, and experience of experts and authorities across the United States and establish a uniform level of quality of all public school buildings.

The partial or total lack of the implementation of school safety policies had been a cause of concern in both India and China. (Reuters, 2004) in a report documenting the India school fire of July 2004 blames the tragedy in which 90 children died, on failure to fully implement safety norms. The school building in this case was overcrowded and had only one exit. There was no emergency door or fire fighting equipment. School tragedies in India, including the 1995 school fire, which led to the death of 400 students, are blamed on failure by regulatory authorities to enforce safety norms. For examples schools may stay for as long as three years without being inspected.

In China, regarding the vulnerability assessment of existing school buildings with respect to local hazards, in 2009 a nation-wide assessment of all the school construction was organized and executed by MOE, with financial and technical support by UNICEF China office. One dimension of the assessment was on the vulnerability of existing school buildings. The earthquake sector leads the assessment on school location if it is in an earthquake zone, land and resource sector leads the assessment on landslide, mudslide, etc., and water conservancy sector leads the assessment on possible flood threats to schools (National report on the implementation of the HYOGO framework for action (2007-2009)

The MOE in china launched a national programme called school construction safety programme aiming to build new school constructions or retrofitting the existing school buildings. During the programme implementation, a supervision team comprised of qualified engineers and other technicians were assigned to supervise the construction progress and quality. The ministry of Education in collaboration with UNICEF disseminated national guidelines for safe school construction management and conducted capacity building for provincial education administrators and school principals on the national guidelines in 2011.

In Ghana, the prevalence of safety issues in schools is due to inadequate attention given to Occupational Health and Safety issues by the government (Meredith, 1986; Regional Committee for Africa Report, 2004). According to the report, one perspective to the above concern is that majority of schools in Ghana have poor health and safety culture.

The Government of Kenya has committed itself to improving the standard of education at all levels as indicated in the Ministry of Education Safety Standards Manual (2008). This commitment has been driven by several reasons including the need to provide education as a fundamental human right, education as a social vaccine in the fight against poverty, and education as an integral and indispensable vehicle for achieving the goals of national development, integration and peace (Republic of Kenya, 2008). It is for this reason that the government has from time to time appointed various educational commissions, committees and task forces to address various challenges facing our education sector. Examples include Kenya Education Commission (1964), National Committee on Education Objectives and Policies (1976), the Presidential Working Party on the Second

University in Kenya (1981), The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (1988).

The Commission of Inquiry in the Education System in Kenya (2000), in reference to safety, recommends that clear rules governing the minimum standard of infrastructure be approved before any educational institution may be established and be run. In addition, the ownership of the school or institutional land and inspection of infrastructure should be included in appropriate legislation even though such standards could vary from one area to another. With regard to basic education, the government focuses on promotions of access, equity, relevance and quality of education. Specifically the policy framework aims at achieving Education For All (EFA) by 2015, ensuring the right of children to basic education as underscored in the Childrens Act (2001), increasing access, equity and relevance of basic education and delivering quality services efficiently and effectively at all times and at all levels (Republic of Kenya, 2005).

The Safety Standards Manual provides standards and guidelines for use in all Kenyan schools. Chapter six of the manual incorporates the following key components: Safety on School Grounds, Safety in Physical Infrastructure, Health and Hygiene Safety, Safety in School Environment, Food Safety, Safety Against Drug and Substance Abuse, Safe Teaching and Learning Environment, Social-cultural Environment of the school, Safety of Children with Special Needs/Disabilities, Safety Against Child Abuse, Transportation Safety, Disaster Risk Reduction and School Community Relations.

In spite of the policies that the Government has put in place with regard to safety and overall welfare of learners ,learning institutions have been faced with increased cases of

students unrest which have taken a dramatic turn for the worse ,not only are they violent and destructive but they are premeditated and planned to cause maximum harm to human life .Cases of student have intensified with more schools being burnt down property destroyed and with more innocent lives being lost (Nderitu 2009).

There was a serious problem addressed concerning compliance to the Safety Standards manual in schools in Kitui central district, Kitui County. This was, because majority of schools were far from compliance to the safety guidelines as stipulated in the manual implemented seven years ago. For instance, on 8th September 2012, a dormitory in Kitui School with a bed capacity of 48 went into flames destroying property worth millions of shillings. This happened as teachers, students and the neighbouring community watched helplessly since the school had no fire fighting equipment. Coincidentally around the same time, a neighbouring school (St. Ursula girl's boarding- Tungutu) also had its dormitory burnt to ashes and yet nothing was salvaged and worse still is the fact that the cause of the fire was not established.

1.2 Statement of the Problem .

Despite the government efforts, majority of students in our educational institutions are exposed to mishaps and accidents daily in schools (Ministry of Education Report on School Safety, 2011). School authorities, parents and even students are jolted into actions only when a fatality or injury has occurred. Reacting to disasters only when they happen is not good enough. By lowering the guard on safety measures means exposing students to danger on daily basis. Most schools had no capacity to handle emergencies, and are yet to comply to Safety Standards Manual guidelines produced seven years ago (2008),

hence some schools are sitting on a time bomb should there be an emergency (Ministry of Education, 2011).

Studies have been carried out under different topics on school safety in Kenya but still our schools are being faced with tragedies and Kitui county has not been spared hence prompting the need for research follow up to establish what ought to be done to improve school compliance to safety standards and guidelines in public secondary schools in Kitui Central Sub county, Kitui county. Therefore this study will sought to investigate factors influencing Schools' Compliance to Ministry of Education's Safety Standards schools in Kitui Central Sub County, Kitui County.

1.3 Purpose of the Study

The purpose of this study was to investigate factors influencing schools compliance to safety standards guidelines in Kitui central sub-county. The study provided useful information to the school administration, teachers and students on the need to adhere to safety standards and guidelines in their respective schools in order to enhance school safety. Secondly, the study exposed the challenges faced by school management in the implementation of safety standards and guidelines and thus assisted policy makers at the MOE to develop policy framework on provision of emergency facilities such as firefighting equipment, alarm systems, first aid facilities and training of the school community in disaster management.

1.4 Specific Objectives

The specific objectives of the study were:

1. To determine the extent of safety awareness on school compliance to Ministry of Education safety standards guidelines in public secondary schools in Kitui Central Sub County, Kitui County.
2. To investigate the influence of management practices on school compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County
3. To explore the influence of schools culture on schools compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County
4. To examine the influence of schools resources on schools compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County

1.5 Research Question

The study was guided by the following question:

What is the extent of awareness of the Ministry of Education safety standards guidelines on compliance among public secondary schools in Kitui Central Sub County, Kitui County?

1.6 Research Hypothesis

$Ho_{1.}$ There is no relationship between school management practices and compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County.

$Ho_{2.}$ There is no relationship between schools culture and compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County.

$Ho_{3.}$ There is no relationship between school resources and compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County

1.7 Justification

The study provided useful information to the school administration, teachers and students on the need to adhere to safety standards and guidelines in their respective schools in order to enhance school safety. Secondly, the study exposed the challenges faced by school management in the implementation of safety standards and guidelines and thus assisted policy makers at the MOE to develop policy framework on provision of emergency facilities such as firefighting equipment, alarm systems, first aid facilities and training of the school community in disaster management.

Thirdly, the study enabled education stakeholders and policy makers to critically monitor and evaluate adherence of safety standards and guidelines in public secondary schools thus formed a basis on which further research was done and add to the body of knowledge in the area of school safety so as to provide more concrete solutions to disaster management in school. Further the findings enabled education stakeholders and policy makers to come up with concrete strategies for preventing disasters in public

secondary schools like mobilizing funds from donor communities to supply schools firefighting equipment. Finally the study provided information that formed a basis for recommendation of any relevant adjustment towards compliance to safety standards and guidelines in schools. Ensuring safety in schools improved performance of the school. In return retention of students was ensured. Lack of safety brought accidents which was controlled.

1.8 Scope of the Study

The study involved 31 principals, 240 teachers and 400 student's secretaries in public secondary schools in Kitui Central Sub-county, Kitui County. They investigated about their extent of awareness on the safety standards and guidelines. The researcher investigated if or not safety practices had been adhered to. The researcher also established if or not the school culture had influenced compliance on safety standards and guidelines. The school principals were questioned on how school resources influenced compliance to the safety standards guidelines. Three instruments were developed for the study. These were questionnaire for teachers and students; interview guide for principals and an observation schedule to be used by the researcher to check whether the schools had adhered to the safety measures.

1.9 Limitations of the Study

This study was challenged by various hurdles namely: most respondents never gave honest answers due to the fact that they may be suspicious of the use of the data hence fear of victimization. However, the researcher assured them that the information given was for the purpose of the study only.

Secondly, some schools were not easily accessible hence major drawback for research .this .forced the researcher to hire a four wheel drive vehicle in order to access such areas hence caused a strain of the budget. Further, other respondents were non-comparative especially the teachers who never got the time to fill in questionnaires because of the programs of the school but the researcher left the questionnaires with them to collect on a later date. Still some information given was irrelevant to the area of study hence being un useful and a waste of time. Lastly, the attitude of some the respondents was negative and hence greatly affected the credibility of the information given, .however the researcher took time to create a warm atmosphere by convincing them that the information was purely for the purpose of the study.

1.10 Assumptions of the Study

The study was based on the following assumptions: the questionnaires, the interview guide and the observation schedule which was adequate instruments for the study; the information given by respondents was honest; school management was aware of the MOE safety standards and guidelines; implementation of school safety standards and guidelines was hindered by certain constraints and the issue of disaster preparedness in school had not been adequately addressed.

1.11 Operational Definition of Terms

Child Is a person of below eighteen years (18) of age.

Compliance It's adhering to set rules and regulations

Disaster Mean an emergency event that occurs with little or no warning, causing extensive destruction of property, live and disruption of normal operation.

Disaster Risk Reduction Refers to actions designed to minimize destruction of life, property and disruption of normal operations

Guidelines Recommended practices that the school should undertake to meet the Safety standards suggested.

Hazard Anything that can cause loss or damage to school or its occupants.

Learners A child between 6 and 18 years enrolled in a school.

Management practices The overall duties and responsibilities of school managers in day to day running of a school

Physical infrastructure Refer to any built facility for use in the school to facilitate the provision of services.

Risk Is the chance or probability that such loss or damage will actually occur.

Safety Practices - These are the activities done to prevent accidents or in the event of an occurrence of accidents to save a life.

Safety Standards and Guidelines – The rules, requirements and regulations governing school safety defined in the Ministry of Education Safety Standards Manual (2008)

School Awareness - This refers to how school administrators, teachers and students are aware of the presence of a copy of the Ministry of Education Safety Standards Manual (2008) in their school and knowledge of its content.

School Culture - This is the total sum of procedures and processes that govern daily running of the school, behavior of the community within the school and how all relate to one another.

School Resources - This refers to the school property, which includes tools and various sets of equipment.

School safety Measures undertaken by the children, staff, parents and other stakeholder to either minimize or eliminate risky conditions to threats that may cause accident, bodily injury as well as emotional and psychological distress.

School stakeholders Groups of people with roles to play in the running of a school (i.e. learners, staff, Board of Governors (B.O.G), parents, sponsors,

	NGOs, supporting the school, local community, people in charge of security e.t.c.
School	Learning institution comprising of teachers and students
Standard	The level of quality achievement in relation to a school safety component for example environmental safety, quality water, safe building).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the review of literature related to this study. The literature gathered focuses on compliance of schools to Ministry of Education safety standards guidelines; the extent of safety awareness on school compliance to those guidelines; as well as the influence of management practices, school culture, school resources on this compliance; and research gaps that exist and this study seeks to fill.

2.2 Concept of Compliance to Safety Standards Manual

While our national's schools are expected to be and usually are safe havens for learning, unintentional injuries can occur, disrupting the educational process and negatively affecting the school and surrounding community. As demonstrated by past events, tragedy can strike any school any time. Therefore, all schools should embrace the positive impact that effective comprehensive school safety plans can have on their efforts to provide safe school environments that are conducive to learning and which positively affect student performance. The effectiveness of a school safety plan is measured in the precious lives of children, teachers and administration that are left unharmed following an incident of school based violence, an incident, a natural disaster or other hazards.

"In order to assure the safety of all students, schools should establish a three pronged approach to school safety: prevention, intervention and post-vention. Effective preventive strategies help to supplant violence in schools, well-designed emergency plans can

improve the response efforts during and following an incident and consistent post-vention measures may keep schools rescued quickly and return to being safe and stable learning communities'' Trentor, NJ; (Nov, 2001 Page 150)

The second goal of the Millennium Development Goals (MDG), Achieve universal primary education, has as a target to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. This had been the basis for most of the international agreements and initiatives on disaster reduction in the education sector in the context of the children rights, particularly the Hyogo Framework for Action 2005-2015 (HFA), the UNISDR World Disaster Reduction Campaign *"Disaster Risk Reduction Begins at School"*, the United Nations (UNESCO) Decade of Education for Sustainable Development (2005-2014), and UNICEF Basic Commitments to Children in Emergency Situations, among others.

In 2006-2007, the UNISDR carried out a global campaign entitled Disaster Risk Reduction Begins at School with the support and contribution from all UNISDR system partners. The latter resulted in 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.

More recently in 2009, the Inter-Agency Network for Education in Emergencies (INEE) collaborated with the World Bank to produce essential guidance on school safety. INEE's revised and updated minimum standards for education: Preparedness, response, and recovery also include a strengthened review of disaster risk reduction (DRR) concepts. In

response to tragedies that hit schools around the world in the last decade, education bodies and ministries introduced safety standards manual. But regrettably, most schools have not complied with the guidelines. The manual outlines measures schools should take in the event of a fire outbreak within a school environment. Great challenge poses the implementation and compliance to these guidelines hence prompting need for research follow up and establish what ought to be done to improve schools compliance to these safety standards as they do improve schools performance.

The Ministry of Education together with UNICEF is developing a framework for Child Friendly Schools (CFS) in Angola was characterized by the gradual introduction of friendliness enhancing activities in schools nationwide. This was accomplished by fostering teaching-learning processes, infrastructure, health conditions, the capacity of school directors, and the participation of communities, the creation of safe and protective environments. In other words, the CFS movement was an effort to ensure that the factors to make schools effective in promoting well-being and learning were present in all schools. As part of the initiatives that had been thought for child friendly enhancing were training of teachers and principals, and the assistance in developing School Improvement Plan which outlines specific measures to deal with the improvement of school infrastructure and supplies and monitoring of quality. Ideally, as a minimum requirement of the plan, schools included a specific component to create playgrounds and attractive school compounds where children can interact safely.

In Angola, one of the dimensions of CFS in safety (physical and structural) was in the area of structural safety, UNICEF worked with the Ministry of Education and Ministry of Statistics and Planning in Education (GEPE), in the development of construction

standards. Planning for this process was completed in 2011. Although a generic school model existed it was not referenced in most school construction projects. On the one hand, it was not preferable as it was being applied rigidly, as the model was overly generic, out-of-date and didn't account for regional differences, included in geography and climate.

On the other hand, with a process of decentralization, planning and oversight of school construction increasingly fell at the local level, so the lack of guidance and standards raised concerns for safety, among other issues. The development of a comprehensive set of school construction standards to address key issues and guidelines for safety in construction design and materials was compulsory. This was to be used as guidance on making the school environment safe (protecting school grounds, ensuring safe water supply, etc.) and fitted within a larger framework that addressed child-friendly school design and construction.

The partial or total lack of the implementation of school safety policies had been a cause of concern in both India and China. Reuters (2004) in a report documenting the India school fire of July 2004 blames the tragedy in which 90 children died, on failure to fully implement safety norms. The school building in this case was overcrowded and had only one exit. There was no emergency door or fire fighting equipment. School tragedies in India, including the 1995 school fire, which led to the death of 400 students, are blamed on failure by regulatory authorities to enforce safety norms. (Reuters, 2004).

In Kenya, a lot of study has been done on compliance to school safety guidelines. According to the Director of Education in her Circular Ref No G9/1/169 dated on 10th

April 2001(Republic of Kenya, 2001), there have been a number of incidents of fire and other risk situations in educational institutions. This made it necessary for the Ministry to review all Health and Safety Standards in all educational institutions, and also provide the relevant guidelines that affect the welfare of students. In the introduction of the above mentioned circular the Director of Education observed that educational institutions in this country are for greater part of the year, home to the majority of students. She further explains that in the last few years, there have been a number of incidents of fire and other health risk situations in the educational institutions.

In spite of the policies that the government has put in place with regard to management of education, learning institutions have been faced with increased cases of student unrest which have taken a dramatic turn for the worse not only are they violent and destructive but they are pre-meditated and planned to cause maximum harm to human life. Cases of student unrest have intensified with more schools being burnt down, property destroyed and with more innocent lives being lost.

Studies on implementation of safety standards and guidelines in secondary schools have been conducted: Omolo and Simatwa (2010) investigated the implementation of safety policies in public schools in Kisumu East and West Districts, Kenya. The study established that some safety policies were implemented to lesser extent as evidenced by the following cases: there was a decreasing trend in conducting fire drills, fire extinguishers were found in only 26.6% of the schools, there was overcrowding in 70% of the schools. Constraints in the implementation of safety policies included inadequate funds, time, capacity, transport and coordination. Based on these findings it was concluded that the overall implementation of safety policies fell short of the requirement

as stated in the safety standard manual and policy circular hence the purpose of the current study is to investigate why safety standards guidelines are not fully complied to in all public secondary schools in Kitui Central sub county Kitui county, Kenya.

Kirui, Mbugua and Sang (2011) sought to determine challenges facing head teachers in security management in public secondary schools in Kisii County in Kenya. The study established that schools in Kisii County face security challenges such as strikes, arson, theft and fighting among students but the majority of head teachers, Board of Management (BOM) members and security personnel are not versed with strategies useful in handling security issues. Most schools are not prepared for disaster management. The study concluded that school in general need to implement in full the Safety Standards Manual for Schools in Kenya guidelines recommended by the Ministry of Education.

According to Anderson (1980), school safety program means pursuit of the normal environment in which hazards are reduced to a practical minimum and the behavior of the pupils is adapted to safe and effective living. Physical hazards can be reduced if they are recognized and modified. Studies and survey reveal that about 43% of accidental deaths among school-age children are connected with school life. Of these accidents about 20% occur in school building, about 17% on school ground, and about 6% on the way to and from school. Another 20% of the fatal indoor accidents occur in halls and on stairs shops and laboratories account for about 18%, and other classrooms account for 14% (Anderson, 1980).

Maphosa and Mammen (2011) sought to establish teachers' insights into the most prevalent form of learners' indiscipline and ascertain how the insights reflect on safety and security in schools and classrooms in South African Schools. The study found the following forms of indiscipline: absenteeism, truancy, bullying, threatening other learners, theft, verbal attacks on fellow learners, assault on fellow learners, graffiti on classroom and toilet, vandalizing school property, verbal attacks on teachers, substance abuse, sexual harassment and indecent assault on female learners were prevalent forms of indiscipline. The study concluded there were numerous disciplinary problems in schools as reported by teachers ranging from the minor to more serious ones and recommended that teacher should always be on the lookout for different forms of learner indiscipline in schools and classes in an attempt to create safe and conducive learning environment.

According to the Safety Standards Manual for schools in Kenya (Republic of Kenya, 2008), a safe school should have the following indicators: High rate of enrolled learners; strong focus on teaching and learning, reflected by better academic performance and all round character development amongst its learners; visible strategies in promoting the rights of children as provided in the convention on the rights of the child and in children's Act; active participation of community in school programmes; visible presence of key stakeholders such as relevant government officials, private sector representatives, religious leaders and representatives of Non-Governmental Organizations (NGOs) in providing material, psychological and spiritual needs of the learners and staff; adequate and well maintained facilities such as toilets and sanitation facilities; clearly demarcated school grounds with proper fencing and secure gates/boundaries; an environment free

from drug and substance abuse, trafficking and illegal hawking and low incidences of indiscipline.

Following the death of two students burnt to death in suspected arson attack on dormitory at Endarasha Boys Secondary school in Kieni West District, Fr Joseph Wambugu, the Chaplain of the school while responding to journalists blamed the incident on drug abuse. "The school being surrounded by a big slum you cannot rule out entry of drugs" He said. The same sentiments were echoed by the editor, (Njagi 2010).

According to Ngige (2010) the gruesome killing of two boys at Endarasha Boys secondary school is an indictment of the institutions management for failing to adhere to the laid down safety procedures. The dormitory where the students met their untimely death had its windows fitted with grills and wire mesh which made it difficult for the students to have ample escape routes. Furthermore the dormitory had a capacity to host 120 students but had 180 which means admissions were not tied to bed capacity since sharing of beds is prohibited in schools. In addition investigation into the tragedy revealed that at the time of the accident one of the emergency doors of the dormitory had been bolted from outside. The dormitory was also holding more beds than it is required.

Kirui (2011) found out that a total of 63% head teachers reported having experienced security problems in their schools in Kisii county. The result is similar to that of security guards who 70% indicated that they have had security challenges in the schools they were guarding. He further states that the nature of security challenges faced by schools included strikes, theft of (school or student) property by students, subordinate staff and local community, sneaking, fighting among students, arson and trespasses.

The study further revealed the most widespread effect of insecurity was cited as incurring additional cost for maintaining security (64%), emotional and physical safety learners (61.5%), learning and completion of syllabus (57.7%), student truancy / absenteeism (46.2%), destruction of school property (34.6%), loss of life /injuries (26.9%), underutilization of school resources (26.9%) and student transferring from the school affected (26.9%).

Some tragedies in schools are started by students as an expression of dissatisfaction with school administration. The assaults can be attributed to harsh living conditions and high handedness of school administrators thereby curtailing freedom of boarding schools. In most cases school fires are caused by students as evidenced by the Kyanguli and Endarasha cases. However sometimes they are caused by external arsonists. A more recent case is at Eronge secondary school in Nyamira North District where students spent the night in the cold after arsonists set their dormitory on fire. Property was reduced to ashes as teachers, students watched helplessly as the school has no firefighting equipment. (Daily Nation 24th September, 2010 page 6).

The Report of the Task Force on Student Discipline and Unrest in Secondary Schools was informed of instances where a newly posted head-teacher's rejection by the parents led to indiscipline. Such rejection takes various forms such as physical force against the head-teacher, locking the school office and /or classroom and demonstrations by parents. The students copy these examples and slight displeasure against the school administration result in school disturbance and indiscipline. Therefore the culture of violence and copycat strikers and students who incite colleagues has become so engrained in students and appears like the only thing that bears the desired result, (Republic of Kenya, 2001).

Further the Report of the Task Force on Student Discipline and Unrest in Secondary Schools noted the role of the mass media both print and electronic is significant in education, entertaining and informing the public. However the Task force reported that in their effort to inform and educate the public a number of media houses give prominence to negative issues. The excessive violence seen in our television screens inculcate a culture of violence in our students. Students have been exposed to all forms of violence in the print and electronic media owing to the steady rise of the uncensored videos, films and novels.

Some schools have experienced natural disasters caused by environmental factors like floods, strong winds, lightning and thunderstorms. The occurrence of these disasters results to extensive damage of school property, loss of lives and injuries. For example 35 pupils of Osinoni primary school sustained serious injuries when lightening accompanied by thunderstorms struck their school in Transmara West District (Daily Nation 29th September, 2010 page 2).

The ministry's recent effort to affect the rules was inspired by the spate of fires in schools. In some instances, students have burnt to death because the escape route was too narrow or the doors and windows had grills (Wanyonyi, standard, 2013 page 4).Recent examples include Le Pic Secondary in Nairobi where four boys and a janitor died in a fire and Asumbi Girls' Boarding where nine girls perished in August. Both schools had not complied with the safety guidelines.

Finding time to default to safety, conduct training, hold meetings and develop safety systems and processes seems to be the biggest barrier. The challenge of coordinating

schedules of the various employees involved in the safety processes makes holding safety meetings difficult. Most of the schools state that teachers are the most challenging group to involve the safety processes, few schools have or can justify having a full time safety coordinator therefore safety responsibilities tend to be fragmented among several staff members who may not have the time to effectively manage safety processes. There tends to be a public perception that most schools are top heavy in administration therefore attempts to add administration to help manage safety can be difficult to sell.

Most schools face constant battles to maintain and justify a limited budgets still significant time and energy may be spent in trying to convince the community to support a levy this may reduce the time and energy for safety activities. Further the budget does not permit adding staff to manage safety and therefore safety responsibilities may fall to a person who has little time to default to safety. On the same note, most school struggle with limited funding for facility maintenance and repairs and it becomes increasingly difficult to manage ageing buildings.

"We have managed to put 4 out of 7 dormitories to standard set out by the ministry, we couldn't do it in a single day because of financial constraints, we had to raise a budget for the same" a principal in a in Busia county told the standard, he added that news safety measures made extra expenditure and they couldn't pass the burden to the parents. Most of whom they had already budgeted for the year's fees while the removal of grills is a headache to some schools; other schools have a problem with congestion in the dormitories. The students are so crammed that they will not stand a chance in case of a fire (Wanyonyi, Standard 2013, page 4)

Competing priorities and mandates pulls schools' in many directions. Constantly changing priorities can create attention when schools' safety issues are addressed only during crisis or when convenient. Schools tend to deal with the most urgent priority for the day and tend to forget about it and more on to the next. This can seriously erode trust and confidence in the safety process.

Political issues and priorities do not always match with the desires and intentions of the school administration. Schools will do what schools get measured and rewarded for doing. Top priority seems to be proficiency testing.

2.3 Awareness of the safety standards manual guidelines

In May 2010 the study "Assessing World-Wide Progress on school safety – a scoping study" was undertaken as a joint UNICEF-UNISDR initiative in follow-up to the conclusions of the 2009 session of the UNISDR Global Platform. An independent consultant was contracted to develop a multi-dimensional analytical framework and to discuss methodological issues based on desk research and interviews with key stakeholders. Before the finalization of the report, its main conclusions were presented ad discussed at the June 2010 session of the UN TPKE. The conclusions drawn through the paper presented by the consultant indicated that while there is an emerging consensus on what constitutes a "safe school." There remains no comprehensive systematized methodology or process to assess school safety globally.

Knowledge about effective school safety practice has expanded considerably, Shaw (2002) in a study on international experiences and actions in promoting school safety states that new collections of exemplary, good or promising practices have been

published. Data have been collected and tools developed that support effective practice. Manuals, guides and training materials have been written. A number of national, regional and international meetings have been organized by bodies such as the Council of Europe, the European Forum for urban security and the Australian Institute of Criminology. Each of these developments has reinforced the need to work in more collaborative, comprehensive ways in improving safety in schools.

Training material has been developed Teacher Manual on Disaster Prevention by the Ministry of Education, Ministry of Interior, Civil Protection, National Institute for Research and Education Development (INIDE), and UNICEF. This manual was aimed at primary school teachers in order to train them in matters of civil protection, strengthen the ability to know how to explain and understand the disaster, to raise awareness in the school community on prevention issues pertaining to civil protection and to create a spirit of solidarity in a disaster situation.

In Angola for instance, the country took actions to materialize the introduction into the school curricula materials related to disaster management. Workshops aimed at training of trainers for teachers in basic education were prepared in collaboration with the Ministry of Education and UNICEF. The process took place in a 12-month period after which it was settle the pilot system at the national level.

The manual contains concepts, causes, consequences, prevention of disasters occurring in Angola, the aspects related to epidemics of water, first aid and guidance on how to act in emergency situations and support texts. It was adapted from international guidelines and suggestions for inclusion of topics and content that reflects and respects the national

reality. It includes suggestions for activities to be undertaken with the students, where they can learn through play, and guidelines on how the teacher can apply the content in the classroom

In Brazil, ‘regulations have been proposed to establish regulations in the Statute of the City with the goal of assessing the school buildings that do not comply with its social housing or temporary shelters for disaster victims” (The HFA interim report, 2009-2011). Implementation of educational and preventive activities with participation of the National Civil Defense to interact with schools and raise awareness and sensitize the population on the risks they are exposed and how to proceed in an emergency. This regulation encouraged the training of junior schools and communities to implement civil defense activities geared to children, adolescents, and youth, and encouraged projects of scientific and technological nature of civil defense in institutions of higher education.

There is the intention to implement a culture of prevention and awareness of risks, including the core curriculum according to current educational legislation, including the subject of "civilian defense" as a multidisciplinary and transversal axis with emphasis on prevention, enabling all staff involved in teaching and learning.

According to researches already done, most schools across the world are yet to be fully aware of the safety standards (Dinker, 2009). They argue that it is common across United States. This lack of awareness has also led to partial or total lack of implementation of school safety policies in both India and China (Reuters, 2004). They argues that this has consequently led to school disasters like the one caused by collapsed buildings which was caused by a blast in a Chinese school in 2001.

Regionally, things are not any different. In South Africa, for instance, there continues to be safety risks emanating from lack of awareness on the safety measures. Disasters have been reported in schools due to this (Human Rights Watch, 2001).With the increased concern for school safety over the past decade, school administrators and teachers should take on increasingly active role in proving a school environment conducive to learning. Therefore, it is imperative to train school staff in detecting early and imminent warning signs of potential violent behaviour.

The Ministry of Education underwent a reform of the educational system throughout the country; this action enabled the inclusion of matters relating to disaster management in school curricula. Also an awareness campaigns from and for the school- that contribute to increase risk‘s awareness to the school population and the local community need to be developed. The National Contingency Plan for the Education Sector is a good start in improving the emergency preparedness plans and policies. The response preparedness for the sector and the school community psycho-social recovery plan is not mentioned, nor are considerations, and consequences for using the school as a refuge and recovery coordination center.

In Kenya, comparative study carried out in Kiambu County shows that some of the teachers summoned had come across the safety standard manuals in their schools while others had not, the learners confirmed their involvement in school administration in safety programmes to some extent. The teachers confirmed that they had attended safety training programmes at 63% while that 7% of the learners sampled had equally attended safety programmes, the teachers confirmed that they had acquired skills in first aid, fire drills, health education, drug 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 officers were rare which was in the same position held by the teachers to the fact that officers visits to the school sampled were very rare (Kirui 2011)

The principal's 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.

Kirui (2011) found out that only 37% of school heads had attended any security management course as compared to 21.4% of school Board of Management members and 40% of school security guards. This indicated that most school heads and B.O.M members who are responsible for making decision concerning security may be

approaching security issues ignorantly and thereby endangering life and property. The study further found out that the budgetary allocation by the B.O.M on security issues was below 10% of the total school budget. This was due to competing interests. In addition the study found out about 82% of the schools reported that they do not have qualified security personnel. Also 67% of schools heads were of the opinion that security guards are not well remunerated and motivated.

When the needs of students are not met, students will typically and behaviorally conduct themselves in ways that could be considered warning signs for future violence. The identification of early warning signs should not be used to label on dangerous individual students who are having behavioral problems in school. Instead, the identification of early warning signs should be used to identify suitable assistance for students.

2.3.1 Empirical review

A study by Berry (2002) on Healthy School Environment and enhanced educational performance in Charles schools, Washington DC, USA, reveals that school facility safety determines the environmental quality in school; quality then shapes the attitudes of the learners and teachers; attitude then affects teaching and learning behaviour. Behaviour then determines the individual child's level of participation and performance in activities while in the outdoors. Playgrounds should comprise of high quality spaces that offer children concrete learning environments to compliment the formal curricular offered indoors (Francis, 1999) as well as provide children with experiences that will enhance their physical, emotional, social and intellectual development. They should be located in sites that have proper drainage to prevent wash-outs of the loose fill materials in the use zones (CPSC, 2010). They should also be well leveled and aesthetically marked to

indicate different play zones that make them attractive to the children. They should be away from accessible hazards like roads, ponds, dump sites and mining areas.

Adequate and proper surfacing of the playground strongly influence how students participate and benefit from the activities carried out on the playground. The US consumer product safety commission's handbook (CPSC, 2010:325) recommends the installation and maintenance of shock absorbing or fall impact attenuating surface materials under and around the fall or exist zone of play equipment. Falls from around play equipment are the most common playground hazards accounting for eighty percent (80%) of the injuries that are serious as well as health and life threatening (Peterson, 2002). Sixty eight percent (68%) are due to falls to the surface and over ten percent (10%) are from falls to the equipment.

2.4 Influence of Management Practices on Compliance Safety Standards Manual Guidelines

Cavanagh (2004) in a report on schools responses to the threat of terrorism states that in the implementation of school safety and security policies in European counties has been greatly influenced by school tragedies and near misses. He states that since the 1993 school hostage crisis in France City of Neuilly-Sur-Seine, police authorizes regularly coordinate security with school officials. Police and school officials meet at the beginning of each term to work out security details of schools.

Ongoing review of the performance of staff against their assigned responsibilities or objectives should be addressed periodically. The safety policy must be reviewed by school management every two years. The principal (and senior management) are

responsible for implementing the safety standards policy and systems as delegated by the board of trustees, and for management of the school in compliance with safety standards manual.

Pudo (1998) asserts that a variety of leisure activities and recreational activities should be strengthened in learning institutions so that students can avoid boredom and idleness. Therefore, young pupils in schools and community should involve themselves in activities such as drama, sports, music, church activities, reading good books and magazines to avoid being lured into drugs in their idleness.

Lulua (2008) notes that Uganda has implemented the safe schools contract (S.C.C) as one of the identified interventions which strengthen the roles of teachers, pupils, parents and their involvement in children's education to enhance quality learning.

School administrators bear the primary responsibility for working with teachers and other partners to create an environment in which individual students and adults are treated fairly, equitably, and with dignity and respect.

"Leading schools as in any great organization requires principals with courage and capacity to build new cultures based on trusting relationships and a culture of disciplined inquiry and action" (Fullan, 2003 pg 247). School managers need to identify appropriate strategies, tools and resources they can use to address specific challenges. The goal of caring and safe school strategy is to encourage school practices that model and reinforce socially responsible and respectful beha viours so that learning can take place in a safe and caring environment.

Knowledge about effective school safety practice has expanded considerably, Shaw (2002) in a study on international experiences and actions in promoting school safety states that new collections of exemplary, good or promising practices have been published. Data have been collected and tools developed that support effective practice. Manuals, guides and training materials have been written. A numbers of national, regional and international meetings have been organized by bodies such as the Council of Europe, the European Forum for urban Security and the Australian Institute of Criminology. Each of these developments has reinforced the need to work in more collaborative, comprehensive ways in improving safety in schools.

A School Survey on Crime and Safety (S.S.O.C.S) report states that in the1996/1997 School years, 90% of the schools reported zero tolerance policies for firearms. In the same period of time schools implemented a number of approaches to enhance safety and security. Ninety six percent of schools required visitors to sign in before entering into the school plant. Eight percent of the public schools had a closed schools policy that prohibited students from leaving school premises except at specified times. Six percent of schools had policemen or other law enforcement personnel stationed thirty hours a week or more at the school in a typical week (United States Department of Education, 2004).

Cavanagh (2004) in a report on schools responses to the threat of terrorism states that in the implementation of school safety and security policies in European countries has been greatly influenced by school tragedies and near misses. He states that since the 1993 school hostage crisis in France City of Neuilly-Sur-Seine, police authorities regularly coordinate security with school officials. Police and school officials meet at the beginning of each term to work out security details of schools. In Paris, policemen are

stationed in front of public schools to provide, maintain the traffic flow and check suspicious activities.

In Africa, the situation is no different. Dinker, Kemp, Baum and Syder (2009), argue that public schools in Africa use a variety of practices and procedures intended to promote safety of students and staff. Certain practices such as locked or monitored doors or gates are intended to limit or control access to school, while others like metal detectors, security cameras and drug sweeps, are intended to monitor, to restrict students and visitors behaviours on campus.

In Kenya, research has been done on the same. Omolo (2010) found out that strategies devised by head teachers to enhance the implementation of safety policies included: integrating safety activities into daily school routine, regular inspection of school plant, training staff on emergency preparedness, purchasing the required safety equipment, and conducting regular emergency drills. Quality Assurance and Standards Officers (QASOs) had devised several strategies: recommending compliant head teachers for promotion, facilitating the provision of funds for purchase of safety equipment, providing communication between stakeholders and going for regular in-service courses on safety implementation.

Furthermore the study found out that 26.67% out of 30 schools had fire extinguishers 66.67% of the head teachers used professionals in site selection, development and maintenance of school infrastructure, 73.33% of the schools had been inspected at least once in preceding year. Head teachers had the roles of monitoring and evaluating the

school plant to ascertain safety needs, appointing safety committee members and promoting as safe zone culture.

Other safety and security measures include: schools require visitors to sign in or check in, controlling access to school buildings, by walking or monitoring doors during school hours, students to wear badges or picture identity cards, uniform, faculty required to wear badges or picture identity cards, provision of codes of student conduct, locker checks, security guards badges and locked entrance or exit door during the day are required that visitors sign in.

According the National Clearing House of Education facilities, school safety is a human concern that every school and community must take seriously and strive continuously to achieve. It is also a legal concern; schools can be held liable if they do not make good faith effort to provide a safe and secure school enrolment. The school should create a standing committee on hazard mitigation. The committee job is to prepare the school's mitigation plan.

Kirui (2011) found out that almost (89.9%) had a guidance and counseling department but slightly more than 40% of these departments are run by teachers who are not qualified in guidance and counseling. The study further found measures employed by secondary school head teachers in security management were: 66% of schools had suggestion boxes, 33% of schools have crisis management policy plan, 22% organized for lectures from law enforcers in sensitizing the students on the need for maintaining security and development of disaster preparedness plan.

School administrators should monitor the school environment on day-to-day basis, and have feedback mechanisms in place to ensure policies and processes are effective. They should provide a variety of ways in which students can communicate to teachers. They should critically evaluate any prevention and management programs to ensure that they are theoretically sound, unbiased and evidence based in terms of content, pedagogy and delivery.

Effective leadership should make school safety and overall wellbeing of students a top priority. It should work harmoniously with teaching staff to develop and implement strategies and a whole school behaviour management plans that are embedded in schools student code of conduct and focus on prevention and management.

Pudo (1998) asserts that a variety of leisure activities and recreational activities should be strengthened in learning institutions so that students can avoid boredom and idleness. Therefore, young pupils in schools and community should involve themselves in activities such as drama, sports, music, church activities, reading good books and magazines to avoid being lured into drugs in their idleness.

According to Otieno (2010), Education Permanent Secretary (P.S) James Ole Kiyiapi is quoted to have said, following the Endarasha, Kisii High school and Itierio secondary school tragedies that it will be mandatory for head teachers and their deputies to undergo refresher courses in administration to equip them with public relation skills to ensure harmonious relation between the administration, students and the wider community. In addition students will be involved in decision making within the school and the system well defined. According to the P.S Ole Kiyiapi, private firms will conduct training of

principals on how to handle disaster management equipment such as fire extinguishers and first aid kits. It will also be mandatory for schools to conduct drills that will ensure safety and test the preparedness of an institution incase of a disaster. Students will use the first two days of a term to conduct emergency drills to ensure they are prepared to handle disaster.

2.5 Influence of School Culture on Compliance Safety Standards Manual Guidelines

A positive school climate is one in which individuals are trusted, respected and involved. Where there is collaboration, high expectation, mutual trust, care, and support for all individuals whereby they work cooperatively intolerance does not exist nor a student harassed or threatened .students feel that adults care for them as group and as individuals. High expectations exists so that students are successful both academically and socially. There is a direct link between success in school and school environment in which students learning takes place. Students are more motivated to well and achieve their full potential. "The term school culture generally encompasses such things as school climate, mood, the degree to which people get a long, respect ,for differences, motivation, pride and vision. The presence of a positive school climate is the existence of collaborative and optimistic working relationships between and among all member of school community"

A study by Berry (2002) on Healthy School Environment and Enhanced educational performance in Charles School, Washington DC, USA, reveals that school facility safety determines the environment quality in school; quality then shapes the attitudes of the learners and teachers; attitudes then affects teaching and learning behaviour. Behaviour then determines the individual child's level of participation and performance in activities

while in the outdoors. Playgrounds should comprise of high quality spaces that offer children concrete learning environments to compliment the formal curricular offered indoors (Francis, 1999) as well as provide children with experiences that will enhance their physical, emotional, social; and intellectual development. They should be located in sites that have proper drainage to prevent wash-outs of the loose fill materials in the use zones (CPSC, 2010). They should also be well levelled and aesthetically marked to indicate different play zones that make them attractive to the children. They should be away from accessible hazards like roads, ponds, dump sites and mining areas.

According to INEE (2004) minimum standards for education in emergences "access and learning environment should be sure and promote the protection of mental and emotional wellbeing of the learners and that education's environment be conducive to the physical wellbeing of learners, the learning structure and site should be accessible to all regardless of physical ability, free of dangers that may cause harm to learners and be appropriate for the situation."

There is a direct link between success in school and the school environment in which student learning takes place. Students are more motivated to do well and achieve their full potential in schools that have a positive school culture and are in which they feel safe and supported. These include buildings and grounds of the school. The SSM stipulates some guide about how these environs ought to be. A school environment that does not accommodate the welfare of its learners or neglects the needs of its learners, especially girls, children with disabilities, orphans and other children with special needs, reflects a non-caring school. In addition, good interpersonal relationships in schools are key in fostering good teaching and learning processes.

School can establish a school climate that minimises the risk of the attack by addressing certain conditions (such as bullying) that have frequently been associated with the attackers decision to embark on path of violence. Cultivating a school climate or culture that facilitates positive relationship between adults and students, and encourages the sharing or reporting of this pre-incident indicators by any and all who observe them.

There should be dissemination of knowledge of common "sign posts" or pre-incident indicators that enable the members of school community to identify behaviours on the part of individuals that may be considering or planning in act of violence; identifying and gathering key personnel and developing procedures to consistently and effectively respond to the reports and observations. The Kenya ministry of Education recognizes that all students require safe environment and individualized support in order to learn and develop their potential and stay in school. Over the years the ministry has taken a number of initiatives to assist schools in meeting this requirement.

"Participating in and controlling to a safe respectful and positive learning environment is both the right and responsibility of the children and youth, their parents/ caregivers, school personnel and all community members schools, acting in partnership with their communities can create and maintain these environments that foster a sense of belonging, enhance the joy of learning, honour diversity and promote respectful, responsible and caring relationships"(Positive learning environments in schools, 2000)

School-community relations focus on how school learners and staff are viewed and treated by members of communities within which schools are located and vice versa. Members of the communities include parents/guardians with children enrolled in the

schools and other community members who may not have children enrolled in the catchment schools. The Education Act (CAP. 211) Part III provides for school-community collaboration in the management of schools in Kenya through school committees.

Schools should have high expectations of their students' and staff. Safe and effective schools clearly communicate to all members of the school community that everybody has the right to feel physically and psychologically safe at school. The most important thing teachers can do is create and continually model a school environment that respects and celebrates diversity.

For learners, school staff, parents and other members of the local communities to share the same vision regarding the role of the school, certain attitudes and behaviours are expected from each. Some crucial ones include the following: school management should develop linkages with communities around schools, learners and school staff should have positive attitudes towards members of the local communities, learners and school staff should behave with respect towards members of the local communities and their culture, schools should organise regular joint meetings on academic matters with parents or guardians and learners, schools should organise regular joint co-curricular and cultural activities with members of local communities, members of local communities should be encouraged to participate actively in schools' development efforts,, communities should be encouraged to use their administrative structures and authority to resolve school-community conflicts, parents should be wary of the hazards their children are likely to encounter from school and school authorities should sensitise the communities about catering for the educational needs of children with special needs.

It is considered that promotion of a cultural change related to participatory citizenship, with the overall security of the population and the reduction of disasters, depends on the active collaboration of systems of formal and informal existing in Brazil. It is also considered important that the school systems participate in projects that have compelling reflections on the quality of life and the growth of life expectancy of the population. Thus it is important that the content related to the overall security of the population, disaster reduction, and especially with the reduction of vulnerability scenarios and populations at risk are included in the curricula of the first and second grades and in activities of informal education

School Safety is an integral and indispensable component of the teaching and learning process. Indeed, no meaningful teaching and learning can take place in an environment that is unsafe and insecure to both learners and staff. It is, therefore, imperative that educational stakeholders foster safe and secure school environments to facilitate increased learner enrolment, retention and completion and hence attainment and quality education. (Safety Standards Manual 2008)

2.6 Influence of School Resources on Compliance to Safety Standards Manual Guidelines

How schools are secured, built and maintained is an integral part of school safety and emergency planning. Every school buildup is unique by virtue of its design, location, students and the surrounding community. That's why mitigating hazards in school facilities should be panned and implemented by those who know the school and the

community best. A variety of tools exist to assist with facilities assessment. It is important to tailor the different tools to meet school needs.

The New Jersey Department of Education takes proactive measures to protect the safety and security of all our students and staff members. All school districts in New Jersey are required to have a school safety and security plan. Each plan must be designed locally with the help of law enforcement, emergency management, public health officials and all other key stakeholders. All plans must be reviewed and updated on an annual basis. These plans include procedures to respond to critical incidents ranging from bomb threats, fires and gas leaks, to an active shooter situation.

"The effectiveness of a school safety plan is measured in the precious lives of children, teachers and administrators that are left unharmed following an incident of school based violence, an accident, a natural disaster or other hazards" (School safety and security manual best practices guidelines – New Jersey). Just as schools must develop plan and procedures to respond to emergency situations, a plan to assist students and staff recovers from the physical, psychological and emotional trauma associated with tragic events must also be developed. The recovery plan should provide immediate help and referral procedures for students, staff and parents who may be experiencing significant emotional reactions to a crisis.

Omolo (2010) found out those factors influencing the implementation of safety policies in public secondary schools in Kisumu East and West District as stated by head teachers included; inadequate funds, late school fee remittances, low enrolment, inadequate time, inadequate capacity and lack of coordination from the Ministry of Education. The same

views are shared by Otieno (2010), who report that the Principal Wayaga secondary school contends that most schools are poor and cannot afford fire extinguishers. The District Education officer (DEO) Homabay, says that the situation is dire and needs Government attention because schools find it expensive to purchase gear to fight fires and even those with fire extinguishers cannot maintain them. This is why poor schools rely on prefects guards leading to lapses. Also the principal Kisumu Girls is quoted to have remarked that even after buying some of the equipment, it was expensive to hire experts to train students and staff on using them.

According to Otieno, Too, Anyuor & Okwayo (2010), the Principal Kisumu girls whose school has 1,045 students is quoted to have said that the school has fire extinguishers which are not enough and even the few which are available are expensive to maintain.

In the past years due to the rising incidents of fire outbreaks the government was forced to give 810 million shillings to schools to buy fire equipment. The Director of Higher Education by then Mr. David Siele during the disbursement of this money was quoted to have said there have been many incidents of fire outbreaks in our schools and that we should ensure these situations come to an end. (The Standard 2nd August, 2006). The Ministry of Education Science and Technology (MOEST) disbursed 810 million shillings to all 717 provincial boarding schools by then to purchase fire equipment. The provincial secondary schools were selected because of their high enrolment and boarding facilities. The National schools were left out because they had received similar funds in the past while the District schools were left out because they are in most cases day schools.

These schools also require firefighting equipment in their classrooms, offices, laboratories, dormitories, kitchen and workshops. This is because District schools are either Boarding or Day and Boarding schools. A more recent case is at Eronge Secondary school in Nyamira North District where property was reduced to ashes in their dormitory as teachers, students and neighboring community watched helplessly as the school has no firefighting equipment, (Daily Nation 24th September, 2010).

2.7 Theoretical Framework

This study was based on Maslow hierarchy of needs based on a hierarchical model with basic needs at the bottom and higher needs at the top. These are physiological needs, safety needs, categorized as basic needs whereas love needs, esteem needs and self-actualization needs are categorized as secondary or higher needs, (Okumbe, (2007).

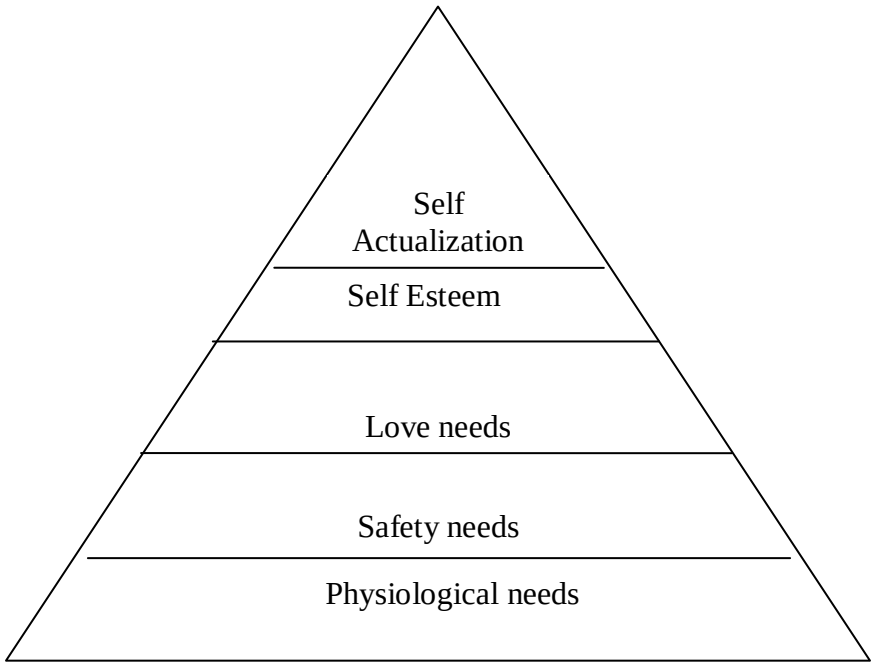

Figure 2.1 Maslow hierarchy of needs

Physiological Needs

Physiological needs are very basic needs such as air, water, food, and sleep among others. These feelings motivate learners and in a school set up physiological needs encompasses such things for physical survival and these includes; provision of clean water, food, sleep, warmth, exercises among others. When students physiological needs are met, they feel secure and have more healthy relationships within themselves hence school managers should ensure that these things are met.

Safety/ security encompass such things as physical safety and freedom from threats. When learners feel safe in a school set up, they are likely to stay in schools, participate in school programmes and eventually perform well in their exams and hence exploit their full potential towards self-actualization.

Love needs (belonging) is very key to the welfare of learners in a school. They need the assurance that others love and care for them, they feel warm and accepted and hence will stay in school, will do their best hence retention, completion and performance are achieved.

Esteem; there are two types of esteem. The first one is self-esteem which results from competence or mastery of a task. The second one is the attention and recognition that comes from mothers. If self-esteem of learners in a school is boosted they will have the morale to work hard and perform well in exams and hence be successful people in future.

Lastly is self-actualization when all those needs such as physiological, safety, needy to belong and esteem needs are all met in schools definitely the learners will achieve their full potential in life. Therefore this theory forms the bases of the study because it affects

enrollment, retention, completion and performance of learners in schools. This theory forms an important base for the study because it identifies safety needs as being important to the well-being of human beings. After meeting the physiological needs, they require assurance that their security needs will be addressed. It is therefore, imperative that educational administrators foster safe and secure environments to facilitate increased learners enrolment, retention, completion and hence attainment of quality education.

2.8 Conceptual Framework

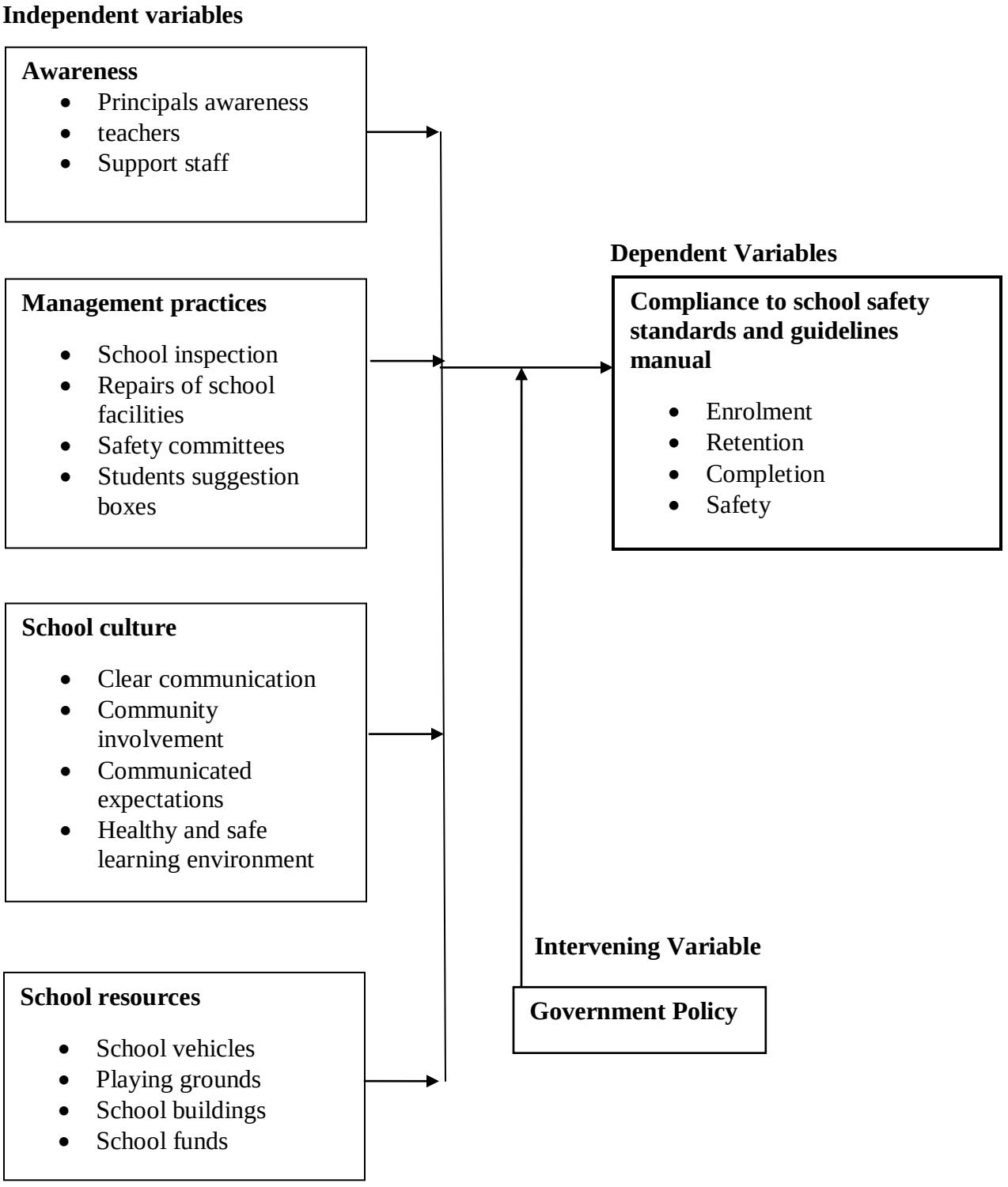

Figure 2.2 Relationship between the independent variables and dependent variable

A conceptual frame work is a model of presentation where researchers represent the relationship between variables in a study and show the relationship graphically or diagrammatically .It assists the researcher to quickly see the proposed relationship between variables .Ideally all schools should adhere to safety standards and guidelines to enhance child safety as indicated in fiqure 2.8 The conceptual framework shows that there are key areas that influence compliance to school safety standards and guidelines as prescribed in the MOE manual for all schools. These key areas are; awareness, management practices, school culture and school resources.. Schools' compliance is expected to improve schools safety which in turn improve schools' enrolment, schools' retention, completion rates, and performance.

Government policy

With regard to basic education, the government focuses on promotion of access, equity, relevance and quality of education. Specifically the policy framework aims at achieving Education For All (EFA) by 2015, ensuring the right of children to basic education as underscored in the Childrens Act (2001), increasing access, equity and relevance of basic education and delivering quality services efficiently and effectively at all times and at all levels (Republic of Kenya, 2005).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of the study was to investigate factors influencing Schools' Compliance to Ministry of Education's Safety Standards Guidelines and find out why safety standards and guidelines have not been fully complied to in all public secondary schools in Kitui central sub-county, Kitui County, for instance, on 8th September 2012, a dormitory in Kitui School with a bed capacity of 48 went into flames destroying property worth millions of shillings. This happened as teachers, students and the neighbouring community watched helplessly since the school had no firefighting equipment. Coincidentally around the same time, a neighbouring school (St. Ursula girl's boarding-Tungutu) also had its dormitory burnt to ashes and yet nothing was salvaged and worse still is the fact that the cause of the fire was not established. This chapter presents the research design, location of the study, target population, sampling procedures and study instruments. The final part deals with data collection procedures and data analysis techniques.

3.2 Research Design

This was study adopt descriptive survey design, according to Neuman (2003), descriptive research supports the development of precise measurements and reporting of characteristics of some population of phenomena. It was used because it assisted in answering questions concerning the current status and collections of quantifiable data

from the sample population in order to determine the conforming to ministry of education safety standards in Kitui central district public secondary schools. Saunders et al, (2000), opined that descriptive research was used as the next step in exploratory research, which attempts to clarify and explore an idea, event or poorly understood phenomena, or to develop propositions for further enquiry. According to Sekaran (2000), descriptive studies construct paradigms that offer a more complete theoretical picture through either qualitative or quantitative data. Orodho (2005) further observes that descriptive survey designs were used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret them for the purpose of clarification. Since this study aimed at providing a clear picture regarding financial management practices in secondary schools, the design is deemed the most appropriate for the study.

3.3 Target Population

The study targeted 15 out of all public secondary schools in Kitui Central Sub County, Kitui County. The schools in the District are located in different educational divisions. The total number of public secondary schools in Kitui Central Sub-county is 31, consisting of 2 National school, 4 County schools, 25 Sub-county schools as at 14th January, 2015. The list of the schools is attached in the appendix three. The public secondary schools in the district are distributed as illustrated in the Table 3.1.

Table 3.1: Distribution of public schools in Kitui Central Sub-county in Kitui County

	National schools	**County schools**	**Sub-county schools**	**Total**
Boys schools	1	2	0	**3**
Girls' schools	1	2	0	**3**
Mixed schools	0	0	25	**25**
Total	**2**	**4**	**25**	**31**

The study targeted 31 Principals, 240 teachers and 400 students secretaries of all the public secondary schools in Kitui Central Sub-county. Principals are the school managers hence the information gotten from them is key to this study. Students are users of the facilities hence gave very actual information towards achieving target of this study.

3.4 Sampling procedure and sampling size

According to Mugenda & mugenda (2005), a sample is subset of a particular population. Sampling is therefore the process of selecting a sufficient number of elements from the population, so that by studying sample properties and characteristics, they can be generalized to the entire population. A 50% of case study (15 schools) was studied as a representative sample of all public schools in Kitui Central Sub-county. The schools to be sampled represented all categories of secondary schools found within the sub-county. These categories are; National schools, county schools, sub-county schools and private schools. A multi stage sampling technique was employed in the study in which there

were two sampling stages. The first stage involved sampling of schools. At this stage, stratified random sampling technique was employed, in which the schools were divided into three categories (strata) of national schools, county schools and sub-county schools. They were further divided into three other categories in terms of the students' gender in the school, giving rise to Boys schools, girls' schools and mixed schools. The sampling strategy above gives rise to nine strata from where respondents then were selected. A total of 325 respondents were selected to participate in the study. These include 110 teachers, 200 students and 15 principals out of the 31 schools within the sub-county under the area of study

3.5 Data Collection Procedures

3.4.1 Questionnaire

A set of questionnaires containing both structured an open-ended questions were used for the study to collect primary data, which was quantitative data. The primary data was gathered using the questionnaires administered by the researcher. The questionnaires were divided into sections based on the research objectives in order to capture relevant information. They also had a section for capturing the respondents' bio data. Attached to the questionnaires was also be the introductory letter from the researcher. For the purposes of this study, questionnaires were issued to respondents to collect data pertaining to the factors influencing compliance by schools to the Ministry of Education's Safety Standards manual. The questionnaire was first pre-tested to determine its clarity and validity.

Nkapa (1997), states that the use of questionnaires is a very popular method of data collection in education and in behavioural sciences in general, due to the relative ease and

cost effectiveness with which they were constructed and administered to large samples. The use of questionnaires offers considerable advantages in administration, and presents an even stimulus to large numbers of people simultaneously, providing the investigator with a relatively easy accumulation of data.

3.4.2 Interview Guide

Interview Guide was also used to collect qualitative data which otherwise cannot be quantified. These were used in interview sessions to interview school principals. The interview questions were confined to the objectives of the study and collected information that need not or cannot be quantified.

3.4.3 Observation schedule.

This was used by the researcher to observe and record the various equipment and state of the schools to see if they had adhered to the safety standard measures.

3.5 Pilot Study

Pilot study is a distinct preliminary investigation conducted before embarking on the main study (Mugenda & Mugenda, 2003). Before the actual data to be collected, the researcher conducted a pilot study in 2 public secondary schools which was not included in the final study. This comprised of 2 Principals, 2 teachers and 2 students. Thus the pilot study comprised of 6 respondents which was the minimum number of cases required for conducting statistical analysis as recommended by (Mugenda & Mugenda, 2003). The purpose of the pilot study was to enable the researcher ascertain the reliability and validity of the instruments, and to familiarize with the administration of the questionnaires therefore improve the instruments and procedures.

3.6 Data Collection Instruments ,

The researcher used various data collection instruments for the various groups targeted in the study. There was an interview guide for the principals; a questionnaire for the teachers and students; and an observation schedule which enabled the researcher to confirm whether the schools have adhered to the guide, as explained in the sub-sections below.

3.7 Validity of the research instrument

Validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. All assessments of validity are subjective opinions based on the judgment of the researcher (Wiersma, 1995). A pilot study helped to improve validity of data collected with the instruments. Content validity of an instrument was improved through expert judgment. As such, the researcher sought the assistance of supervisors, who, helped improve content validity of the instrument (Borg & Gall, 1989).

3.7.1 Reliability of the Instruments

(Mugenda & Mugenda, 2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability. A reliability coefficient indicated the degree to which the two halves of the test provided the same results and hence described the

internal consistency of the test. According to (Orodho, 2003) a minimum correlation coefficient of 0.65 is recommended as indicating that an instrument is reliable.

3.8 Data Collection Procedure

A letter of introduction from the Board of Postgraduate Studies, School of Education, South Eastern University of Kenya (SEKU) was sought and used to acquire a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The permit was taken to the Kitui Central Sub-county Education office for further authorization for the study within the schools in the district. The principals of the selected schools were then explained the nature of the study and asked for permission to collect data from their schools.

3.9 Data Analysis

The data collected was arranged and grouped according to particular research objectives. For every objective, the responses were tabulated in a frequency distribution table. Quantitative data was analysed using descriptive statistics that include determination of the mean, frequency and percentage occurrences where applicable; as well as inferential statistics (Chi-Square and Pearson's correlation). SPSS and Excel computer programs were used to generate graphs and diagrams for presentation of the analysed data.

Qualitative data was analysed by thematic discussion of themes arising. In this respect, the data was discussed according to the themes from the responses. Finally, triangulation was performed on the data. Responses on similar themes or objectives, emanating from different respondents were compared to determine their convergence or divergence. Where certain sentiments from different respondents tended to converge (agree).

However, where there was divergence (disagreement) in views, possible reasons for the divergence was inferred from other information in the data. The discussion on the data was used to test the validity of the hypotheses. The main goal was to test every hypothesis and test whether it applies to the topic under study or not; whether they were true or not.

3.10 Ethical Consideration

Before conducting the study, the researcher sought clearance from the University's Board of Postgraduate Studies, School of Education. After being given the consent to engage in research, the researcher used the consent form to acquire a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then took the research permit to Kitui Central Sub-county Education office for further authorization for the study within the schools in the district; whereby the researcher outlined the purpose of the study and seek permission to conduct the research study.

The researcher was expected to assure the officials that the data collected was only be used for the purpose of this research study and the researcher was not to divulge information regarding the subjects and their data to any third party. The questionnaires, once collected, were used only for data analysis and locked under a safe for six months that gave the researcher a timeframe to refer to the questionnaires in case of any arising issues. After six months, the researcher disposed the questionnaires by burning the papers.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of data and discussion of the findings based on the research objectives. It discusses the response Rate of the Sampled Respondents, demographic information, awareness of the Safety Standards Manual Guidelines and influence of management practices on school compliance to the Ministry of Education safety standards guidelines, the influence of schools culture and the Influence of School Resources.

The study was based on the following objectives;

1. To determine the extent of safety awareness on school compliance to Ministry of Education safety standards guidelines in public secondary schools in Kitui Central Sub County, Kitui County.
2. To investigate the influence of management practices on school compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County
3. To explore the influence of schools culture on schools compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County

4. To examine the influence of schools resources on schools compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County

4.2 Response Rate of the Sampled Respondents

The study targeted 240 students and 210 teachers totaling to 450 respondents. From the study, 200 students and 50 teachers totaling to 250 respondents filled-in and returned the questionnaires making a response rate of 56%. According to Mugenda and Mugenda (1999) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent; therefore, this response rate is adequate for analysis and reporting.

Table 4.1 Response Rate of the Sampled Respondents

	Students	**Teachers**	**Total**
Target population	240	200	450
Sampled population	210	50	260
Total	**450**	**250**	**710**

4.3 Demographic Information

4.3.1 Teachers

Table 4.1 shows that majority 24(48%) of the teachers had a Bachelor's Degree in Education (BED), 6(12%) had a diploma in education, 4(8%) had a BA/BSC/PGDE, 3(6%) had a MED while the rest 13(26%) had other qualification. Regarding the duration

of work, majority 16(32%) of the teachers had worked for 1-5 years while 14(28%) had worked for 6-10 years. 8(16%) of the teachers had worked for 6-10 years, 3(6%) had worked for between 16-20 years. The teachers who had worked for 20 and above years represented 9(18%). The findings indicate that the respondents had good work experience.

Table 4.2 Demographic Information of the Teachers

	Variable	Frequency	Percentage
Education Level	Diploma in Education	6	12.0
	BED	24	48.0
	BA/BSC/PGDE	4	8.0
	MED	3	6.0
	Others	13	26.0
Duration of Teaching	1-5 years	16	32.0
	6-10 years	8	16.0
	11-15 years	14	28.0
	16-20 years	3	6.0
	20 years and above	9	18.0
	Total	**50**	**100**

4.3.2 Students

The researcher wanted to find out the duration in which the students have been in the school. Majority 100(50%) of the students had been in school for between 2-3 years, 54(27%) had been in the school for 1 year while the minority 46(23%) had been in the

school for less than 1 year. Students having been in for longer time were the majority an indication that form three is good measure of retention in schools.

Table 4.3 Duration in Which Students had been in School

Duration	Frequency	Percent
Less than 1 year	46	23.0
1 year	54	27.0
2-3 years	100	50.0
Total	**200**	**100.0**

4.3.3 Distribution of Students gender in mixed schools

The researcher wanted to find out the distribution of students gender in mixed schools. The study found out that girls were majority with 107(56.3%) while boys constituted 83(44.7%). This confirms that girls are more in mixed schools.

Table 4.4 Distribution of Students gender in mixed schools

Gender	Frequency	Percent
Girls	107	56.3
Boys	83	44.7
Total	**190**	**100.0**

4.4 Awareness of the Safety Standards Manual Guidelines

The first objective was to determine the extent of safety awareness on school compliance to Ministry of Education safety standards guidelines in public secondary schools in Kitui Central Sub County, Kitui County. An article was incorporated in the questionnaire seeking information on Availability) of Safety Standard Guidelines Manual (2008) Copy. The responses were as follows as indicated on table 4.4.1; Majority 31(62%) of the respondents acknowledged that the manual copies were available while the minority 19(38%) stated that the manual copy was not available. These data concurred with the study done by Kirui (2011) in Kiambu County that showed that some of majority of the teachers had come across the safety standard manuals in their schools while others had not, the learners confirmed their involvement in school administration in safety programs to some extent.

Table 4.5 Awareness of Safety Standard Guidelines Manual (2008) Copy

Response	Frequency	Percent
No	19	38.0
Yes	31	62.0
Total	**50**	**100.0**

The researcher further wanted to find out the extent to which the safety Standard Manual Guidelines has been implemented in the schools. Majority 37(74%) of the respondents acknowledged that the guidelines have been partially implemented while the minority

13(26%) stated that the safety guidelines have been fully implemented. These finding concurred with the studies on implementation of safety standards and guidelines in secondary schools by Omolo and Simatwa (2010) who investigated the implementation of safety policies in public schools in Kisumu East and West Districts, Kenya. The study established that some safety policies were implemented to lesser extent as evidenced by the following cases: there was a decreasing trend in conducting fire drills, fire extinguishers were found in only 26.6% of the schools, there was overcrowding in 70% of the schools.

Table 4.6 Implementation of Safety Standard Manual Guidelines

Response	Frequency	Percent
Partially Implemented	37	74.0
Fully Implemented	13	26.0
Total	**50**	**100.0**

As shown in the table 4.7, the researcher wanted to find out factors that hinder the implementation of the safety standard guideline in the schools. Majority 16(32%) of the respondents pointed lack of adequate time for training as the major constrain. Of the respondents, 14(28%) noted that ignorance was the major hindrance to the implementation of the safety standard guidelines while 11(22%) stated that inadequate funds was the major constrain to the implementation of the safety guidelines in the schools. Moreover, minority 9(18%) of the respondents acknowledged that competing priorities had been the major constrain in the implementation of the safety standard

guidelines. Findings from this study concurs with one of Omollo and Simatwa (2010) who found out that constraints in the implementation of safety policies included inadequate funds, time, capacity, transport and coordination.

Table 4.7 Constraints to Compliance to Safety Standards

Constraints	Frequency	Percent
Lack of adequate time for training	16	32.0
Competing priorities	9	18.0
Inadequate funds	11	22.0
Ignorance	14	28.0
Total	**50**	**100.0**

In the data presented in the table 4.8, the researcher wanted to find out from the teachers of the schools that had no copies of the standards safety guidelines (2008) the reasons for the copies unavailability. Majority 11(58%) stated that the copies had not been availed to the school. 5(26%) acknowledged that the standard safety guidelines copy had been misplaced in the school while the remaining 3(16%) had no idea on the availability of the copy. The table also presented opinions of the teachers on the ways to implement the government policy on standard safety guidelines. Majority 27(54%) of the respondents proposed training of the teachers as a way of implementation while 23(56%) considered availing of the copies of the guidelines to the students as a way of implementation. The findings points out that standard safety guidelines copies and training of the teachers are

the methods to be used to implement the government policy on standard safety guidelines.

Table 4.8 Reasons on Standard Safety Guidelines Copy Unavailability and Opinion on Implementation

Parameter	Indicators	Frequency	Percentage
Reasons For Standard Safety Guideline-Copy Unavailability in School	Not Yet Availed	11	58
	The Copy Misplaced	5	26
	Have No Idea	3	16
Opinion on Implementation of the Standard Safety Guidelines	Teachers to be Trained	27	54
	Copy to be availed to students	23	46
	Total	**50**	**100**

In the data presented in the table 4.9 below, the researcher wanted to find out whether the students and the staff were fully aware of the safety standard guidelines. Majority 27(54%) of the respondents strongly agreed that the students and the staff were aware of the standard safety guidelines, 10(20%) of the respondents agreed the students and the staff were fully aware of the standard safety guidelines, 5(10%) were undecided, 5(10%) disagreed while the minority 3(6%) strongly disagreed that the students and the staff were aware of the standard safety guidelines. In addition the researcher wanted also to find out whether the standard safety guidelines were incorporated in the class lessons. Majority of the respondents strongly agreed that the standard safety guidelines were incorporated in the class lesson, 14(28%) agreed on the same while 8(16%) were undecided on if the

standard safety guidelines were incorporated in the class lesson. Moreover, 3(6%) disagreed that the standard safety guidelines were incorporated and 2(4%) strongly disagreed that the standard safety guidelines were incorporated in the class lessons. On whether the level of awareness was supported by the teaching staff, majority 23(46%) of the respondents strongly agreed, 11(22%) agreed, 5(10%) were undecided, 7(14%) disagreed while the minority 4(8%) strongly disagreed. Finally on whether awareness creation was successful and faces no major barrier, majority 21(42%) of the respondents strongly agreed, 9(18%) agreed, 6(12%) were undecided, 4(8%) disagree while 10(20%) strongly disagreed. These results concurred with the study done Kirui, 2011 in Kiambu, Kenya which found out that the teachers summoned had come across the safety standard manuals in their schools while others had not, the learners confirmed their involvement in school administration in safety programs to some extent. The teachers confirmed that they had attended safety training programs at 63% while the 7% of the learners sampled had equally attended safety programs, the teachers confirmed that they had acquired skills in first aid, fire drills, health education, drug awareness and guidance and counseling at low percentages.

Table 4.9 Level of Awareness

Parameter	Indicator	Frequency	Percentage
The students and staff are fully aware of the safety standards manual	Strongly Agree	27	54
	Agree	10	20
	Undecided	5	10
	Disagree	5	10
	Strongly Disagree	3	6

The awareness to safety standards manual is usually incorporated into class lessons	Strongly Agree	23	46
	Agree	14	28
	Undecided	8	16
	Disagree	3	6
	Strongly Disagree	2	4
The efforts to create awareness is supported by the teaching staff	Strongly Agree	23	46
	Agree	11	22
	Undecided	5	10
	Disagree	7	14
	Strongly Disagree	4	8
Awareness creation is successful and faces no major barriers	Strongly Agree	21	42
	Agree	9	18
	Undecided	6	12
	Disagree	4	8
	Strongly Disagree	10	20
	Total	**50**	**100**

In the table 4.10 below, the researcher wanted to find out the level to which the students felt safe in the school. Majority 112(56%) of the students felt safe in the school, 12(6%) felt that they were partially safe in the school while the rest 76(38%) of the students in the school felt that they were not safe.

Table 4.10 Students Safety Perception in the School

Response	Frequency	Percent
Safe	112	56.0
Partially	12	6.0
Not safe	76	38.0
Total	**200**	**100.0**

The researcher in the table 4.11 below wanted to find out the areas within the school that the students felt unsafe. It come out clearly that majority 81(41%) felt that they were not safe in the dormitories. In addition, 68(34%) felt that they were not safe in the playing grounds while the minority 50(25%) felt that their class rooms were not safe enough for them. The results concurred with the findings by Anderson, 1980 who found out that about 43% of accidental deaths among students are connected with school life. Of these accidents about 20% occur in school building, about 17% on school ground, and about 6% on the way to and from school. Another 20% of the fatal indoor accidents occur in halls and on stairs shops and laboratories account for about 18%, and other classrooms account for 14% (Anderson, 1980).

Table 4.11 Unsafe Place in the School

Unsafe place	Frequency	Percent
Class	50	25.0
Playing ground	68	34.0
Dormitories	82	41.0
Total	**200**	**100.0**

4.5 The Influence of Management Practices on School Compliance to the Ministry of Education Safety Standards Guidelines

The researcher in the table 4.12 below wanted to find out whether safety activities like firearm prohibition and visitors inspection were integrated in the normal routine of the schools. Majority 31(62%) of the respondents acknowledged that the safety activities were actually not integrated in the normal routine of the school. The minority 19(38%) however stated that the schools integrated the safety activities in the routine of the school. These data revised the study done by United States Department of Education, 2004 which found out that 90% of the schools reported zero tolerance policies for firearms. The schools also implemented a number of approaches to enhance safety and security. 90% percent of schools required visitors to sign in before entering into the school plant. 80% of the public schools had a closed schools policy that prohibited students from leaving school premises except at specified times while 6% of schools had policemen or other law enforcement personnel stationed 30 hours a week or more at the school in a typical week.

Table 4.12 Integration of safety activities into daily school routine

Response	Frequency	Percent
No	31	62.0
Yes	19	38.0
Total	**50**	**100.0**

In the data presented in the table 4.13 below, it became apparent that majority 35(70%) of the respondents acknowledged that the schools had the copy of the circulars and the documents issued by the MOEST on Health and safety in education institution.

However, the minority 15(30%) of the respondents acknowledged that the schools had no copy of the circular. The data concurred with the study by Omollo, 2010 in Kenya that found out that 26.67% out of 30 schools had fire extinguishers 66.67% of the head teachers used professionals in site selection, development and maintenance of school infrastructure, 73.33% of the schools had been inspected at least once in preceding year. Head teachers had the roles of monitoring and evaluating the school plant to ascertain safety needs, appointing safety committee members and promoting as safe zone culture as per the health and safety requirements by the MOEST.

Table 4.13 Availability of circulars and documents issued on health and safety in education institutions.

Response	Frequency	Percent
No	15	30.0
Yes	35	70.0
Total	**50**	**100.0**

In the table 4.14 below, the researcher wanted to find out the frequency at which the quality and safety officers visited the school to check on the compliance of the school to the guidelines by the ministry of education. It became clear from data presented below that majority 17(34%) of the schools were visited frequently (once per term) by the quality assurance officers. Some schools 14(28%) were rarely (yearly) visited while the other 14(28%) were very rarely (after 2 years) by the quality and safety officers. Minority 5(10%) of the schools were however visited very frequently (monthly) by the quality and safety officers. In addition, from the data presented below, training on the disaster and crisis management was done very rarely (Monthly) to the majority 26(52%) of the

respondents. 14(28%) of the respondents rarely (yearly) received training on disaster and crisis management, 5(10%) of the respondents received training frequently (termly) while the minority 4(8%) received the training very frequently (monthly). Moreover, it became apparent from the data presented that majority 29(58%) of the respondents attended a joint teachers and the support staff training on disaster management very rarely (after 2 years), 13(26%) attended the joint training rarely (yearly), 4(8%) attended the joint training frequently (termly) while 4(8%) attended it very frequently (monthly).

Invitation of resource people on disaster management was done very rarely (after 2 years) by the majority 28(56%) of the respondents, rarely (yearly) by 11(22%) of the respondents, frequently (termly) by 7(14%) of the respondents and very frequently (monthly) by 4(8%) of the respondents. Majority 20(40%) of the respondents acknowledged that inspection by the ministry of education was done rarely (yearly), 16(32%) of the respondents stated that inspection was done frequently (monthly), 9(18%) of the respondents stated that the inspection was done very rarely (after 2 years) while the minority 5(10%) of the respondents acknowledged that inspection was done very frequently (monthly).

Maintenance of the school safety infrastructure was done frequently (termly) as reported by majority 20(40%) of the respondents, rarely (yearly) as reported by 10(20%) of respondents, very rarely (after 2 years) by 11(22%) of the respondents and very frequently (monthly) by minority 1(2%) of the respondents. Majority 24(48%) of the respondents stated that briefing of the head teacher by safety committee was done very rarely (after 2 years), frequently (termly) by 14(28%) of the respondents, rarely (yearly)

by 7(14%) of the respondents while minority 5(10%) of the respondents stated that briefing was done very frequently (monthly).

Finally, majority 18(36%) of the respondents acknowledged that suggestion box was used very frequently (monthly), 14(28%) very rarely (after 2 years), 10(20%) frequently (termly) while 8(16%) stated that suggestion box was used rarely (yearly). In general, the overall frequencies were; 52(13%) Very Frequently (Monthly), 93(24%) Frequently (termly), 96(24%) Rarely (Yearly) and 154(39%) Very Rarely (After 2 Years). These result concurred with the study done by Kirui (2011) who found out that the measures that were employed by secondary school head teachers in security management were: 66% of schools had suggestion boxes, 33% of schools have crisis management policy plan, 22% organized for lectures from law enforcers in sensitizing the students on the need for maintaining security and development of disaster preparedness plan.

All the principals confirmed that the inspection visits by the quality assurance officers were rare which was in the same position held by the teachers to the fact that officers' visits to the school sampled were very rare. The findings indicate that the measures that were employed by secondary school head teachers in security management were inadequate. This is very little schools were supplied with materials and few had suggestion boxes. The Availability of Circulars and Documents on Health and Safety in Education Institutions are therefore vital and the ministry of education should make sure that all students have been supplied with Circulars and Documents Issued on Health and Safety in Education Institutions within the county and the rest of 47 counties in Kenya.

Table 4.14 Measures taken by the Management on safety

Parameter	Indicator	Frequency	Percent
Visits by quality assurance and standards officer	Very Frequently (Monthly)	5	10.0
	Frequently (Termly)	17	34.0
	Rarely (Yearly)	14	28.0
	Very Rarely (After 2 Years)	14	28.0
Disaster and Crisis Management training	Very Frequently (Monthly)	4	8.0
	Frequently (Termly)	5	10.0
	Rarely (Yearly)	14	28.0
	Very Rarely (After 2 Years)	26	52.0
All teachers and support staff attending trainings on disaster management	Very Frequently (Monthly)	4	8.0
	Frequently (Termly)	4	8.0
	Rarely (Yearly)	13	26.0
	Very Rarely (After 2 Years)	29	58.0
Invitation of Resource people like fire brigade	Very Frequently (Monthly)	4	8.0
	Frequently (Termly)	7	14.0
	Rarely (Yearly)	11	22.0
	Very Rarely (After 2 Years)	28	56.0
Inspection by the	Very Frequently (Monthly)	5	10.0

Ministry of Education	Frequently (Termly)	16	32.0
	Rarely (Yearly)	20	40.0
	Very Rarely (After 2 Years)	9	18.0
Maintenance and repair of the school infrastructure	Very Frequently (Monthly)	1	18.0
	Frequently (Termly)	20	40.0
	Rarely (Yearly)	10	20.0
	Very Rarely (After 2 Years)	11	22.0
Briefing of the head teacher by the safety committee	Very Frequently (Monthly)	5	10.0
	Frequently (Termly)	14	28.0
	Rarely (Yearly)	7	14.0
	Very Rarely (After 2 Years)	24	48.0
Use of suggestion box	Very Frequently (Monthly)	18	36.0
	Frequently (Termly)	10	20.0
	Rarely (Yearly)	8	16.0
	Very Rarely (After 2 Years)	14	28.0
Overall Frequencies	Very Frequently (Monthly)	52	13.0%
	Frequently (Termly)	93	24.0%
	Rarely (Yearly)	96	24.0%
	Very Rarely (After 2	154	39.0%

Years)

In the data presented in the table 4.15 below, the researcher wanted to find out feelings of the students on their communication with their teachers and principals with regard to safety. Majority 98(49%) of the respondents communicate freely, 52(26%) communicated rarely while 50(25%) had no communication at all with their teachers and principals.

Table 4.15 Communication of the student with teachers and principals regarding safety

Response	Frequency	Percent
Freely	98	49.0
Rarely	52	26.0
No communication	50	25.0
Total	**200**	**100.0**

In the table 4.16 below, it became apparent that majority 95(47%) of the respondents did communicate through suggestion boxes, 84(42%) of the respondents communicated matters on their safety through face to face while the rest 21(11%) communicated through mobile phones. These results went hand in hand with the research done Kirui, 2011 that found out that 66% of schools had suggestion boxes that they used as a means of communication between the students and the teachers and principals. These results show that communication regarding safety is done through suggestion boxes and safety through face to face in the secondary schools. Communication through mobile phones received a low response because most school do not allow students to stay with their

phones. Therefore the school management and the ministry should embark on these two methods.

Table 4.16 Methods of communication with the teacher and principals

Method	Frequency	Percent
Suggestion boxes	95	47.0
Face to face	84	42.0
Mobile phones	21	11.0
Total	**200**	**100.0**

The researcher wanted to find out from the students whether the learning environment was healthy, safe and orderly. Majority 113(56%) of the respondents acknowledged that the environment was not actually healthy, safe and orderly while the minority 87(44%) stated that the environment was healthy, safe and orderly. These findings concluded that the learning environment was unhealthy, safe and orderly.

Table 4.17 Learning environment as healthy, safe and orderly

Response	Frequency	Percent
Agreed	87	43.5
Disaagreed	113	56.5
Total	**200**	**100.0**

4.6 The influence of schools culture on compliance

The third objective was to explore the influence of schools culture on schools compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County. It's for this reason that the Researcher wanted to further sort opinion of members of the school community felt safe, comfortable and accepted within the school

environment. In the table 4.18 below, majority, 23(46%) of the teachers strongly agreed that all members of the school community felt safe, comfortable and accepted, 13(26%) agreed on the same, 8(16%) of the respondents disagreed while the minority 6(12%) of the respondents strongly disagreed on the same. The findings conclude that most of the members of the school community felt safe, comfortable and accepted in the secondary school they visit.

Table 4.18 Opinion of teachers on whether members of the school community feel safe

Response	Frequency	Percent
Strongly Agree	23	46.0
Agree	13	26.0
Disagree	8	16.0
Strongly Disagree	6	12.0
Total	**50**	**100.0**

The data presented in the table 4.19 below demonstrated that the majority 28(56%) of teacher strongly agreed that the learning environment was healthy, safe and orderly. In addition, another proportion 8(16%) of the respondents agreed that the learning environment was healthy, safe and orderly while another 8(16%) disagreed. The minority 6(12%) strongly disagreed that the learning environment was healthy, safe and orderly.

From the finding of this study it can be seen that though majority of the teachers indicated that the learning environment was healthy, safe and orderly, it not true to other schools because the other teachers said that the learning environment was unhealthy, unsafe and not orderly. The majority of the students indicated that the learning environment was unhealthy, unsafe and not orderly and this opinion was also brought out

by some teachers. This point out clearly that the learning environment was un healthy, not safe not orderly, and therefore the school management should make sure these the learning environment are healthy, safe and orderly. This can be done through providing CCTV cameras, employing trained more security guards and take those already there for training and seminars.

Table 4.19 The learning environment is healthy, safe and orderly.

Response	Frequency	Percent
Strongly Agree	28	56.0
Agree	8	16.0
Disagree	8	16.0
Strongly Disagree	6	12.0
Total	**50**	**100.0**

The findings presented in the table 4.20 below shows that majority 30(60%) of the respondents strongly agreed that the school atmosphere is positive, friendly and welcoming. In addition, another 7(14%) of the respondents agreed that the school atmosphere is positive, friendly and welcoming while the same proportion 7(14%) disagreed that the school atmosphere is positive, friendly and welcoming. The minority 6(12%) of the respondents strongly disagreed that the school atmosphere is positive, friendly and welcoming. The findings shows that school atmosphere, friendliness and hospitability help both learners and teachers feel secured when are within the school compound. There is the duty of the ministry of education to develop policies promoting school security. Also the school management should make sure that school safety is important and once these security measures have been taken, school atmosphere will be friendly and conducive for learning.

Table 4.20 Whether school atmosphere is positive, friendly and welcoming

Response	Frequency	Percent
Strongly Agree	30	60.0
Agree	7	14.0
Disagree	7	14.0
Strongly Disagree	6	12.0
Total	**50**	**100.0**

The researcher also wanted to find out how teachers felt on the morale among students and staff. Majority 18(36%) of the teachers strongly agreed that the morale among students and staff was high, 11(22%) disagreed that the morale among students and staff was high while 10(20%) of the respondents agreed that the morale among students and staff was high. The minority of the respondents on the other hand strongly disagreed that the morale among students and staff was high.

Table 4.21 morale among students and staff

Response	Frequency	Percent
Strongly Agree	18	36.0
Agree	10	20.0
Disagree	11	22.0
Strongly Disagree	10	20.0
Total	**50**	**100.0**

The data presented in the table 4.22 below demonstrate that most 22(44%) of the respondents strongly agreed that teachers, students and parents felt that the environment was favorable for learning. On contrary, 11(22%) of the respondents strongly disagreed that teachers, students and parents felt that the environment was favorable for learning while 10(20%) agreed on the same. The minority 7(14%) of the respondents disagreed

that teachers, students and parents felt that the environment was favorable for learning. The findings of the study showed that the community in general indicated that teachers, students and parents felt that the environment was favorable for learning.

Table 4.22 Teachers, students and parents feelings on the environment being favorable for learning

Response	Frequency	Percent
Strongly Agree	22	44.0
Agree	10	20.0
Disagree	7	14.0
Strongly Disagree	11	22.0
Total	**50**	**100.0**

Data presented in the table 4.23 below shows that the majority 18(36%) of the respondents strongly agreed that diversity was acknowledged, accepted and respected in their school community. In addition, 8(18%) of the respondents agreed that diversity was acknowledged, accepted and respected while 9(18%) disagreed on the same. 14(28%) of the respondents strongly disagreed that diversity was acknowledged, accepted and respected in the schools community. The findings showed that diversity in terms of students, teachers and other staff are accepted and their effort on security is highly recognized.

Table 4.23 Diversity is acknowledged, accepted and respected.

Response	Frequency	Percent
Strongly Agree	18	36.0
Agree	9	18.0
Disagree	9	18.0
Strongly Disagree	14	28.0
Total	**50**	**100.0**

The researcher wanted to find out whether there was a high expectation on effective security for all the students in the school. Majority 20(40%) of the teachers strongly agreed that there was a high expectation of the students in the school. On contrary, 14(28%) of the respondents strongly disagreed that there was a high expectation of the students in the school while 11(22%) agreed that there was a high expectation. The minority 5(10%) however disagreed that there was a high expectation of the students in the school. The findings showed that every person expects the security in learning institution to be high. This promotes learning and therefore school management should be embracing this all the time.

Table 4.24 Expectations for students

Response	Frequency	Percent
Strongly Agree	20	40.0
Agree	11	22.0
Disagree	5	10.0
Strongly Disagree	14	28.0
Total	**50**	**100.0**

The data presented in the table 4.25 represents the degree to which the respondents agreed on whether the expectations for students' behavior were clear and effectively communicated. Majority 29(58%) of the respondents strongly agreed that the expectations for students' behavior were clear and effectively communicated while 8(16%) disagreed. 7(14%) of the respondents agreed that the expectations for students' behavior were clear and effectively communicated and the minority 6(12%) of the respondents strongly disagreed on the same. The obtained information indicated that

expectations for students' behavior are made clear and effectively communicated. This is because security matters are sensitive matters and therefore information must be passed and communicated well.

Table 4.25 Expectations for students' behavior is clear and effectively communicated

Response	Frequency	Percent
Strongly Agree	29	58.0
Agree	7	14.0
Disagree	8	16.0
Strongly Disagree	6	12.0
Total	**50**	**100.0**

In the table 4.26 below, majority 19(38%) of the respondents strongly agreed that teachers did receive recognition for their contribution to the students and school programs. 16(32%) of the respondents agreed while 6(12%) disagreed that teachers did receive recognition for their contribution to the students and school programs. Furthermore, 9(18%) strongly disagreed on the same. teachers did receive recognition for their contribution to the students and school programs.

The finding shows that teachers receive recognition for their contribution to the students and school programs on security. This means that all teachers have valued security in learning institutions and therefore students and stakeholders have realized that.

Table 4.26 Teachers' recognition for their contribution to the students and school programs

Response	Frequency	Percent
Strongly Agree	19	38.0
Agree	16	32.0
Disagree	6	12.0
Strongly Disagree	9	18.0
Total	**50**	**100.0**

The information presented in the table 4.27 presents the extent to which the respondents agreed on the value of teamwork recognition and responsibility sharing. Majority 23(46%) of the respondents strongly agreed that teamwork value was recognized and responsibilities shared. 10(20%) agreed while 9(19%) strongly disagreed. Minority 2(4%) disagreed that teamwork value was recognized and responsibilities shared. The findings indicated that teamwork recognition and responsibility sharing are valued and well-practiced. Team work promotes insemination on security where it shows the importance of having a network or working with more than one department.

Table 4.27 The value of teamwork is recognized and responsibilities are shared.

Response	Frequency	Percent
Strongly Agree	23	46.0
Agree	10	20.0
Disagree	2	16.0
Strongly Disagree	9	18.0
Total	**50**	**100.0**

In the table 4.28 below, the researcher wanted to find out relationships and interactions between student, and between students and teachers if they were positive and characterized by mutual respect. Majority 28(56%) of the respondents strongly agreed

that the relationship and interactions among students and between the students and teachers were positive and characterized by mutual respect. On contrary, 9(18%) of the respondents strongly disagreed. 7(14%) of the respondents agreed while 6(12%) disagreed that the relationship and interactions among students and between the students and teachers were positive and characterized by mutual respect. The findings showed that the relationships and interactions among students and between the students and teachers were positive and characterized by mutual respect, where students observed high respect among them and between them and teachers.

Table 4.28 Teachers opinion whether relationships and interactions in school are positive and with mutual respect

Response	Frequency	Percent
Strongly Agree	28	56.0
Agree	7	14.0
Disagree	6	12.0
Strongly Disagree	9	18.0
Total	**50**	**100.0**

Majority 24(48%) of the respondents in the table 4.29 below strongly agreed that community involvement in school activities was welcomed. 9(18%) of the respondents agreed while another 9(18%) disagreed that community involvement in school activities was welcomed. The minority 8(16%) strongly disagreed. These results were in agreement with the study on the journal Positive Learning Environments in Schools, 2000 which stated that school-community relations focus on how school learners and staff are viewed and treated by members of communities within which schools are located and vice versa. It also stated a positive relationship between the communities and the schools.

Table 4.29 Community Involvement in School Activities is welcomed.

Response	Frequency	Percent
Strongly Agree	24	48.0
Agree	9	18.0
Disagree	9	18.0
Strongly Disagree	8	16.0
Total	**50**	**100.0**

In the table 4.30 below, the researcher wanted to find out if the students felt comfortable and appreciated in the school. Majority 132(66%) of the respondents acknowledged that they felt comfortable and appreciated, 42(21%) were not sure if they felt the same while the minority 26(13%) of the respondents did not feel comfortable and appreciated in the school.

Table 4.30 Comfort and Appreciation of Student in the School

Response	Frequency	Percent
Yes	132	66.0
No	26	13.0
Not Sure	42	21.0
Total	**200**	**100.0**

4.7 The Influence of School Resources

The fourth objective was to examine the influence of schools resources on schools compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County. An article was incorporated in the questionnaire to find out whether the schools had the title deeds of the land on which they are built on. Majority

37(74%) of the respondents acknowledged that their school had the title deeds while 13(26%) did not have. In most cases title deeds are related to land security. It has been noted in most areas in Kenya that land clashes happen because both parties are claiming that the land where structures are build or they do economic activities belong to them. As a result of no regal owner that no title deeds it may results to clashes which can result to insecurity of schools around those places.

Table 4.31 Ownership of Title Deeds by the Schools

Response	Frequency	Percentage
Yes	37	74.0
No	13	26.0
Total	**50**	**100.0**

The researcher wanted to find out in the data presented in the table 4.32 below the influence that the school resources had on the compliance to the standard safety guidelines. 21(42%) of the respondents agreed that the school physical infrastructure are constructed and occupied in consultation with approval of Ministry of Public Health. 12(24%) of the respondents strongly agreed while 4(8%) were undecided on the same. Minority 3(6%) however strongly disagreed that the school physical infrastructure are constructed and occupied in consultation with approval of Ministry of Public Health. Concerning the fencing of the school to deter unauthorized entry into the compound with only one entry point manned by security guards, majority 29(58%) of the respondents strongly agreed, 12(24%) agreed, 5(10%) disagreed, 3(6%) strongly disagreed while the

minority 1(2%) were undecided. In addition, 21(42%) of the respondents strongly disagreed that all visitors were screened before entry into the school compound while 13(26%) disagreed. However, 8(16%) of the respondents agreed that all visitors were screened before entry into the school compound and 5(10%) strongly agreed. The minority 3(6%) of the respondent were undecided. On whether the school had adequate lighting, 25(50%) of the respondents agreed that lighting was adequate while 9(18%) strongly agreed on the same. 7(14%) disagreed, 6(12%) were undecided while 3(6%) strongly disagreed that lighting was adequate. In addition, majority 26(52%) of the respondents strongly agreed that all the doorways in the school opened outwards and are not bolted from outside. 11(22%) of the respondents agreed while 3(6%) were undecided on whether all the doorways in the school opened outwards. 6(12%) disagreed while the minority 4(8%) strongly disagreed that all the doorways in the school opened outwards. The findings indicate that school resources has influenced security where by the school should have or should be generating allot of money to build well the structures like fences, dormitories, installing electrical fence, buying metal detectors for the guards, employ trained experienced and educated security personnel who will help in security management.

Moreover, the researcher wanted to find out whether the windows in the school were without grills and had no wire mesh. Majority 21(42%) of the respondents strongly agreed, 10(20%) agreed, 11(22%) disagreed, 6(12%) were undecided and the minority 2(4%) strongly disagreed. Finally, it became apparent from the data presented in the table below that majority 17(34%) of the respondents agreed that the schools had constituted a strong and effective security committee, 12(24%) disagreed, 8(16%) were undecided,

8(16%) strongly disagreed while the minority 5(10%) strongly agreed. The findings conclude that grill but no wire mesh are used as measure to increase security by preventing item loss.

Table 4.32 Opinion on whether school resource had influence on the compliance to the standard safety guidelines

Parameter	Indicator	Frequency	Percent
The school physical infrastructure are constructed and occupied in consultation with approval of Ministry of Public Health	Strongly Agree	12	24.0
	Agree	21	42.0
	Undecided	4	8.0
	Disagree	10	20.
	Strongly Disagree	3	6.0
The school is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards	Strongly Agree	29	58.0
	Agree	12	24.0
	Undecided	1	2.0
	Disagree	5	10.0
	Strongly Disagree	3	6.0
All visitors are screened before entry into the compound	Strongly Agree	5	10.0
	Agree	8	16.0
	Undecided	3	6.0
	Disagree	13	26.0
	Strongly Disagree	21	42.0
There is adequate lighting in the school	Strongly Agree	9	18.0

	Agree	25	50.0
	Undecided	6	12.0
	Disagree	7	14.
	Strongly Disagree	3	6.0
	Strongly Agree	26	52.0
All doorways in the school open outwards and are not bolted from outside.	Agree	11	22.0
	Undecided	3	6.0
	Disagree	6	12.0
	Strongly Disagree	4	8.0
Windows in the school are without grills and wire mesh.	Strongly Agree	21	42.0
	Agree	10	20.0
	Undecided	6	12.0
	Disagree	11	22.0
	Strongly Disagree	2	4.0
The school has constituted a strong and effective security committees	Strongly Agree	5	10.0
	Agree	17	34.0
	Undecided	8	16.0
	Disagree	12	24.0
	Strongly Disagree	8	16.0
	Total	**50**	**100.0**

4.8 Qualitative Analysis

The study sought to determine what most teachers and students think about the government policy of safety standards and guidelines. Most of them agreed that the standards and guidelines are good but their implementation has been a challenge due to various reasons. Some of these reasons include lack of proper training and enough reliable personnel and resources to implement and oversee them. They also credited the poor implementation of these measures to lack of good and strict supervision from government and lack of proper awareness on the importance of implementing these safety standards and guidelines. This agrees with the findings of the quantitative analysis done through the questionnaires.

Table 4.33 School structures

Structures	Number of schools complying	Percent
Proper demarcation	8	53.3
Well maintained and clean desks and chairs	9	60.0
Size of the classrooms in terms of length and width is as specified in the MOE building specialists	9	60.0
Corridors are both well ventilated and lit	9	60.0
Space between beds is at least 1.2 metres while corridor or pathway is at least 2 metres	6	40.0
All door ways are wide enough at least 5 feet wide and are open outwards	9	60.0
Dormitory windows are without grills and are easy to open outwards	7	46.7
School registers and other professional documents are kept updated and easily accessible	8	53.3

An accurate roll call is taken every day and records well maintained	9	60.0

From the observed structures, most of them were complying. Eight (53.3%) schools were properly had proper demarcation. Nine schools were well maintained and clean desks and chairs. Size of the classrooms in terms of length and width is as specified in the MOE building specialists, this was stated by 9 (60.0%) of schools. Schools corridors were both well ventilated and lit, this was stated by 9 (60.0%) of the schools. Spacing between beds is at least 1.2 metres while corridor or pathway is at least 2 metres. This was mentioned by 6(40.0%). All door ways are wide enough at least 5 feet wide and are open outwards as stated by 9(60.0%). Dormitory windows are without grills and are easy to open outwards as said by 7(46.7%). School registers and other professional documents are kept updated and easily accessible as found in 8(53.3%).

4.9 Status of school structures

Evaluation of different school structures availability and level of maintenance among them; toilets, classrooms and dormitories was sought and results shown in pie charts below.

Table 4.34 Availability of school structures

Structures	Number of structures available and in conditions	Percent
Classrooms	9	60.0
Dormitories	7	46.7
Clearly demarcated school grounds	8	53.5
Toilets	9	60.0
Offices	10	66.7

Most of school structures were available and well maintained. Nine schools had enough classrooms. Schools with sufficient dormitories were 7(46.7%). Clearly demarcated

school grounds were found in 8(53.3%) schools. At least nine schools had toilets and ten schools had offices available. This is an indication of improvement in schools in terms of structures.

4.10 Spacing of school structures

Spacing was found to be an important aspect in the manual. The study therefore through the quality assurance officers sought to find out the adherence to spacing as specified by the manual. The results are shown in the composite bar chart below.

Table 4.35 Spacing of school structures

	Spaced	Not spaced	Moderate
Classrooms	9(60.0%)	4(26.7%)	2(13.3%)
Play ground	9(60.0%)	4(26.7%)	2(13.3%)
Corridors	10(66.7%)	3(60.0%)	2(13.3%)
Dormitories	8(60.0%)	6(60.0%)	1(60.0%)
Offices	12(80.0%)	0(0.0%)	3(20.0%)
Fence distance	11(73.3%)	2(13.3%)	2(6.7%)

From the findings, offices were most spaced 12(80.0%), fences of schools were also well spaced with at least 11(73.3%) schools. Corridor of schools were also well spaced with 10(66.7%) schools. Only dormitories were not spaced with that found in 6 (40.0) of schools.

4.11 Operational items

The study sought to establish the operational items adherence in the schools. These included; desks , beds , records and school registers. The findings are shown in the pie Table below.

Table 4.36 Operational items availability in schools

Item	Availability
Desks	9(60.0%)
Beds	5(33.3%)
School registers	8(60.0%)
Records	7(46.7%)

From the results nine schools out of fifteen had enough desks. This was proportional to 31% as compared to other schools. Eight schools had updated school registers which were well kept; at least 5 schools had no enough beds which meant students had to share the beds which is contrally to the stipulated regulations. Only seven schools had kept the updated records. This exposed the lapses in implementation of safety standards and quidelines in public secondary schools in kitui central sub county kitui county hence thereis need for policy makers to follow up full implementation of these guidelines and ensure that they are adhered to.

4.12 Hypothesis Testing

The first hypothesis stated follows:

$Ho_{1.}$ There is no relationship between school management practices and compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County.

The first hypothesis sought to establish whether there is a significant relationship between school management practices and compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County. A bi-variate analysis was done and Pearson correlation coefficient computed and tested at 5%

significant level. The results obtained in the table below indicates that there is a very weak association (r= .686) between school management practices and compliance to the Ministry of Education safety standards guidelines. However the relationship was found to be statistically significant at 5% level (p= .001 than?? 0.05).

To determine the influence of school management practices and compliance to the Ministry of Education safety standards guidelines, a coefficient of determination (r^2. =0.471) indicates variations in school management practices and can be attributed to compliance to the Ministry of Education safety standards guidelines while holding other factors constant.

Table 4.37 Relationship between School Management Practices and Compliance to the Ministry of Education Safety Standards Guidelines

Pearson Correlation Sig. (2-tailed)	r equal to 0.686
	P value is equal to 0.001
Correlation is significant at the 0.01 level (2-tailed).	r^2 is equal to 0.471

The second hypothesis stated as follows;

$Ho_{2.}$ There is no relationship between schools culture and compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County.

The second hypothesis sought to establish whether there is a significant relationship between schools culture and compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County. A bi-variate analysis was done and Pearson correlation coefficient computed and tested at 5% significant level. The results obtained in above indicates that there is a very weak association (r= .839) between schools culture and compliance to the Ministry of Education safety standards guidelines. However the relationship was found to be statistically significant at 5% level (p= .000 < 0.05).

To determine the influence of schools culture on compliance to the Ministry of Education safety standards guidelines, a coefficient of determination (r2. =0.704) indicates that variations in schools culture and compliance to the Ministry of Education safety standards guidelines while holding other factors constant.

Table 4.38 Relationship between schools culture and compliance to the ministry of education safety standards guidelines

Pearson Correlation Sig. (2-tailed)	r equal to 0.839
	P value equal to 0.000
	r^2 equal to 0.704

$Ho_{3.}$ There is no relationship between school resources and compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County

The third hypothesis sought to establish whether there is a significant relationship between school resources and compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County. A bi-variate analysis was done and Pearson correlation coefficient computed and tested at 5% significant level.

The results obtained in above indicates that there is a very weak association (r= .470) between school resources and compliance to the Ministry of Education safety standards guidelines. That is profit before tax. However the relationship was found to be statistically significant at 5% level (p= .042 < 0.05)

To determine the influence of school resources and compliance to the Ministry of Education safety standards guidelines, a coefficient of determination (r^2. =0.221) indicates that variations in school resources and compliance to the Ministry of Education safety standards guidelines while holding other factors constant.

Table 4.39 Relationship between School Resources and Compliance to the Ministry of Education Safety Standards Guidelines

Pearson Correlation Sig. (2-tailed)	r equal is to 0.470
	P value is equal to 0.042
	r^2 is equal to 0.221

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the summary of research findings, the conclusions drawn and the recommendations arising out of this study of factors influencing schools compliance to safety standards guidelines in public secondary schools in Kitui Central Sub County, Kitui County.

5.1 Summary of findings

Objective One of the study stated that to determine the extent of safety awareness on school compliance to Ministry of Education safety standards guidelines in public secondary schools in Kitui Central Sub County, Kitui County.Majority of the teachers acknowledged that the copies of the safety manuals were available in their school. The guidelines provided by this standard safety guideline had been implemented in the majority of the schools. However, some schools despite having a copy of the standard safety guidelines had partially implemented it in their schools. There were various factors that hindered the schools from implementing the standard safety guideline. The major barrier aired by majority of the respondents was inadequate time for training. There existed other barriers such as ignorance, inadequate funding and competing priorities. Regarding the schools that had no copies of the standard safety guidelines, majority of the respondents acknowledged that the copies had never been availed to the school while other stated that the copies had been misplaced. Others however had no idea on the

availability of the copies. Training of the teachers was a method preferred by most respondents as a way of implementing the standard safety guidelines. Availing the copies to the students was also another preferred method of implementation. Moreover, majority of the respondents strongly agreed that the students and the staff in the schools were fully aware of the standard safety guidelines. In addition, they also strongly agreed that the standard safety guidelines were usually incorporated in class to enhance the understanding of the students. Efforts to create awareness were supported by teaching staff and most of the respondents strongly agreed that awareness creation was successful and faced no major barriers. On the student safety perception, majority of the students felt safe in the school. However, dormitories are places where the students felt that they were not safe.

The second objective of the study was to investigate the influence of management practices on school compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County. it was found out that safety activities such as visitors' inspection and fire arm prohibition were not carried out by majority of the schools. Most of the schools had a copy of MOEST circulars on Health and Safety in Education Institution. Visits to the schools by quality assurance and standard officers were done frequently, that is on termly basis. Training of the staff on disaster and crisis management was carried out very rarely (after 2 years) in majority of the schools. All teachers and support staff attended training on disaster management after 2 years while resource people such as fire brigade were invited after every 2 years. Inspection by ministry of education quality assurance officers was done every year while maintenance of school infrastructure was carried out on termly basis. Safety committee briefed the

head teacher after every two years while communications from the students were received through suggestion boxes on monthly basis. It also became clear that communication between students and teachers and principals was happening freely and the method of communication between the being through suggestion boxes as the most preferred method. Others were face to face communication and through the use of mobile phones.

The third objective of the study was to explore the influence of schools culture on schools compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub County, Kitui County. It was also found out that the member of the school community felt that they were safe and the learning environment was healthy, safe and orderly. In addition, the school atmosphere was found to be positive, friendly and welcoming. The morale among the students and the staff was found to be high and the values of teamwork were recognized and responsibilities were shared in the school. Moreover, it was also found out that the teacher, students and parents felt that the environment was favorable for learning. Diversity was acknowledged, accepted and respected while there was high expectation for all the students. Teacher received recognition for their contribution to the students and the school programs. Majority of the respondents felt that relationship and interaction in school are positive with mutual respect. Finally it became apparent the community involvement in the school activities was welcomed.

Finally, the fourth objective was to examine the influence of schools resources on schools compliance to the Ministry of Education safety standards guidelines in Kitui Central Sub

County, Kitui County regarding the facilities in the school, it was found out that physical infrastructure that are built on the school are constructed and occupied in accordance to the regulation by the ministry of public health. Also, the school compound was found to be well fenced so as to deter unauthorized entry with only one gate that is being manned by security personnel. On contrary however, it was found out that most of the visitors were not screened before being allowed into the school compound. Majority of the respondents acknowledged that the schools were well lit and all the doors in the school unbolted and opened outwards with windows having no grills or wire mesh. Moreover, most of the respondents agreed that most of the schools had constituted a strong and effective security committee.

In addition, Schools were well maintained and clean desks and chairs were available. The sizes of the classrooms in terms of length and width is as specified in the MOE building specialists,. Schools corridors were both well ventilated and lit, this was stated by 60.0% of schools. Spacing between beds is at least 1.2 metres while corridor or pathway is at least 2 metres. Dormitory windows are without grills and are easy to open outwards as found in 46.7%. School registers and other professional documents are kept updated and easily accessible.

Most of school structures were available and well maintained. Clear demarcation of school grounds was found in 53.3% schools. Offices were most spaced, fences of schools were also well spaced with at least 73.3% schools. Corridor of schools were also well

spaced with 66.7% schools. Operational items like; registers, beds, desks and schools records were found averagely available in the schools.

5.2 Conclusion of the study

The study concludes that copies of the standard safety guidelines from the ministry of education are not available in all the schools. Even in some cases where the guidelines are available, they have not been fully implemented due to various reasons. The stated reason that hinder full implementation of the guideline included inadequate time for training of students and the staff on the guidelines, inadequate funding, ignorance and competing priorities. Training of teachers on the guidelines was found to be the best method to ensure that the guidelines are implemented. Availing of the copies to various outlets where they can be accessed easily by the students was also another way of ensuring that the guidelines are implemented. Some schools incorporated the guidelines in class work to ensure that the students were taught well on the standard safety guidelines. Awareness creation was fully supported by the teaching staff and as a result most of the students felt safe within the school. Dormitories however were regarded by the students as the place in the school they felt less secure.

Secondly, the study concludes that the school authority should ensure that safety activities like visitors' inspection and fire arm prohibition that were not done in many schools. Circulars of MOEST Health and Safety in Education institution were available in most schools and also visits by quality assurance inspectors from ministry of education was carried out on termly basis. Moreover, training of the staff on disaster and crisis management was done after every two years and so is also the joint training of all the

staff on disaster management. Maintenance and repair of schools' infrastructure was done on a termly basis while the briefing of the head teacher by the safety committee was done after every 2 years. There was open communication between the students and the teacher and the principals. The most used method of communication was the use of suggestion boxes.

Thirdly, the study concludes that all the members of the school community felt safe and the school environment was found to be healthy, safe and orderly. The environment of the schools was considered positive, friendly and welcoming. The performance of the students and the staff was found to be high while teamwork in the school was being encouraged with different members given responsibilities to perform. The school environments were found to be favorable and conducive for learning by the students, staff and the parents. Diversity was acknowledged, accepted and respected with all students having a lot of expectations. Teaching staff were recognized for their contribution to both the students and the school programs. The relationships and interactions in schools were positive with mutual respect for one another. Surrounding community was also involved in the schools' activities.

Finally, the researcher concluded that structures in most schools were built and occupied in accordance to the ministry of public health regulation. The schools were also fenced to deter unauthorized entry in schools' compounds with one entry point that were manned by security personnel. Visitors to the schools were however not screened before they were allowed into the school compound. Schools were well lit and the hall and classes

constructed in such a manner so as the doors opened outwards with windows having no grills and wire mesh. Schools also had formed effective security committee.

5.3 Recommendations

Based on the findings made in the course of this study, the following recommendations are hereby suggested:

The government through the Ministry of Education should ensure that Standard Safety Guidelines are availed to all schools and the schools be allocated sufficient funds to be able to implement the guidelines.

The school management should ensure that all the visitors entering the school should be thoroughly screened before they are allowed in. This can be done by use of hand-held metal detectors.

The schools should have a strong and effective safety and security committee to oversee the security issues within the schools. The committee should be able to brief the principals at a higher frequency such as after every two weeks so as to ensure that all measures are followed up quickly.

5.4 Recommendations for Further Studies

This study has explored the factors influencing school compliance to safety standards guidelines in public secondary schools in Kitui Central Sub County, Kitui County. There is need to carry out research on challenges faced during implementation in Kitui Central Sub County, Kitui County. The study focused public secondary schools in Kitui Central Sub County, Kitui County thus the same study should be done in other schools in Kitui County and the rest of the 47 counties in Kenya to enable generalization of results.

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APPENDICES

Appendix I: Letter of introduction

Roselyne M. Muthiani,

South Eastern Kenya University,

Kitui.

The Head Teacher,

Dear Sir/ Madam,

RE: RESEARCH IN YOUR SCHOOL

I am a master of Education student of South Eastern Kenya University currently carrying out a research on factors influencing compliance to ministry of Education's safety standards' guidelines in Kitui central sub-county, Kitui County, Kenya.

Your school has been selected to take part in the study. I would like to request for your permission and support to fill the study questionnaire.

The information you give will be treated with utmost confidentiality and will be strictly for the purpose of the study

Thank you

Yours faithfully

Roselyne M. Muthiani

E55/KIT/20132/2012

Appendix II: Letter of introduction from the department

SOUTH EASTERN KENYA UNIVERSITY

OFFICE OF THE DIRECTOR

BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
KITUI, KENYA
Email: info@seku.ac.ke

TEL: 020-2413859 (KITUI)
:020-2531395 (NAIROBI)
Email: bps@seku.ac.ke

Our Ref: E55/KIT/20132/2012

Date: Monday, February 15, 2016

Muthiani M. Roselyne
Reg. No. E55/KIT/20132/2012
C/O Dean, School of Education

Dear Muthiani,

RE: PERMISSION TO COLLECT DATA

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document entitled, ***"Factors influencing schools compliance to safety standards guidelines in public Secondary schools in Kitui Central Sub-county, Kitui County".*** Following a successful presentation of your Master Proposal, the School of Education in conjunction with the Directorate, Board of Post graduate Studies (BPS) have approved that you proceed on and carry out your research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. David Mulwa and Dr. Redempta Maithya. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report ***(SEKU/ARSA/BPS/F-02)*** which can be downloaded from the University Website.
The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your Master of Education in Educational Administration and Planning.

Prof. Cornelius Wanjala
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs
Dean, School of Education
Chairman, Department of Educational Administration and Planning
Dr. David Mulwa (Dept. Educational Management & Curriculum Development)
Dr. Redempta Maithya (Dept. Educational Administration & Planning)
Director, Kitui
BPS Office -To file

CW/mk

Appendix III: Head teachers interview guide

1) What is your highest academic qualification?
2) How long have you been a school head in your current station? What are some of the constraints you face in implementing the safety standards guidelines?
3) What procedures to you have to respond to hazards?
4) How often do you conduct drills and is the feedback communicated to the school community as a whole?
5) What is the percentage of enrolment rate, dropout rate and completion rate of students in your school?
6) In your own opinion does the schools safety influence enrollment, retention and completion rates in your school?
7) What school safety activities does your school do most?
8) What measures does the school have with regard to prevention of disasters, intervention, response and recovery plans?
9) How do you integrate safety lessons in the curriculum?
10) How often are students and staff trained about safety?

11) Is there an effective Safety committee in charge of school safety?

12) What mode of communication is mostly used by the students to communicate to you?

13) How often are school grounds and recreational areas inspected?

Appendix IV: teachers questionnaire

The author is student at South Eastern Kenya University Master of Education (MED). The purpose of this questionnaire will be to gather data on factors influencing compliance to ministry of education's safety standards' guidelines in Kitui central sub-county, Kitui county Kenya.

Do not write your name or the name of your school. The information you give will be used by the researcher to accomplish her academic goal. Please note that the information you will give will be treated with utmost confidentiality and will be strictly for the purpose of this study.

Thank you for accepting to participate in filling the questionnaires

PART A: BACKGROUND INFORMATION

1. What is your highest academic qualification?
    a) Diploma in Education ( )
    b) BED ( )
    c) BA/ BSC/ PGDE ( )
    d) MED ( )

    Others (specify)

    ……

    ……

    ……

    ……

    ……

2. For how long have you been head teacher/ teacher?

   i) 1-5 years ( )

   ii) 6-10 years ( )

   iii) 11-15 years ( )

   iv) 16-20 years ( )

   v) 20 years and above ( )

PART B: THE EXTENT OF SAFETY AWARENESS ON SCHOOL COMPLIANCE TO MINISTRY OF EDUCATION SAFETY STANDARDS GUIDELINES

3. a) Does the school have a copy of safety standards manual (2008) for school in Kenya?

   i) Yes ( )

   ii) No ( )

   b) If the answer for the question 6 (a) is yes, state in your own opinion how it has been implemented.

   i) Partially implemented ( )

   ii) Fully implemented ( )

   c) If the answers to question 3 (a) is no, give your reasons as to why the school does not have a copy of the manual

   ……

   ……

   …….

   e) What is your opinion on the implementation of the government policy of safety standards and guidelines?

   ……

   ……

4. a) The following are possible constraints to compliance to safety standards and guidelines put a tick (✓) where appropriate

   i) Lack of adequate time for training ( )

   ii) Competing priorities ( )

   iii) Inadequate funds ( )

   iv) Ignorance ( )

5. Using the key provided, please indicate how true the following statements are.

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree

	Awareness of Safety standards Manual	SA	A	U	D	SD
(i)	The students and staff are fully aware of the safety standards manual					
(ii)	The awareness to safety standards manual is usually incorporated into class lessons					
(iii)	The efforts to create awareness is supported by the teaching staff					
(iv)	Awareness creation is successful and faces no major barriers					

PART C: THE INFLUENCE OF MANAGEMENT PRACTICES ON SCHOOL COMPLIANCE TO THE MINISTRY OF EDUCATION SAFETY STANDARDS GUIDELINES

6. Does the school integrate safety activities into daily school routine?

   i) Yes ( )

   ii) No ( )

7. Does your school have the following circulars and documents issued by the MOEST Circular No. 9/1/1969 of 10th April, 2001. Health safety standards in Educational institutions (Republic of Kenya, 2008)

   i) Yes ( )

   ii) No ( )

8. Please indicate how often the following safety services are offered in your school using the key provided:

   KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree

	Safety practices	SA	A	U	D	SD
i)	Quality assurance and standards officers visit the school very often.					
ii)	Trainings on disaster management are frequently held.					
iii)	All teachers and support staff have					

	at one point attended trainings on disaster management.					
iv)	The school regularly invites resource persons from different safety departments to come and talk to the students and staff about safety.					
v)	School inspections by the Ministry of Education on safety status are regularly carried out.					
vi)	The school infrastructure is repaired, maintained and serviced					
vii)	The school safety committee briefs the head teacher of the school about safety situation					
viii)	How often do students use the suggestions boxes					

PART D: THE INFLUENCE OF SCHOOLS CULTURE ON SCHOOLS COMPLIANCE TO THE MINISTRY OF EDUCATION SAFETY STANDARDS GUIDELINES *please tick where appropriate*

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree

		SA	A	U	D	SD
1	All members of the school community feel safe, comfortable and accepted					
2	The learning environment is healthy, safe and orderly					
3	The school atmosphere is positive, friendly and welcoming					
4	Morale among students and staff is high					
5	Teachers, students and parents feel that the environment is favourable to learning					
6	Diversity is acknowledged, accepted and respected					

7	There are high expectations for all students					
8	Expectations for student behaviour are clear and effectively communicated					
9	Teachers receive recognition and support for their contribution to the students and school programs					
10	The value of teamwork is recognized and responsibilities are shared.					
11	Relationships and interactions between student and between students and teachers are positive and characterized by mutual respect					
12	Community involvement in school activities is welcomed and proactively					

PART E: THE INFLUENCE OF SCHOOLS RESOURCES ON SCHOOLS COMPLIANCE TO THE MINISTRY OF EDUCATION SAFETY STANDARDS GUIDELINES

9. Does the school own a Title Deed?

   (i) Yes [ ]

   (ii) No [ ]

10. Does your school have the following circulars and documents issued by the MOEST

    (a) Circular No. 9/1/1969 of 10th April, 2001. Health and safety standards in Educational institutions

    (i) Yes [ ]

    (ii) No [ ]

11. Please indicate how you strongly agree or disagree with the statement using the key printed:

    Please tick where appropriate

    KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree

		SA	A	U	D	SD
i)	The school physical infrastructure are constructed and occupied in consultation with approval of Ministry of Public Health (Public					
ii)	The school is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards					
iii)	All visitors are screened before entry into the compound					
iv)	There is adequate lighting in the school					
v)	All doorways in the school open outwards and are not bolted from outside.					
vi)	Windows in the school are without grills and wire mesh.					
vii)	The school has constituted a strong and effective security committees					

Appendix V: Student's questionnaire

Please tick where appropriate(√)

1. For how long have you been a student in this school?

   Less than 1 year ☐ 1 year ☐ 2-3 years ☐

2. Do you feel safe in school?

   Yes ☐ No ☐ Partially ☐

3. In your own opinion, where do you feel more insecure?

   i) In the class ☐

   ii) In the playing ground ☐

   iii) In the dormitories ☐

4. Do you communicate freely with the teachers and the principal?

   Frequenly ☐ Rarely ☐ Not at all ☐

5. What method of communication do you use most?

   i) Suggestion boxes ☐

   ii) Face to face communication ☐

   iii) Mobile phones ☐

6. Are students secretaries involved in safety matters of the school?

   Yes ☐ No ☐

7. Is the learning enviornmentr healthy, safe and orderly?

   Agree ☐ Disagree ☐ Neutral ☐

8. Do you fell comfortable and appreciated in this school?

   Yes ☐ No ☐ Partially ☐

Appendix VI: Researcher's observation schedule

1. There is adequate and well maintained facilities such as toilets and sanitation facilities

   True ☐ False ☐ Neutral ☐

2. There is clearly demarcated school grounds with proper fencing and secure goals/ boundaries

3. True ☐ False ☐ Neutral

4. There are well maintained and clean desks and chairs in classrooms

   Yes ☐ No ☐

5. The size of the classrooms in terms of length and width is as specified in the MOE building specialists

   True ☐ False ☐ Poorly done ☐

6. Corridors are both well ventilated and lit

   Yes ☐ No ☐

7. The space between beds is at least 1.2 metres while corridor or pathway is at least 2 metres

   Yes ☐ No ☐ partially done ☐

8. All door ways are wide enough at least 5 feet wide and are open outwards

   Yes ☐ No ☐

9. Dormitory windows are without grills and are easy to open outwards

   Yes ☐ No ☐

10. There are regular patrols by the school's principal, teachers on duty and other authorized personnel

True ☐ False ☐

Rarely ☐ Frequently ☐

11. An accurate roll call is taken every day and records well maintained

True ☐ False ☐ Neutral ☐

12. School registers and other professional documents are kept updated and easily accessible

True ☐ False ☐ Neutral

Appendix VII: Public secondary schools in Kitui central district

1	13302101	KITUI HIGH	Boys Boarding
2	13302102	ST CHARLES LWANGA SCHOOL	Boys Boarding
3	13302103	ST. ANGELA'S GIRLS SECONDARY SCHOOL	Girls Boarding
4	13302104	TIVA SECONDARY SCHOOL	Mixed Boarding
5	13302105	KYANGWITHYA SECONDARY SCHOOL	Boys Boarding
6	13302107	ST URSULA GIRLS' SECONDARY SCHOOL-TUNGUTU	Girls Boarding
7	13302108	MULUTU GIRLS SECONDARY SCHOOL	Girls Boarding
8	13302109	IVAINI SECONDARY SCHOOL	Mixed Boarding
9	13302110	KWA UKUNGU SECONDARY SCHOOL	Mixed Boarding
10	13302111	ST MARYS SECNDARY SCHOOL	Mixed Boarding
11	13302114	ENGINEER NGILU MIXED SECONDARY SCHOOL	Mixed Boarding
12	13302115	MUTUKYA SECONDARY SCHOOL	Mixed Boarding
13	13302116	ST.PAUL'S KASYALA SECONDARY SCHOOL	Mixed Boarding
14	13302117	ST PATRICKS SEC SCH – MUTUNE	Mixed Boarding
15	13302118	MUTENDEA MIXED DAY SECONDARY SCHOOL	Mixed Boarding
16	13302119	KYAMATHYAKA MIXED SEC. SCHOOL	Mixed Boarding
17	13302120	KABAA SECONDARY SCHOOL	Mixed Boarding
18	13302121	KAMANDIO MIXED DAY SECONDARY SCHOOL	Mixed Boarding

19	13302122 MUSLIM SECONDARY SCHOOL	Mixed Boarding
20	KWA- MUEMA SECONDARY SCHOOL	Mixed day
21	KWA – NGINDU SECONDARY SCHOOL	Mixed day
22	KALIA KAKYA SECONDARY SCHOOL	Mixed day
23	KATYETHOKA SECONDARY SCHOOL	Mixed day
24	ITHIANI SECONDARY SCHOOL	Mixed day
25	MUTULUKUNI SECONDARY SCHOOL	Mixed day
26	MBUSYANI SECONDARY SCHOOL	Mixed day
27	AIC MIAMBANI SECONDARY SCHOOL	Mixed boarding
28	ST. PAUL MUTULA SECONDARY SCHOOL	Mixed day
29	KAVIU SECONDARY SCHOOL	Mixed day
30	MUSEVE SECONDARY SCHOOL	Mixed day
31	VINDA SECONDARY SCHOOL	Mixed day

(Source: Kitui Central DEOs office 2013)