Implementation of Safety Standards and Guidelines In Public Secondary Schools In Marani District, Kisii County, Kenya.

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ABSTRACT

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 important that educational stakeholders foster safe and secure school environment (Republic of Kenya, 2008). In an apparent response to tragedies that hit schools in the last decade, Ministry of Education (MOE) introduced a Safety Standards Manual four years ago. However it is emerging that most schools have no capacity to handle emergencies and are yet to even implement Safety Standards Manual produced four years ago. The purpose of this study was to establish why school management is not fully implementing MOE Safety Standards and Guidelines in Public Secondary schools in Marani District, Kenya. The Government policies, administrative factors, disaster management and emergency facilities exemplify the independent variables while school safety exemplify the dependent variable. The objectives of the study were to: establish the safety situation, outline the main causes of disasters, examine the constraints in the implementation of safety measures and explore major strategies put in place to prevent occurrence of disasters in public secondary schools in Marani District, Kenya. The study adopted a descriptive survey design and data was collected using one questionnaire. The target population was 28 public secondary schools in Marani District. Stratified, purposive and simple random sampling was used to select the required sample of the study of 49 teachers. Reliability of instruments was determined by use of test-retest method. Validity of research instruments was determined by conducting pilot study before the actual study. Data was quantified using descriptive statistics like frequencies and percentages and finding presented in charts, tables and graphs. Thematic analysis was used to analyze qualitative data. The major findings of the study were the MOE safety 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 situation in all educational institutions and provide funds to all schools to enhance disaster preparedness. Significantly the study findings underscore the importance of adhering to safety standards and guidelines in schools thus education policy makers and other stakeholders' must come up with strategies to sustain school safety to prevent occurrence of disasters in schools.

Background to the study

Safety concerns have been articulated in the Education Act (1968-Chapter 211 - Laws of Kenya, Revised 1980). The Act stipulates that where application is made for the registration of an unaided school, the minister shall cause the school to be provisionally registered for a period of eighteen months if he is satisfied among others that the premises and accommodation are suitable and adequate, having regard to the number, ages and sex of the pupils who are to attend the school, and fulfill the prescribed minimum requirement of health and safety and conform with any building regulations for the time being in force under any written law.

Other legal instruments which address safety concerns in schools are: The public Health Act Cap 242 (Chapter 242-972 Revised 1986), makes provision for securing and maintaining health for the citizens. It gives guidelines regarding health and construction of building. Though the guidelines are general, they should be applied to schools.

The Children's Act (Chapter 586-2001), lays emphasis on protection of all children. The school and educational institutions in general should be aware of such rights in order to provide for them and safeguard them.

The Ministry of Public Works building regulations are supposed to provide suitable site plans and such plans adhered to. Any facility which has not been put up in conformity with existing regulation should be modified and the concerned school management to adhere to the laid down building regulations. The Directorate of Quality Assurance and Standards of the Ministry of Education (MOE) are supposed to inspect a school with regard to compliance with safety standards and guidelines.

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 (Republic of Kenya, 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. 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.

The Commission of Inquiry in the Education System in Kenya (2000), recommends that clear rules governing the minimum standard of infrastructure to be approved before any educational institution may be established and be run, the ownership of the school or institutional land and inspection of infrastructure be included in appropriate legislation even though such standards could vary from one area to another.

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.

Despite the MOE efforts to provide safety standards and guidelines, educational institutions in Kenya have a long standing history of ghastly disasters. These have led to damage of property, injuries and worst of all loss of precious lives, through incidents of fire and other risk situations. Examples of such incidents as reported in local daily newspapers and electronic media includes St. Kizito incident of 13th July 1991, 19 girls and many others were injured following a raping orgy by their male counterparts (Ndirangu, 1991). On the night of 23rd May 1999, four prefects in   Nyeri High school were burnt to death (Mwaniki, 1991). Another horrifying incident was the Bombululu Girls Secondary School tragedy which took place on March 25th 1998, leaving 25 girls dead, Njuguna, (2001) and later on 27th March, 2001, in Kyanguli Secondary School 68 lives were lost and scores of other students injured through a fire tragedy, Odalo, (2001). Following the Kyanguli Secondary School tragedy which took place on 27th March, 2001 the Director of Education by then Mrs. Naomi Wangai wrote a circular reference G9/1/169 dated 10th April, 2001 (Appendix 1), on health and safety standards in educational institutions. The circular was addressed to education stakeholders under the general direction of the Ministry of Education to review their institutional safety strategies.

The causes of student unrest as revealed in the Report of the Task Force on Student Discipline and Unrest in Secondary Schools were categorized into internal school factors and external school factors (Republic of Kenya, 2008). Internal school factors namely: special privileges such as uniforms, special diet and cubicles for prefects, 'copy cat' nature of some of the students, vague and oppressive rules which are applied selectively result in resentment and ultimately open defiance by the students, lack of and poor supervision of student during school outings. The charges of these outings are not properly accounted for resulting to students being abandoned. This creates a problem of security and ant social behavior among students and also disparity in the provision and maintenance of facilities between schools.

External school factors refer to factors outside the school but which have great influence on discipline of students. These factors include: drug and substance abuse, varied types of drugs and narcotic substances are readily available in some localities where schools are situated. Such drugs and substances are bhang, marijuana, tobacco, *changaa, kuber*, and glue; rejection of head teachers by the community, insecurity within and outside the school, peer group influence, devil worship, child labour, inducive environment, unauthorized visitors, and human rights awareness where students agitate for unreasonable demands on the school administration and the role of the mass media both print and electronic.

Threats to school safety as indicated in the MOE Safety Standard Manual (Republic of Kenya, 2008) can emanate internally within the school environment or externally from within the wide community. Key among the threats to school safety are: accidents caused by carelessness, inattentiveness, ignorance, irresponsibility or negligence on the part of the learners, staff or other stakeholders in general, school violence and harassment, lack of adequate healthcare and nutrition, armed conflicts and insecurity and hostile school environment. Safe and secure school environments facilitate and foster quality teaching and learning in education institutions. In insecure school environment, delinquency, truancy and absenteeism especially among girls is common.

Table 1:1 Schools that experienced insecurity by province in the year 2000/2001

Province	No. of schools	insecure schools	percentage
Central	630	85	13.50
Coast	151	4	2.60
Nyanza	680	7	1.00
Eastern	626	76	12.40
Rift valley	625	50	8.00
Western	408	19	4.70
Nairobi	93	2	0.02
North Eastern	21	7	33.30
Total	**3234**	**250**	**7.73**

Source: Ministry of Education, Science and Technology 2001.

Elsewhere in Africa, a study by Zulu et al (2004) investigated 16 high schools in the violence prone area of Kwamashu in Northern Durban and revealed that violence was prevalent in the schools; Learners were largely unsafe in schools and were mistrusted by fellow learners.

The safe school study report conducted in USA in 1978 came up with shocking statistics regarding insecurity in secondary schools. This report indicated that approximately 282,000 learners and 5,200 educators were physically assaulted in American secondary schools every month (Eliot, Hamburg and Williams, 1998).

The partial or total lack of the implementation of school safety policies has 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. In China, the 2001 school blast in which storied buildings collapsed on school children was blamed on selective implementation of safety policies. It is in this context that the current study sought to find out why safety standards and guidelines are not adhered to in public secondary schools in Marani District, Kenya, with a view to enhance safety preparedness among public schools in Marani District so as to prevent, mitigate and effectively prepare against potential disasters thus minimize destruction of life, property and disruption of normal operations.

Statement to the Problem

School safety is an integral and indispensable component of the teaching and learning process. It is therefore important that educational stakeholders foster safe and secure school environment to facilitate increased learners' enrolment, retention, completion and hence quality education (Republic of Kenya, 2008).

Despite the importance of school safety, a new wave of mayhem has emerged in our society and the school has not been spared. There is an upsurge of violence arising quite rapidly. School management should be alert all the time to prevent occurrence of acts of hooliganism, lest they are blamed for professional negligence. In some schools students   resort to senseless destruction, burning, maiming, raping or even killing those they think are harsh on them (Nderitu 2009). Cases of student unrest have been in existence as far back as the beginning of the 20th century when the first case was reported in Maseno in 1908 as indicated in the report of Task Force on Student Discipline and Unrest in Secondary Schools (Republic of Kenya, 2001). Similarly despite the government efforts, the available literature revealed that most schools have no capacity to handle emergencies, and are yet to implement safety standards manual produced four years ago, hence some schools are sitting on a time bomb should there be an emergency. The available literature did not reveal why MOE safety standards and guidelines had not been implemented in all schools by the management. Therefore the current study addressed this gap and gave recommendations on what should be done to enhance school safety in order to secure the safety of learners in particular.

Purpose of the study

The purpose of this study was to establish why safety standards and guidelines had not been implemented fully in all schools meant to enhance disaster preparedness, discipline and academic performance in public secondary schools in Marani District, Kisii County, Kenya.

Objectives of the study

The specific objectives of the study were as follows:

    a) To establish the safety situation in public secondary schools in Marani District, Kenya.

    b) To outline the main causes of disasters in public secondary schools in Marani District, Kenya.

c) To examine the major constraints in the implementation of the government policy   related to safety standards and guidelines in public secondary schools in Marani District, Kenya.

d) To explore the major strategies put in place to prevent occurrence of disasters in Public Secondary Schools in Marani District, Kenya.

Significance of the study

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 orders to enhance school safety.

Secondly the study exposed the challenges faced by school management in the implementation of safety standards and guidelines thus assist policy makers at the MOE to develop policy framework on provision of emergency facilities such as fire fighting equipment, alarm systems, first aid facilities and training of the school community in disaster management.

Finally the study may enable education stakeholders and policy makers to critically monitor and evaluate adherence of safety standards and guidelines in public secondary schools thus form a basis on which further research can be 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.

Theoretical Framework

This study was based on Maslow hierachy 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).
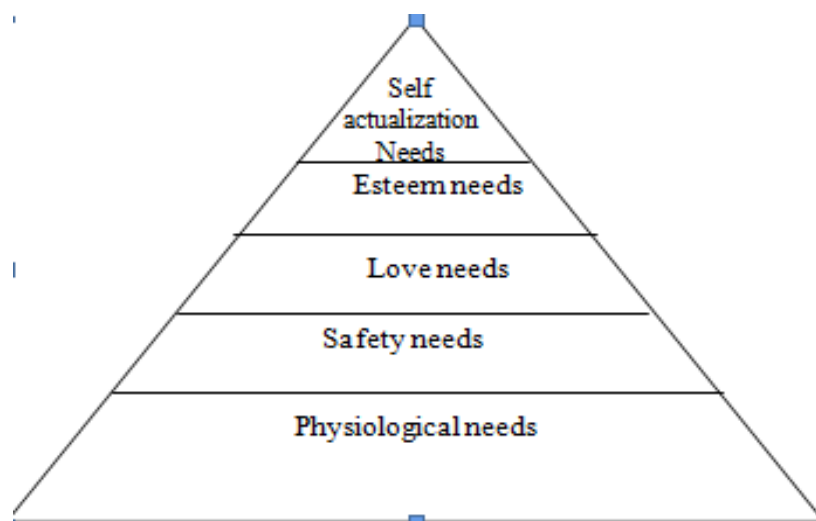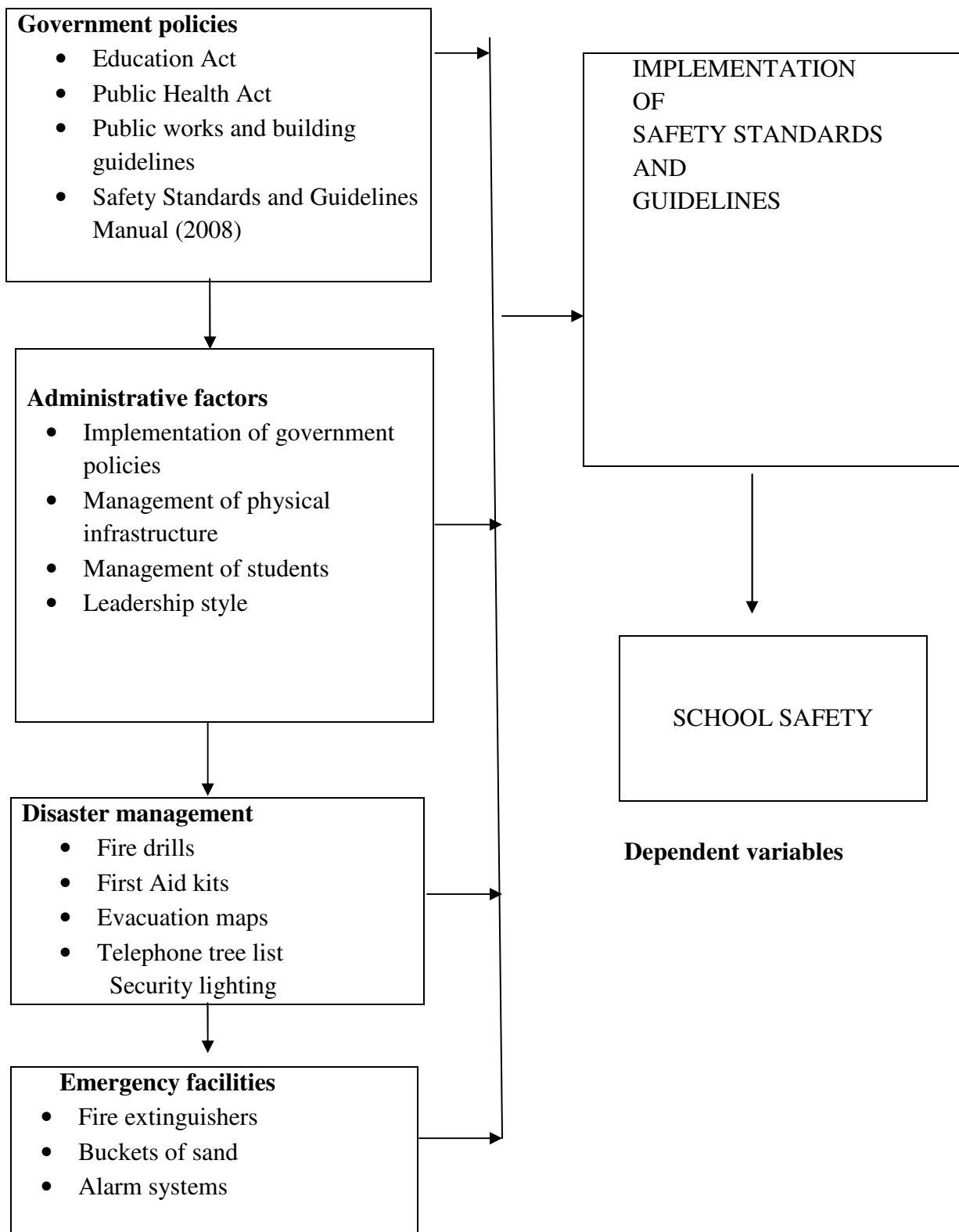

Fig. 1.1 Maslow's Hierarchy of Needs Source: Okumbe, (2007)

Maslow's theory of motivation states that when a lower need is satisfied, the next highest becomes dominant and the individuals attention is turned to satisfying   this highest need. Psychological development takes place as people move up the hierarchy of needs, but this is not necessary a straight forward progression. The lower need still exists even if temporarily dormant as motivators, and individuals constantly return to previously satisfied needs, Armstrong, (2006:258).

This theory formed 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 stakeholder foster safe and secure environments to facilitate increased learners enrolment, retention, completion and hence attainment of quality education.

Conceptual framework

According to Orodho (2006), a conceptual framework 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 figure 1.2 below.

Government policies

- Education Act
- Public Health Act
- Public works and building guidelines
- Safety Standards and Guidelines Manual (2008)

Administrative factors

- Implementation of government policies
- Management of physical infrastructure
- Management of students
- Leadership style

Disaster management

- Fire drills
- First Aid kits
- Evacuation maps
- Telephone tree list
    Security lighting

Emergency facilities

- Fire extinguishers
- Buckets of sand
- Alarm systems

IMPLEMENTATION OF SAFETY STANDARDS AND GUIDELINES

SCHOOL SAFETY

Dependent variables

Independent variables

Fig 1.2 The Conceptual Framework-Source: Author, 2012

The conceptual framework illustrates the dependent and independent variables of the study. School safety is determined by a composite of various variables. The government formulates various policies such as the Education Acts (1980), Public Health Act (1986), Public Works Building Regulation and the MOE Safety Standard Manual (2008) which give direction concerning safety in all educational institutions which must be adhered to ensure school safety. It is incumbent upon the school administrators who are the implementers of government policies to ensure that the MOE safety standards and guidelines are not only adhered but also fully implemented to prevent occurrence of disasters in schools. The head teachers must all the time comply with the provisions of the Education Act (Cap 211), the Ministry of Public Works Building Regulations especially in the development of the school physical infrastructure and as well as adhere to MOE Safety Standard Manual(2008). They should also embrace democratic leadership style in the governance of their institutions if they have to avoid security threatening activities in their schools through establishment of sound safety programmes, establishment of schools security committees and capacity building of staff members in safety issues through refresher courses. However, it is worth to note that as much as standards and guidelines are adhered to sometimes disasters in schools are caused by not only internal factors such as drug abuse, high handedness by the head teachers, communication barriers, but also external factors such as media influence, societal influence and environmental factors as recorded by the Task Force Report on Student Indiscipline (Republic of Kenya, 2001), therefore it is the responsibility of the school management to promote cordial relationship with all the stakeholders through democratic leadership to avoid security threatening activities like strikes by students. By and large once safety standards and guidelines are implemented fully by the school management the end result is safe school

LITERATURE REVIEW
Introduction
Early in 2008 the country experienced unprecented insecurity, leading to internal   displacement of over 300,000 people, many of them school children as indicated in the MOE Safety Standard Manual (Republic of Kenya, 2008). In addition many schools in the affected areas had their infrastructure   destroyed thus disrupting learning in schools, when children returned to their home areas. These and many other cases of child   abuse that continue to occur, among many other factors necessitated the reason why the current study sought to carry out research on the implementations of safety standards and guidelines in Marani District, Kisii County, Kenya.

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 our 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 observes 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.

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 determine why safety standards are not being implemented fully in all public secondary schools in Marani District, Kenya. The literature reviewed for this study was based on the research objectives.

Safety Situation in Kenyan Secondary schools.
According to Ruto (2009) learning institutions in Kenya have gradually gained notoriety as avenues of sexual assault since the infamous, St. Kizito incident where 70 girls were raped while 19 other lost their lives when their male peers descended on them during what was supposed to be a school strike.

Omolo and Simatwa (2010) found out that in public secondary schools in Kisumu East and West Districts, Kenyan 70% had emergency doors, 60% had safety instructions prominently displayed in laboratories and workshops, 50% had successfully implemented policy requiring windows to open outwards and be without grills, 93.33% had perimeter fences and secure gates with security personnel. On safety practices the study found out that regular inspection of the school plant had been implemented by 73.33% while 26.67% of schools had not.

Nderitu (2009), found out that 55% head teachers and 62% teachers felt that their school fences were not firm enough to deter illegal entry into their premises, 82% head teachers and 62 % teachers felt their were adequate

security personnel in their institutions, 64% head teachers and 77% teachers disagreed that schools had adequate security lighting, 82% head teachers and 82 % teachers said that schools had not established school security committees. On inspection the study found that 73% head teachers and 76% teachers   revealed schools are rarely inspected.

 Kenya has a long history of disasters ranging from simple to natural disasters. These disasters include road accidents, fire tragedies, tribal clashes, terrorist attacks, drought, floods, HIV and AIDS pandemic just to name a few. The East African Standard (1998) identified the Bombululu fire tragedy in which 25 school girls lost their lives in 1998 following a mystery inferno, there is also the 1991 St. Kizito tragedy where 19 girls died following riots and rape orgy and the 1993 Hawinga girls ordeal in which a 20 member gang raped 15 girls and assaulted their headmistress.

In 1994, 18 Kirwara secondary school students and their teacher perished in a matatu crash in Getanga, Muranga District. The following year, 13 Ortum secondary school students died while 30 were injured following a crash on their way to the national music festival in Nairobi. Others past disasters occurred on the 23rd May, 1999, four prefects were locked up by their fellow students and burnt to death (Mwaniki, 1991:1). Later on 7th   March, 2007:10 thugs broke into the school and terrorized students before setting the administration block on fire. On July 19, 2004 a student was burnt to death at Mbiuni High School, Machakos District after colleagues torched dormitories (Standard Newspaper)

On October, 19th 2010 two students were burnt to death at Endarasha Boys secondary school in Kieni West District and burnt down one dormitory (Njagi 2010:5).On September, 29th 2010 thirty five pupils were injured at Osinoni Primary school in Transmara West District. The pupils sustained serious burns when lightning struck. (Daily Nation).

On Tuesday 2nd November, 2010 a dormitory was set ablaze in Kimothai Boy's High School in Kiambu where students were left counting losses after their belongings were reduced to ashes (Daily Nation 2010:10). On 19th November 2010 two students were injured and property worthy thousands of shilling reduced to ashes following a dormitory fire at Naivasha High School, (Gitonga 2010:20).

In view of the foregoing there was need to conduct a study on the implementation of safety standards and guidelines in public secondary schools in Marani District, Kenya.

 Safety Programmes

According to Anderson (1980), school safety program means pursuit of the normal environment in which hazards are reduced to a practical minimum and the behaviour 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 et al, 1980).

(ii) School buildings

Clarke (1964), argues that school buildings should be adequate in size and arrangement for the number of pupils enrolled and for the type of education the community wishes to furnish for its future citizens. They should be so constructed as to provide a healthful and safe environment for the pupils and teaching personnel.

Clarke (1964), summarizes a health school environment to include the following factors: good and safe water supply; ample toilet and washing facilities; adequate sewage disposal; sanitary lunch room facilities and accessories; proper ventilation, heating and lighting; adjustable seats and desks; physical education and recreation facilities and adequate first aid equipment supplies and facilities.

(ii) Safety Education

Mayshark and Irwin (1968), note that safety should he integrated with other schools subjects and activities. Some of the areas and topics that should be taught and explored at the high school level are street and highway accidents, water safety, rail, road safety, home accidents, use of electricity appliances, use of gas and gas appliances, burns, falls, use of flammable materials, school accidents, fire prevention, safe use of laboratories, safety in aviation, safety in industry, forest conservation, first aid, danger of contaminated food, poisons, injurious plants and animals, alcohol and narcotics.

(iii) School safety sub-committee

The MOE Safety Standards Manual for Schools recommend that each school should establish school safety committees whose responsibility shall be overseeing school safety and enhance safety in schools (Republic of Kenya, 2008). Armstrong (2006) explains that the role of safety representatives and safety committees should be defined and duties summarized. Basically the roles should include safety inspection, audit and prevention of accident.

Indicators of school safety

According to the Safety Standards Manual for schools in Kenya (Republic of Kenya, 2008:10), 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; 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 Government 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.

Causes of Disasters in Public secondary schools

A study by Kombo (2005) in selected schools in Kenya shows that the type of a school one attends has an influence on drug abuse among students. According to him, experimentation with common drugs was more frequently reported by Kenyan youth who have attended day schools rather than boarding schools. The reasons given were that boarding school learners were more closely monitored while day schools students are often more exposed to drug abuse as they move to and from school daily.

Johnstone (2002) further concurs with Kombo that the percentage of students in day schools who take alcohol is higher than those of boarding schools (30.3% and 21 .7%), respectively. This can be attributed to the fact that they are not confined within the school premises.

The Report of the Task Force on student discipline and Unrest in Secondary Schools reported that drug abuse is a major cause of disasters (Republic of Kenya, 2001).

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 Fr. Wambugu 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.

In his study, Matsoga (2003) itemizes the most common form of indiscipline in schools as follows: bullying, vandalism, alcohol and substance abuse, truancy, inability and unwillingness to do assigned class work or homework, refused to take given orders, teasing of other learners, disrespecting educators or other learners, carrying dangerous weapons the school, threatening other learners with dangerous weapons, assaulting other learners, murdering other learners or educators, viewing pornographic materials at school and indecent dressing.

Kirui et al (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%).

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 fire fighting equipment. (Daily Nation 24th September, 2010).

Also in 2007 according to the principal Magena High school in Gucha District by then thugs broke into the school and terrorized students before setting the school on fire (The Standard 7th March, 2007:10). This calls for school managers to nurture good relations with their communities for the interest of the security and well being of their students.

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 take 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 copy cat

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, lightening 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).

Constraints in the Implementation of Safety Measures

Threats to school safety can emanate internally within the school environment or externally from the wider community as indicated in the MOE Safety Standard Manual (Republic of Kenya, 2008). The main causes of accidents in schools   are human   related,   caused   through carelessness, inattentiveness, ignorance, irresponsibility or negligence on the part of the learners, staff or other stakeholders in general. Accidental injuries can be caused by: slippery surfaces, wet greasy spots, clutter on the floor (too many scattered things) poorly placed furniture such as desks , benches and tables, weak railings, insufficient lighting, sitting carelessly on desks for example with feet blocking aisles (paths), poor ventilation and sharp instruments.

Kirui et al (2011) found out that only 37% of school heads had attended any security management course as compared to 21.4% of Board of Governors members and 40% of security guards. This indicated that most school heads and B.O.G 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.G 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.

Omolo et al (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 (86.67%); late school fee remittances (30%); low enrolment (6.67%); inadequate time (10%); inadequate capacity (26.67%) and lack of coordination from the Ministry of Education (6.67%). The same views are shared by Otieno et al (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.

According to Otieno, Too, Anyuor and 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.

Strategies put in place to prevent disaster in organizations

Dinker, Kemp, Baum and Syder (2009), argue that public schools 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.

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.

Omolo et al (2010) found out that strategies devised by head teachers to enhance the implementation of safety policies included: integrating safety activities into daily school routine (20%); regular inspection of school plant (36.6%); training staff on emergency preparedness (10%); purchasing the required safety equipment (50%) and conducting regular emergency drills (3.33%). Quality Assurance and Standards Officers (QASOs) had devised several strategies: recommending compliant head teachers for promotion 50%, facilitating the provision of funds

for purchase of safety equipment 50%, providing communication between stakeholders 50% and going for regular in-service courses on safety implementation by 50%.

Kirui et al (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.

Government Response to Disasters in Schools

Each time tragedies happen, the whole nation mourns, parliament is even closed in mourning. The schools concerned are renamed, as in the St. Kizito and Bombululu. We curse saying it could have been prevented, and promise ourselves that it will never again happen. Government officers issue directives ostensibly to ensure it will never happen again. Soon after, we forget and things get back to normal-the normality of laxity and insensitivity until another tragedy strikes. And the nation mourns once again, (The Standard 7th April 1998:6). The government response has been.

(i)   Appointment of task force (Report of Task Force on Student Discipline and Unrest in School 2001 – Wangai Report) was as a result of incidents of student unrest in secondary schools and in view of the increasing concern over the declining rates of access, retention and completion of both primary and secondary levels.

(ii)   Circulars issued by the Ministry of Education. Following the Kyanguli Secondary School tragedy which look place on 27th March 2001, the Director of Education by then Mrs. Naomi Waangai wrote a circular reference G9/1/169 dated 10th April 2001 on Health and Safety Standards Guidelines in educational institutions. Other circulars on safety measures is circular G.9/1/VOL Vll/28 of 20th March 2002 on Ban on Corporal punishment in learning institutions and circular No. 9/1/163 of 2nd July 1993 on Guidelines on Transport of School children (The Kenya Handbook for Teachers 2008).

(iii)   Appointment of a commission of inquiry. Following the Bumbululu Secondary School tragedy the government appointed a commission of inquiry led by retired Bishop Lawi Imathiu.

(iv)   Safety Standards Manual (2008). In an apparent response to tragedies that hit the schools in the last decade the Ministry of Education introduced a safety Standards Manual for Kenyan schools in 2008.

The study sought to determine why schools have not fully implemented the safety standards and guidelines as stipulated in the Safety Standards Manual (Republic of Kenya, 2008).

RESEARCH METHODOLOGY

Research Design

The descriptive survey design was adopted to determine why MOE safety standards and guidelines had not been adhered to in all public secondary schools in Marani District, Kenya. It was relevant because it enabled the researcher to collect data from a sample of informants that was used to determine why the   MOE Safety Standards and Guidelines were not adhered to in all public secondary schools in Marani District, Kenya.

Location of the study

The study was conducted in Marani District, which is one of the districts in Kisii County. Marani District is divided into two educational divisions namely; Marani and Kegogi. The District had 28 registered public secondary schools. The District had only three single sex boarding schools while the rest were Mixed Day or Boarding/Day schools. Marani District was chosen for the study because of its familiarity and accessibility to the researchers.Furthermore, Marani District was studied because so far there is no research which had been undertaken to establish why the MOE Safety Standards and Guidelines had not been adhered to despite the schools being vulnerable to various disasters for example fire tragedies and student unrest.

Target Population

The target population for this study were 28 public secondary schools in Marani District, Kenya. The study population comprised 28 head teachers because they are in charge of implementation of Ministry of Education Safety Standards and Guidelines and 242 TSC teachers who gave details on specific aspects of Safety Standards and Guidelines in their respective schools.

Sample and Sampling Procedure

Out of 28 public   secondary schools in Marani District, Kenya, 12 schools were sampled. This sample accounted for 43% of the total population which enhanced the study representation. Slavin (1984), observes that due to limitations of time, funds and energy, a study can be carried out from a carefully selected sample to represent the entire population.

Stratified sampling was used. The population was first subdivided into four mutually exclusive segments called strata, based on categories of one or a combination of relevant variables, Orodho (2009). The sampling fraction is defined by the equation:

=12/28

=6/7

=0.4285714

Therefore each category of the population was multiplied by the sampling fraction to obtain the corresponding sample size of each school type as shown in the table below:

Table 3.1 Population of the Study

School Type	Number of schools	%	Sample size	%
Boys Boarding	2	7.142	1	3.571
Girls Boarding	2	7.142	1	3.571
Mixed Day	21	75	9	32.142
Mixed Day / Boarding	3	10.714	1	3.571
Total	**28**	**100%**	**12**	**42.857%**

Source: Authors, 2012

Research Instruments

The study used a questionnaire as the main instruments of data collection. Best and Khan (1999), notes that a questionnaire enable the person administering it to explain the purpose of the study and give meaning of items that may not be clear.

Data Analysis

On completion of data collection the researcher checked for completeness of the filled questionnaire and coded them.Data collected was analyzed based on descriptive statistics. Quantitative data from questionnaires was analyzed manually by computing various statistics. Qualitative data was analyzed through thematic analysis then converted into a write up using coding categories related to research questions. Data was sorted, coded and keyed into Statistical Packages for Social Sciences (SPSS).In analyzing the collected data percentages and averages were used. The results were presented using graphs, pie charts, frequencies, percentages, tables and figures.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

The following were the summary of the research findings based on study objectives and research questions upon which the conclusion and recommendations of the study were made.

Safety Situation

The first objective of the study was to establish the safety situation in the public secondary schools in Marani District, Kisii County, Kenya. The study established that the Ministry of Education had issued circulars on: Health and Safety Standards in educational institutions Ban on Corporal Punishment in Learning Institutions and Guidelines on Transport of school children which the majority respondents agreed schools had received. However some sampled schools did not have copies of such circulars which meant that such schools were not conversant with the safety guidelines as specified in those circulars hence a threat to safety in such schools in Marani District.

According to findings safety situation guidelines had been partially implemented in most of the sampled schools. Although the majority of the respondents agreed that the physical infrastructure was constructed and occupied in consultation with the approval of Ministry of Public Health, well fenced compound and that there was adequate lighting it was however evidently reported by the majority of the respondents as indicated in table 4.1 that most of the safety situation guidelines had not been adhered to because majority of respondents disagreed that all visitors are screened before entry into the compound, all doorways in the school open outwards and are not bolted from outside, windows are without grills and wire mesh and the school had constituted a strong and effective school safety sub-committee.

On the frequency of the safety programme guidelines undertaken by those responsible, the study revealed that although schools were frequently inspected by Ministry of Education officials some were not as a result of Quality Assurance and Standards Officers being overwhelmed by the large and increasing number of schools hence making it an immense task to inspect schools on regular basis to monitor the safety situation.

Causes of the Disasters.

The second research objective of the study was to outline the main causes of disasters in public secondary schools in Marani District, Kenya. From the results presented in the previous chapter very few schools have experienced strikes, fire, arson cases, robbery, rape, and electrical hazards. This may be attributed to most schools being day schools. However some schools experienced strong winds that blow off the roofs of classes, and that theft and vandalism were common in learning institutions.

According to the findings, it was evident that possible causes of disaster by respondents included drug abuse among students, high handedness by the administration and lack of disaster management skills, however poorly constructed infrastructure, mass media influence, poor electrification and arson attacks were reported to be possible causes by less than half of the respondents which interpretively meant it was not a major cause of disasters in public secondary schools in Marani District, Kenya. This implied that to counter such disasters schools must embrace fully safety standards and guidelines as stipulated in the safety Standards Manual (Republic of Kenya, 2008).

Constraints in Implementation of Safety Standards and Guidelines

The third research objective was to examine the major constraints in the implementation of the government policy related to safety standards and guidelines in public secondary schools in Marani District, Kenya. According to results of the previous chapter, majority of respondents perceived selective provision of fire equipment, inadequate fire equipment, and inadequate funds as possible constraints. Ignorance was reported to be a constraint because inadequate knowledge on how to operate the equipment and low level of awareness in management of disaster were cited as challenges encountered in implementation of safety standards and guidelines. This is in accordance with report by Otieno et al (2010) who argues that most schools are poor and cannot afford fire extinguishers. Similarly 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 fire and those with fire extinguishers cannot maintain them.

Strategies Put in Place to Prevent Disasters

The fourth objective was to explore the major strategies put in place to prevent the occurrence of disasters in public secondary schools in Marani District, Kenya. According to the findings as discussed in chapter four, respondents majorly disagreed that: schools had been fitted with sufficient fire extinguishers, First Aids Kits, had a reliable alarm system, sufficient lightening arresters and maintains a school emergency kits. This ideally means that most schools are sitting on a time bomb should an emergency occur because they have not fully implemented safety standards and guidelines strategies due to inadequate funds. Furthermore it is clear that some schools may have failed to implement the safety standards and guidelines due to shortage of Quality Assurance and Standards Officers to monitor and evaluate implementation of safety standards and guidelines in educational institutions thus there is need of the school head teachers to be trained on quality assurance to ensure a self checking mechanism in school safety and reinforce Safety Standards compliance done by Quality Assurance and Standard Officers. Equally important schools managers must be creative and innovative to improvise some gadgets instead of relying on expensive ones which many schools cannot afford.

It was also notably established that fire extinguishers were located inside the buildings, administration block, dormitories and kitchen contrary to the safety standards and guideline due to fear of theft of the gadgets. Fire extinguisher must be located in strategic places especially at the exit of every block if they have to serve the purpose they are meant for.

Finally as discussed in the previous chapter it was revealed by majority of respondents that rarely: are school facilities and equipment inspected, school conduct disaster and crisis management training for staff, schools conduct fire drills and do schools invite fire brigade department to give talks and demonstrations to learners about fire prevention in a school context.

Conclusion

The study set out to establish the implementation of safety standards and guidelines in public secondary schools in Marani District, Kisii County, Kenya. The findings showed that a majority of schools had partially implemented most safety standards and guidelines in these schools. No single schools were found to have implemented all the safety standards and guidelines. The study concluded that safety was inadequate because in most school majority of the respondents disagreed that: all visitors are screened before entry into the compound, all doorways in the school open outwards and are not bolted from outside, windows in the schools are without grills and the school has constructed a strong and effective safety committee. In addition the school rarely repaired the infrastructure, maintained and serviced them; the school safety sub-committee rarely briefed the principal of the school on safety status and rarely students reported on any spotted risk situation in the school. Finally some schools experienced strong winds that blew off the roofs of classes; there is also theft and

vandalism in schools. The study further concludes that drug abuse among students was prevalent and major threat to safety.

Schools in general need to implement in full the Safety Standard Manual for Schools in Kenya, guidelines recommended by the Ministry of Education.

Recommendations of the Study

In light of the findings and conclusions of this study it was recommended that the following measures to be undertaken to make implementation of Safety Standards and guidelines successful in schools:

1. The Ministry of Education should provide all schools in Marani District with funds to implement safety standards and guidelines and improve on the coordination and follow up of all stakeholders in the safety policy implementation process. In addition the MOE should integrate safety education in the curriculum and explore possibility of insuring school property to allow for compensation in case of a disaster.
2. The school management should constitute a standing committee on disaster mitigation and a school safety sub committee whose responsibility shall be overseeing school safety by carrying out regularly safety inspection, audit and prevention of accidents.
3. Head teachers should take advantage of technological advances and install security cameras that assist to detect learners indiscipline. Further they should ensure emergency drills are conducted regularly and learner watch committees are formed
4. Parents should be involved in school security programs for adult visibility serves as a deterrent to crime and violence.
5. The fire brigade department should regularly inspect schools and buildings and recommend changes to assure safety, plan with schools for fire drills, demonstrate care and proper use of fire extinguishers and help promote protection activities.

Suggestions for Further Research

i) This study was conducted in only one district therefore the findings cannot be generalized to other districts in the county. Further study should be extended to other districts to enhance generalizability of the findings to validate them.
ii) Further research should be conducted on the implementation of safety standards and guidelines in private schools which were not included in this study.
iii) A similar study should be conducted in public primary schools which were not studied to determine implementation of Safety Standards and Guidelines at primary school level.
iv) Research should be conducted on the impact of implementation of Safety Standards and Guidelines on the outcomes and quality of learning.
v) Research should be conducted to examine the roles of students in implementation of safety standards and guidelines.

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