A SITUATIONAL ANALYSIS OF SAFETY POLICY COMPLIANCE ON LEARNER'S SAFETY IN PUBLIC AND PRIVATE PRIMARY BOARDING SCHOOLS IN THE NORTH RIFT REGION, KENYA

BY

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DECLARATION

Declaration by the Student

This thesis is my original work and has not been submitted for any degree in any University. All the sources I have used or quoted have been indicated and acknowledged. No part of this thesis may be reproduced without prior written permission of the author and/or Moi University.

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DEDICATION

I dedicate this work to my beloved husband, Mr. Barnabas Rono and children; Alfred Kemboi, Lizzy Rono, Linda Jerob and Lesley Chepchumba; who showed their patience despite the tough conditions and challenges they experienced during my absence while undertaking my course work and in the thesis writing process.

ABSTRACT

Compliance of safety policy is paramount in schools, however, insecurity for learners still exist in schools within the North Rift region arising from non-adherence of the safety policies. This study aimed to analyze safety policy compliance on learners' safety in primary boarding schools in the north rift region, Kenya. The objectives which guided the study were: to analyze safety standard measures put in place to ensure the safety of learners, to assess the stakeholders' level of awareness on learner safety, to examine the role of management in implementing safety policy to ensure the safety of learners, to establish the incidences of insecurity as a result of noncompliance to safety policy, and to explore challenges faced by administration in implementing safety policy in public and private primary boarding schools in the North Rift Region. The study adopted the Domino Safety theory by Heinrich and management theory by Fredrick. The study employed a convergent mixed methods design. The target population was 161 Public and Private Primary Boarding Schools in the North Rift Region with a target population of 813, comprising 161 head teachers, 322 teachers, 161 BOM chairpersons, 1610 pupil representatives and 8 QASO. The sample size for this study was 685 respondents comprising 48 schools where 48 head teachers, 96 teachers and 8 QASO Officers, 48 BOM chairpersons and 483 pupil representatives. The study stratified schools from the 8 counties in the North Rift Region. The study then selected the public and private primary boarding schools proportionately from each stratum. The research further selected head teachers, teachers, pupils, BOM representatives and QASO Officers proportionately. The study utilized questionnaires, interview schedules and focus group discussions. Both quantitative and qualitative data was collected. Descriptive and Inferential statistic were used to Quantitative data. Qualitative data were analyzed through thematic analysis based on the discussions and observation checklists as the main data collection instruments. The results indicated a positive linear effect of safety standard measures put in place on the safety of learners (β_1=.225, p=0.043). It was further established that stakeholders' level of awareness had a positive and significant effect on the safety of learners (β_2=.307, p=0.011). Additionally, the role of management in implementing safety policy had a positive and significant effect on the safety of learners (β_3=.251, p=0. 024). Finally, incidences of insecurity were found to have had a negative and significant effect on the safety of learners (β_4=-.229, p=0.009). The study findings from interviews revealed that there were safety standard measures put in place to ensure the safety of learners; however, all had not been well implemented. The study concluded that most schools had not fully implemented safety standard policies. It was evident that most stakeholders were not involved in decision-making regarding the safety policy compliance. Among other recommendations, the study recommends that the schools should ensure all stakeholders are engaged in learners' safety.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACM	Asbestos Containing Materials
ADE	Arkansas Department of Education
ASAL	Arid and Semi-Arid Lands
ASEAN	Association of Southeast Asian Nations
BOM	Board of management
CEDAW	Convention on Elimination of All Forms of Discrimination against Women
COSHH	Control of Substances Hazardous to Health
CRC	Convention on the Rights of the Child
CWS	Church World Service
DBS	Disclosure and Barring Service
EFA	Education for All
EH&S	Environment Health and Safety
ERSCB	The East Riding Safeguarding Children Board
FGD	Focused Group Discussion
FGM	Female Genital Mutilation
H&S	Health and Safety
HFA	Hyogo Framework for Action
KESSP	Kenya Education Sector Support Programme
KMO	Kaiser-Meyer-Olkin

KSI	Kentucky System of Invention
KUPPET	Kenya Union of Post Primary Education Teachers
LEA	Local Education Agency
MOE	Ministry of Education
NACOSTI	National Council for Science and Technology and Innovation
NCES	National Center for Educational Statistics
OSHA	Occupational Safety and Health Administration
PAT	Portable Appliance Testing
QASO	Quality Assurance and Standards Officer
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
ROK	Republic of Kenya
SPSS	Statistical Package for Social Science
SSC	Safe School Contract
SSP	School Safeguarding Policy
UNESCO	United Nations Educational Social and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USA	United States of America
USAID	United States Agency for International Development
WHO	World Health Organization

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background to the Study

The whole world is concerned about learner's safety in schools hence autonomous agencies like the World Health Organization (WHO), the United Nations Educational Scientific and Cultural Organization (UNESCO) and the United Nations International Children's Emergency Fund (UNICEF) work hand in hand in setting safety standards in schools (Leger et al. 2022). These bodies are concerned with supplying safe drinking water, fighting drug trafficking, making schools safe zones for learning and deal with special problems of child care in countries affected by war and other calamities. The World conference on Education for all (EFA), convened in Jomtien Thailand, aimed at reviving the worlds commitment to educating all its citizens and providing Safety facilities for school going children all geared towards attaining the millennium development goals (Kamat, 2021).

More than 400 national disasters take place every year; affecting more than 230 million people and causing an average of almost 75,000 deaths annually (Centre for Research on the Epidemiology of Disasters, 2008). Annually recurring floods regularly prevent millions of children from attending a full year of school despite education being a human right, universal and inalienable. Education is especially important in enabling people to reach their full potential and exercise other rights (Morton et al., 2017). This right does not disappear or get suspended because of disasters and emergencies. When education is interrupted or limited, students drop out, with negative and permanent economic and social impacts for students, their families, and their communities. Natural

hazards are part of the context for educational planning. Therefore, there is need to understand the school safety.

According to the United Nations Educational, Scientific and Cultural Organization (Vossekuil, 2004), school safety refers to the process of establishing and maintaining a school that is physically, cognitively and emotionally safe for students and staff to carry out learning activities. This include procedures for maintaining a structurally sound building, conducting emergency drills and having an outlet for students and staff to report abuses or concerns. According to Anderson and Pounder (2018), a safe school is the foundation of a good education where pupils feel safe and can learn better. Teachers become more effective when they know that pupils are under control and can concentrate on instructing the class (Lv & Hu, 2021).

The concern over school safety was first raised during a United Nations Conference held in Hyogo, Japan, referred to as the Hyogo Framework for Action (HFA) 2005 – 2015. This was followed by a series of other conferences that emphasized the importance of school safety. The United Nations Conference in Geneva, Switzerland (2009) insisted on National Assessment of School Infrastructure while the Global Platform for Disaster Reduction (2013) requested that a Global Safe Schools and Safe health infrastructures campaign, be initiated in disaster prone areas with a voluntary funding and commitments by 2015. The conference noted that provision of safety in school was deficient in terms of existing educational infrastructure facilities, disaster reduction and preparedness, as well as, lack of a holistic approach to school safety (Paci-Green et al., 2020).

In response to the challenge, the United Nations developed a tool, Thematic Platform on knowledge and Education to support governments in developing a holistic approach to school safety. An example of such a tool, is the global baseline study on school safety that provided guidelines and recommendations to governments for school safety implementation, including successful safety assessments. The United Nations also developed a worldwide initiative for safe schools that focused on motivating and supporting governments to develop national strategies and implement school safety (Powell & Graham, 2017). The initiative builds on the comprehensive school safety framework and defines a safe school as a combination of safe learning facilities (disaster resilience infrastructure), school disaster management and disaster risk reduction and resilience education (Powell & Graham, 2017).

In order for regional and national members to realize school safety, the United Nations Educational Scientific and Cultural Organization (UNICEF) issued a School Safety Manual as a tool for teachers in Africa. The Manual was produced as part of a Teacher Training and Development for Peace building in the Horn of Africa and surrounding countries project. It aimed at introducing teachers to the knowledge and skills needed for the establishment, maintenance and sustainment of basic school safety (Roorda et al., 2011). The Manual states that it is the responsibility of schools to provide a safe environment for their students.

Globally, safety of learners is central to the provision of quality education (Madani, 2019). This is because school safety is a fundamental and indispensable component of the teaching and learning process. A safe and secure school environment facilitates and fosters quality teaching and learning in educational institutions Pigozzi (2006). However, unsafe school environments have influences on child care, health, hygiene

and sanitation (Lomofsky & Lazarus, 2001). These influences underscore the urgent need for enhanced safety in learning institutions in order to provide safe school environment. Hong and Eamon (2012), indicate that if pupils feel unsafe in school, they are less able to concentrate in class and perform poorly in assessments because feelings of safety are positively related to both behavioral and academic outcomes.

Currently across the world recurrent accidents and disasters in schools which include Covid 19 pandemic, fire, floods, gun attacks, collapsing buildings have disrupted teaching and learning activities in learning institutions. According to Del Prete (2000), every country should be concerned with the issue of safety in learning institutions. This has led to organizations in USA, Europe, Australia, Asia and Africa to take safe school initiative to fulfill the Hyogo Framework Action 2005 – 2015.

In the United States of America, a series of school shootings prompted the US government to provide a framework for schools to use in reducing cases of insecurity. Van Jaarsveld (2008), for example tackles the history of violence in schools and analyzes direct and indirect aspects contributing to this increasingly common trend, while Hirschfield (2008) analyzes the indicators of school crime and safety in the United States of America. For instance, 85% of public schools reported at least one violent crime at school contributing to 1.5 million student victims of non-fatal crimes, including 26 violent crimes per 1000 students; compared to 20 violent crimes per 1000 students away from school. Twenty five percent (25%) of schools reported student bullying occurred on a daily or weekly basis; and while the rate of crime for students away from school declined between 1992 and 2007, no measurable difference was found in schools between 2004 and 2007 (Giroux, 2012).

Belmont Primary School Health and Safety Policy objective is to ensure, as far as is reasonably practicable, that no person is placed in a position where injury or ill health is caused as a result of the building or any procedures/practices carried out within the school. The Governors, principals and senior management teams will pay particular attention to the provision and maintenance of the following; a safe and healthy working environment with safe access and exits, well maintained plant, equipment and systems, safe storage of substances for example cleaning and equipment, information and/or training which allows all employees to avoid hazards and contributes positively to health and safety at work.

In Australia, the National Crime Prevention, in partnership with other Commonwealth and state partners have developed an approach to school safety across all states and is investing in long term projects aimed at buttressing the capacity of schools, their staff and communities. According to (Umeh et al., 2020), a review of school-based prevention policies has been undertaken. Innovative and restorative policies that deal with safety in schools have also been piloted in Queensland and the Australian Capital Territory. These approaches have improved school safety in Australia and positively impacted on educational outcomes.

In Spain, Pons and Aguado (2012), explore the concept of safety as it is interpreted by schools and analyzed the extent to which schools are committed to the goal of creating safe and healthy school environments. The study also identifies organizational and management practices that promote the safety of school staff and users. It was noted that creating safe and healthy environments was not always an explicitly endorsed principle or goal for schools. However, all members of the educational community were involved in ensuring adequate levels of school safety; and diverse management and

organizational actions and measures were implemented to ensure physical, emotional and social safety which consequently influenced teaching and learning processes in schools.

In Asia, the Association of Southeast Asian Nations (ASEAN) Safe School Initiative (ASSI) was initiated in 2012 under the purview of the ASEAN Committee on Disaster Management (Simon, 2012). It partners with civil society organizations to promote a comprehensive approach to school safety so that children become more resilient to disasters and to have safe and secure learning environment in South - East Asia. The ASSI initiative is informed by the Global Framework for Comprehensive School Safety. It comprises three pillars - safe learning facilities, school disaster management and, risk reduction and resilience education.

In Africa, school safety and educational continuity require a dynamic, continuous process initiated by management and involving workers, students, parents, and the local community (Zuze et al., 2016). School disaster management involves the familiar cycle of steps found in all project management which include; *assessing* hazards, vulnerabilities, capacities and resources; planning and implementing for physical risk reduction, maintaining of safe facilities, standardizing operating procedures and training for disaster response; *testing* mitigation and preparedness plans and skills regularly, with realistic simulation drills; and *revising* your plan based on your experience.

School physical facilities safety implementation, mirrors individual, school prevention, and wider community disaster prevention efforts. Safety plays an important role in schools (Herlianita, 2017). Ensuring student’s safety has been part of the ethical framework for decades among African countries. Schools also have legal

responsibilities for safety. Like other public services, schools are adapting to a period of considerable change, as well as, continuing to meet existing challenges. Safety education and integrating ‘risk’ within the curriculum is key to this. Meanwhile, schools have a primary duty to safeguard the staff and young people in their care while at the same time creating the ‘risk aware, but not risk adverse’ citizens of tomorrow (Bawa et al., 2019).

In promoting safe school environment in South Africa, current approaches on enhancing school safety have been put in place. These approaches include: exemplary programmes, such as Zulu (Nhambura, 2020). Zulu involves developing partnership among schools, parents, local business and community organizations in implementing model programmes that address the security needs of individual schools. The Crisp project organizes school safety teams to link parents, schools, local organizations and police. Cass is a comprehensive model involving, local community partners, national government development guidelines and support materials for school managers, educators, and safety committees. This has strengthened school-community partnerships and child participation and consequently addressed the aspects of teaching- learning environment and educational quality (Topping & Wolfendale, 2017).

In Uganda, Safe School Contract (S.S.C) has been implemented as one of the identified interventions which strengthen the role of teachers, pupils, parents and their involvement in children ‘s education (Yiga & Wandega, 2014). The Ugandan Ministry of Education and Sports together with United States Agency for International Development (USAID) introduced more than 200 schools to S.S.C by the year 2008 so as to enhance safety in schools. Through the experience in the 200 supported schools, S.S.C offers a mechanism for promoting safety in schools through strengthening school

community relationships and student participation (Omari, 2021). These interventions have improved school safety and directly enhanced teaching and learning processes in Ugandan schools.

In Kenya, educational institutions have experienced several ghastly incidents, which other than leading to damage of properties, injuries and loss of lives through cases of fire and other health risk situations, have led to disruption of teaching and learning processes. For example, Ortum High School, which is located in West Pokot County, students burnt the school just because the school headteacher was transferred unexpectedly in the year 2021 (Morris, 2021). Kenyan education unions have reacted angrily to the factors that led to the tragedy. The unions condemned the lack of implementation of existing safety standards, and addressed the critical issue of overcrowding in the country's schools. Therefore, school safety is a fundamental and indispensable component of the teaching and learning process. Learning these, Kenyan Government is committed to the provision of quality education and training to its citizens at all levels.

The Social Pillar in the Vision 2030 singles out education and training as the vehicle that will drive Kenya into becoming a middle-income economy (Riechi, 2021). In addition, the Kenyan Constitution, 2010 has provided for Free and Compulsory Basic Education as a human right to every Kenyan child. The country is, therefore, obliged to align education and training to the demands of its citizens (The Kenya sector of the International Commission of Jurists, 2010). This requires the review of all aspects of the education system to make it responsive to the new realities including safety measures in the institutions. The government of Kenya has committed to the safety and wellbeing of all children and has zero tolerance to child abuse and demonstrates the commitment

through implementing of child protection programs. School management are authorized to provide a child safe environment where children feel safe and their voice are heard when decisions are made that affects their lives.

In relation to the above the Government prepared a safety and standards manual (Amri et al., 2017) to create and enhance safety in schools. Times have changed inside schools and apparently, there exists constant fear and a growing need to address the issue of safety in depth. Bjorklund (2022) argues that the issues confronting schools as far as safety is concerned are different, depending on their nature and location, sophistication, frequency and complexity. Violent behavior in schools' manifests in a wide range of aggressive acts from name calling to physical assault, neglect, emotional and sexual abuse (Riechi, 2021).

Further, there are safety issues in primary schools in Kenya for example, stampede which occurred in Kakamega Primary School, in Kenya's western region in 2020. The stampede caused the death of 14 school children - nine girls and five boys - died and dozens of others injured. This showed there was overcrowding in schools. The incident could raise questions about the safety of children in Kenya's schools. In 2019, eight pupils died and 69 were injured when a classroom collapsed at a primary school in Nairobi. This was caused by the overcrowding in schools, with a rising demand for education, especially since free primary school education was introduced by the government in 2003.Kenya Union of Post Primary Education Teachers (KUPPET)which was commissioned 2019 on the state of school safety in Kenya, noted non-enforcement of the existing safety policy standards thus leaving schools vulnerable to basic safety hazards. The commission highlighted massive congestion in public

schools, the reenrollment of students without regard to their safety and security, and the lack of awareness by school committees of existing safety standards.

In every country and society, girls and boys are affected by sexual violence, abuse, maltreatment and exploitation. World Health Organization (WHO) reports that, ten percent of all boys and twenty percent of all girls worldwide, become victims of sexual violence or abuse (Walker-Descartes et al., 2021). Children with disabilities are affected twice as much as children without disabilities. Children living in institutions or who are otherwise in care, are also subject to a greater risk of abuse. Child Protection is strengthening for country environments, capacities and responses to prevent and protect children from violence, exploitation, abuse, neglect and the effects of conflict, (UNICEF). School Safeguarding Policy (S.S.P) is a document, which purposively provides clear directions to the teachers, volunteers, support staff and other stakeholders on their duty of care and codes of behavior as clearly stipulated by various laws and policies in ensuring that preventive and responsive measures are in place for dealing with child protection and safety issues in schools (Shah et al., 2020). School Safeguarding Policy (S.S.P) is a document, which purposively provides clear directions to the teaching, volunteers, support staff and other stakeholders on expected codes of behavior in ensuring preventive, responsive and support measures are in place for dealing with child protection and safety issues in schools.

Children, because of their dependency and immaturity, are vulnerable to abuse. Child abuse may take many forms but it can be categorized into four different types which include; neglect, physical abuse, emotional abuse and sexual abuse. A child may be subjected to one or more forms of abuse at any given time. While parents/guardians have primary responsibility for the care and protection of their children, personnel

working with children also have clear responsibilities in this area. The Children Act (2001) lays emphasis on protection of all children. The school and educational institutions in general, should be aware of such rights for them to be able to take all the necessary measures (Vincent, 2017).

Protection of children from any form of harm is fundamental to school success and learners' achievement as they attain their full potential, grow into confident, well-adjusted adults. Teachers are particularly well placed to observe and monitor children for signs of abuse. They are the main caregivers to children outside the family context and have regular contact with children in the school setting. Teachers are considered "*loco parentis*", they have a general duty of care to ensure that arrangements are in place to protect children and young people from harm (Darling-Hammond & Cook-Harvey, 2018). Additionally, they have a professional and legal mandate to report incidences of child abuse. In this regard, young people need to be facilitated to develop their self-esteem, confidence, independence of thought and the necessary skills to cope with possible threats in their personal safety both within and outside the school. Board of management, principals and senior management teams have primary responsibility for the care and welfare of their pupils, this moral /legal responsibility is derived from the Education Act, 2013.

Moreover, school officials have to ensure boarding facilities comply with basic safety standards through proper implementation (MOEST, 2010). Despite the fact that teachers are best placed to raise the alarm over failures to adhere to basic safety rules, the job is left to the small number of Quality Assurance officers working for the Ministry of Education. This may not be possible without putting in place a safety policy implementation framework. At its simplest, implementation can be described as the

carrying out of a plan for the provision of safety. It focuses on operationalizing the plan (Ramirez et al., 2021). Policy implementation sits within the 'policy cycle', which involves policy design followed by policy delivery and then policy review. Policy design means the formulation of safety policies and putting in place structures for implementation. This includes installation stage which is often overlooked in implementation (Valle-Cruz et al., 2020).

In essences, once a decision is made to adopt a program model, many structural and instrumental changes in a number of settings and systems, must be made in order to initiate the new practices. Practical efforts to initiate safety policies, are central to the installation stage and include activities, such as, developing referral pathways, ensuring that financial and human resources are in place, purchasing equipment and technology. Developing the competence of practitioners is a key component of this stage to ensure that safety measures are implemented with fidelity.

On the other hand, policy delivery is the process of disseminating the safety policies to various schools for implementation. Policy review comes after all implementation phases of safety policies have been achieved which will put in place, means and ways to confirm that the safety measures are working or not, and what needs to be done to improve implementation. Policy review should be done within stipulated time/period before making or announcing any changes. In practice, however, the lines between these stages in the policy cycle can become quite blurred (Ramirez et al., 2021). Implementation is a process that takes time and occurs in incremental stages, each requiring different conditions and activities. Each stage is essential in the implementation process and cannot be skipped. However, those implementing safety

policies may need to revisit earlier stages to address challenges, and ensure continued support and capacity (Valle-Cruz et al., 2020).

Moreover, full implementation occurs as the safety measures become integrated into routine practice. The time it takes to move from initial implementation to full implementation will vary, depending on the complexity of the policies, the baseline infrastructure, structural organization support, resources and other contextual factors. Implementers must also be mindful of adopting realistic time frames (Coaffee et al. 2018). During initial implementation stage, the safety program model is put into practice. The key activities of the initial implementation stage involve strategies to promote continuous improvement and rapid problem solving.

Domlyn and Wandersman (2019) identified three factors that influence implementation in practice settings including Individual characteristics, organizational factors and community factors. In terms of the individual characteristics, they argue that there are key variables associated with implementation including practitioner's education, experience with the same or a similar innovation and attitude toward the innovation or the motivation to use it. In terms of organizational factors, they have linked a variety of organizational characteristics to successful implementation including: leadership; programme goals/vision, commitment and size; skills for planning, implementation, and evaluation; climate, structure, and innovation-specific factors such as access to information about the innovation, and organizational support for implementation (Lyon et al., 2018).

Community-level factors relevant to the implementation of programmes include community capacity, community readiness for prevention, community competence,

community empowerment, social capital, and collective efficacy. These factors focus on the importance of connections within the community, resources, leadership, participation, sense of community, and the willingness to intervene directly in community problems (Pfefferbaum et al., 2017). Therefore, with assessment and planning, physical and environmental protection and response preparedness, schools can prevent unsafe events from becoming disasters. Since schools are universal institutions for sharing knowledge and skills, safety policy in schools should be well implemented.

1.2 Purpose of the Study

Despite existence of safety policy in schools, the safety concerns are on an upward trend. Therefore, the purpose of this study was to analyze safety policy compliance on learner's safety in primary boarding schools in the North Rift Region, Kenya.

1.3 Statement of the Problem

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. Majority of primary schools in the North Riftare not fenced and those fenced, poor quality materials were used. Therefore, everyone gains entry into the school, and some enter classrooms during the day, which they convert into sleeping quarters at night. Schools in ASAL areas in the Rift Valley are facing insecurity from cattle rustlers, bandits and clan fighters which has forced the putting up perimeter walls in Kapedo. Structures have been burnt, teachers and pupils shot, some have been killed, many teachers have fled. Further, schools in the North Riftare facing problem of heavy rains that damaged school infrastructure and roads. West Pokot County is the worst hit by heavy rain with classrooms in at least five schools wrecked by landslides, resulting in damages worth over Sh30 million (The

Standard, 2020). In 2019 a total of 2,148 schools were closed countrywide for failing to meet basic registration requirements. This follows an audit that was conducted in term three of 2019 which revealed that majority of schools are not adhering to safety registration requirements.

Table 1.1

Full Audit Report from The Education Ministry

Region	**County**	**No of Schools Audited**	**No of schools not Registered**	**No of schools closed**	**No of schools to be reassessed**
Rift Valley	Baringo	96	5	5	20
Rift Valley	Bomet	63	26	29	26
Rift Valley	Elgeyo Marakwet	57	41	16	20
Rift Valley	Kajiado	76	32	25	42
Rift Valley	Kericho	112	8	22	37
Rift Valley	Laikipia	60	3	10	6
Rift Valley	Nakuru	318	119	68	25
Rift Valley	Nandi	190	72	72	62
Rift Valley	Narok	160	134	58	72
Rift Valley	Samburu	40	12	14	4
Rift Valley	Trans Nzoia	139	46	83	56
Rift Valley	Turkana	123	5	6	6
Rift Valley	Uasin Gishu	97	45	45	52
Rift Valley	West Pokot	180	35	35	48
Total		**1711**	**583**	**488**	**476**

Source: Education Ministry (2020)

The audit came in light of the Precious Talent school tragedy where a classroom collapsed on the morning of Monday September 23, 2019; the accident at the school

claimed the lives of eight learners. The Rift Valley leads with the highest number of unregistered schools (at 583) and is followed closely by Nairobi Region which has 578 schools. Consequently, 488 schools were closed in the Rift Valley Region, while 356 of such schools were closed in Nairobi. A total of 476 schools in the Rift Valley have been earmarked for reassessment. Nairobi, Eastern and Nyanza have 420, 415 and 356 schools; respectively. Not surprising, education standards at the school are wanting, since smooth learning is hard to realize. Insecurity has affected enrolment, and performance of learners in national examinations, an issue that is now of great concern to stakeholders. Most of the above studies in background of the study have dwelt on factors related to perception, community readiness, and prevention and planning of safety measures in schools. Since none of the above studies have touched on safety policy issue, this study sought to analyze the safety policy compliance on learner's safety in primary boarding schools in the North Rift Region, Kenya.

1.4 Research Objectives

The study was guided by the following objectives.

1. To analyze the safety standard measures put in place to ensure safety of learners in Primary Boarding Schools in the North Rift Region, Kenya.
2. To assess the stakeholders' level of awareness on learner's safety in primary boarding schools in the North Rift Region, Kenya.
3. To examine the role of management in implementing safety policy to ensure safety of learners in Primary Boarding Schools in the North Rift Region, Kenya.
4. To establish the incidences of insecurity as a result of lack of compliance to safety policy in Primary Boarding Schools in the North Rift Region, Kenya.

5. To explore challenges faced by administration in implementing safety policy in Primary Boarding Schools in the North Rift Region, Kenya.

1.5 Research Questions

1. What safety standard measures are in place to ensure safety of learners in Primary Boarding Schools in the North Rift Region, Kenya?
2. What is the stakeholders' level of awareness on learners' safety in primary boarding schools in the North Rift Region, Kenya?
3. What role does management play in implementing safety policy to ensure safety of learners in Primary Boarding Schools in the North Rift Region, Kenya?
4. What are the incidences of insecurity as a result of lack of compliance to safety policy in Primary Boarding Schools in the North Rift Region, Kenya?
5. What challenges are faced by administration in implementing safety policy in Primary Boarding Schools in the North Rift Region, Kenya?

1.6 Assumption of the Study

This study took into account the following assumptions;

1. That public and private primary boarding schools have the safety policy guidelines.
2. That all the primary boarding schools are aware of the key safety policy measures on paper.
3. That they have read and understood safety policy measures on paper.
4. That they implement the safety guidelines as prescribed.

5. That the respondents were responsible people who gave true information about the safety standard measures in their schools.

1.7 Significance of the Study

Lives and property can be lost to fire outbreaks, child abuse, cultural practices, drug abuse, due to poor implementations of safety policy in schools. This study is important since knowledge of the actual situation on the implementation of safety policy in the boarding primary schools were known and appropriate advice were given to managers in boarding primary schools. The results from this study will be used to propose improvements in the implementation of the safety policy in the boarding primary schools. This will result in reduced injuries and minimize the negative effects.

The findings will help boarding primary school's management and other education stakeholders to implement the safety policy in education in their schools. The study is significant in that, safety policy in practice enables school management and administrators to find out whether they are making progress or not towards implementing the safety policy standard measures. The study will also contribute to the existing body of knowledge on the safety policy measures in schools to other scholars, researchers and different institutions interested in carrying out same research. The Ministry of Education and policy makers will use the findings and recommendations in adjusting and implementing safety policy in schools.

1.8 Justification of the Study

The government of every nation has a responsibility of ensuring the safety of its citizens including those in schools. Therefore, they have come up with different safety policies to ensure that her citizens enjoy good safety (WHO, 2016). In Kenya there is the safety

standards manual for schools of 2008. The manual has safety measures which have to be put in place in all schools to ensure the safety of pupils and teachers.

The COVID-19 has affected the education in Kenya as well as other countries which has led to introducing tough safety measures at school. However, despite the safety policy in place, there are still reported cases of insecurity in public primary schools. Safety problems have posed chain of questions that require answers so as to avoid the same being repeated in the future. Therefore, the need of current study to analyze the safety policy compliance on learner's safety in primary boarding schools in the North Rift Region, Kenya.

Moreover, there have been occurrences of accidents, injuries, deaths, and properties destroyed in primary schools in the North Rift Region. Findings from Kenya Institute for Public Research and Analysis (2013), indicates that West Pokot, Turkana, Baringo, Samburu and Elgeyo Marakwet experience insecurity due to cattle rustling and raiding. This leads to insecurity in schools resulting to closure of schools, family break ups and lack of basic needs to use in attending schools. These counties are said to be marginalized/poorest in Kenya according to development indexes. School enrolment rates are below the national average.

Majority of the people in this region depend on relief food and are malnourished. Mortality rates is high and so are poverty levels. Water and sanitary services are inaccessible. Insecurity in this region has impacted negatively on the vulnerable groups. These has violated the children rights (ROK, 2013). Nevertheless, cases of fires, wind blowing roofs, floods sweeping classrooms, child abuse, drug abuse and lightning are some of the common incidences of insecurity encountered in public primary schools in

the North Rift Region. The above issues have however raised concern from the stakeholders, Ministry of Education (MOE), policy makers and the community at large.

In a systematic review study conducted by Richmond et al. (2018), they identified the risk factors and interventions for the prevention of playground injuries while Kipngeno and Benjamin (2009) of Moi University carried out research on safety awareness and preparedness in secondary schools. Their findings showed that, there were no safety awareness programs and teachers and students were poorly prepared to respond to accidents. These studies were however done in secondary schools and at the university level, therefore leaving a gap in the primary section. This study therefore sought, to analyze the safety policy compliance on learner's safety in primary boarding schools in the North Rift Region, Kenya.

1.9 Scope of the Study

The study was basically concerned with evaluating the safety policy compliance on learner's safety in primary boarding schools in the North Rift Region, Kenya. The school safety policy standard measures are a wide area with different disciplines like safety on school ground, health and hygiene, food staff, safety against drug and substance abuse, road safety among others (MOE safety standards manual, 2008). It cannot be done in a single study. The study was carried out in the North Rift Region of Kenya, covering all public and private boarding primary schools because many boarding schools in this region are supposed to be aware of safety policy compliance on learner's safety. The study collected data using questionnaires, interview schedule, focus group discussion and observation checklist from sampled respondents.

1.10 Limitations of the Study

The study was limited to using questionnaires in collecting quantitative data. However, this were supplemented with interviews schedules to get in-depth information concerning the study topic. The study was also limited to public and private primary boarding schools in the North Rift Region and results cannot be used to generalize safety in the country. However, it is possible to make some limited generalizations to cover the country because the safety policy is operational in all public and private primary boarding schools.

1.11 Theoretical Framework

This study was guided by the Domino theory formulated by Heinrich (1931) as cited by (Hosseinian & Torghabeh, 2012). The theory is heavily oriented towards the human approach. The theory noted that causes of accidents is approximately 88% as a result of unsafe acts committed by human beings, whereas the remaining 10% are caused by technological factors/unsafe actions and 2% acts of God. According to the domino theory there are a number of factors that contribute to accidents. These could be likened to a number of dominoes standing in a row. If one is knocked down the remainder also falls (Figure 1.1). However, when one is removed from the dominoes, the possibility of a loss occurring is reduced.

According to the theory, there are four dominoes that lead to an accident. These dominos include: The social environment, the fault of the person, the unsafe act and the injury itself as shown in Figure 1.1.

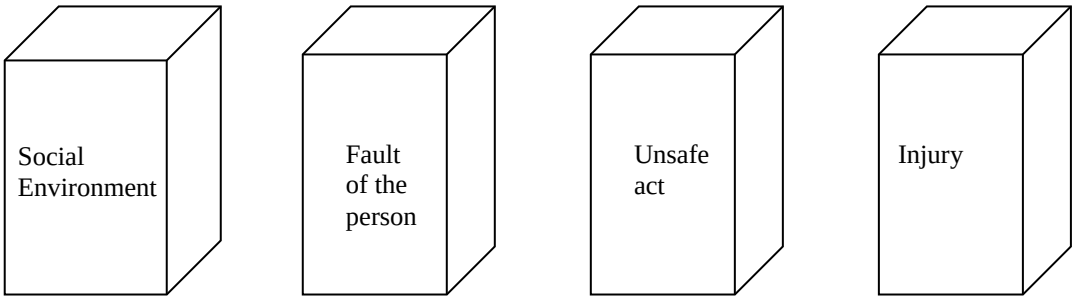

Figure 1.1: The Domino Theory

Source: Bhaskara (2017)

Social environment – Individuals are brought up in a particular environment, for example, the school environment where different physical facilities are found. However, some people have little concern for their own or other people's safety and give it little interest.

The fault of the person – This means that the person has tendencies to enter into unsafe situations perhaps because he or she has not absorbed training or education given on its dangers, for example, dangers of electricity, open pits, and swimming pools. Nevertheless, the child might not be aware that he or she is carrying out an unsafe act.

The unsafe act – This is the actual act that leads to the injury for instance. In a school setup exposing learners to use physical facilities that are not up to the required safety standards.

The injury itself – This is an injury to the person or destruction of the property. In relation to the above, occurrences of accidents, injuries and destructions of property always happen in schools and these should be reduced or minimized. This should be done by removing the unsafe act. Heinrich considered that the best domino to be removed is the unsafe act (Bhaskara, 2017).

Training and sensitizing of all the school stakeholders should be done so as to make the school a safe environment for learning. Rules, plans and measures should be taken so as to assure safety of the physical facilities being used in schools. Although steps could be taken to reduce the effect of the accident, it is best to prevent it from occurring altogether. The theory provides school management with a framework in order to consider what action to be taken after a risk has been identified and this helps them understand the problem and come up with a solution. The safety factor is of paramount in all aspects of human life. In the school situation, for example, the health safety policy entails putting practical measures in place which minimize injuries arising from structural negligence.

The Heinrich's domino theory therefore formed the theoretical framework for the study on evaluation of safety policy compliance in education. The theory can be used regardless of the type of risk, for example fires, theft and all types of accidents emanating from the physical facilities

In a school set up we have different dominoes, the classrooms, dormitories, dining halls, and play grounds among others, are the physical facilities that form the entire social environment which is a school. Factors like finance, poor management, awareness, and sensitization on school safety, maintaining and repairing physical facilities and technology will pose danger to those who are using them and these lead to occurrences like accidents, injuries, deaths, fire outbreaks, and wind blowing roofs in school. In regard to this, a school should observe the required safety standard measures policy so as to make it a safe zone for teaching and learning.

1.11.1 Scientific Management Theory

Scientific Management Theory was published by Frederick Taylor in 1911 as cited by Lindøe and Baram (2019). Scientific Management Theory advocates for the development of standardized procedures. In the context of safety policy compliance, this would involve creating standardized safety protocols and procedures for various situations. For example, there should be standardized procedures for fire drills, emergency response, health and hygiene checks, and security measures. Standardization ensures that safety measures are consistent and reliable.

Taylor's theory involves time and motion studies to identify the most efficient way of performing tasks. In the context of safety, this can include analyzing how long it takes to conduct safety checks, respond to emergencies, or conduct safety training. Schools can use this data to streamline safety processes, ensuring that they are performed efficiently without unnecessary delays. Scientific Management Theory emphasizes training and developing employees to perform their tasks efficiently. In schools, this would mean training staff, including teachers, administrators, and support personnel, in safety protocols. This training ensures that all staff members are well-prepared to comply with safety policies and respond appropriately in emergency situations (Lindøe & Baram, 2019).

The theory encourages collecting data to analyze and improve processes. Schools can apply this by collecting data related to safety incidents, near misses, and policy compliance. Analyzing this data helps in identifying trends and areas where safety policies may need improvement. Taylor's theory suggests that employees can be motivated through financial incentives. In the context of schools, incentives can be used to motivate students and staff to follow safety policies. For example, schools can

establish rewards for good safety behavior or for reporting safety concerns (Shaikh et al., 2021).

Taylor advocated for a clear hierarchy of authority where managers make decisions and workers follow instructions. In schools, this hierarchy ensures that there are designated individuals responsible for safety policy compliance, such as safety officers or administrators. This clear chain of command helps in enforcing and monitoring safety measures. The theory encourages setting clear performance metrics and holding individuals accountable for their performance. In schools, this means establishing key performance indicators (KPIs) related to safety compliance and regularly assessing the performance of staff and students against these KPIs. Accountability helps ensure that safety policies are taken seriously (Falco et al., 2021).

While Scientific Management Theory offers valuable insights into optimizing safety policy compliance in primary boarding schools, it's important to balance efficiency with flexibility and adaptability. Safety measures should not be so rigid that they hinder the well-being of students, and there should be room for adjustments based on the unique needs and circumstances of each school. Additionally, ethical and moral considerations should always be part of the safety policy framework to ensure that safety is not compromised for the sake of efficiency.

1.12 Conceptual Framework

A conceptual framework is a structure or a set of concepts that helps to guide and shape the way individuals or groups think about, understand, and explain a particular phenomenon or issue (Varpio et al., 2020). It is essentially a theoretical foundation or a model that provides a framework for analyzing and interpreting data, information, or

events. The study adopted the following conceptual framework to illustrate the safety policy compliance on learner's safety in public and private primary boarding schools.

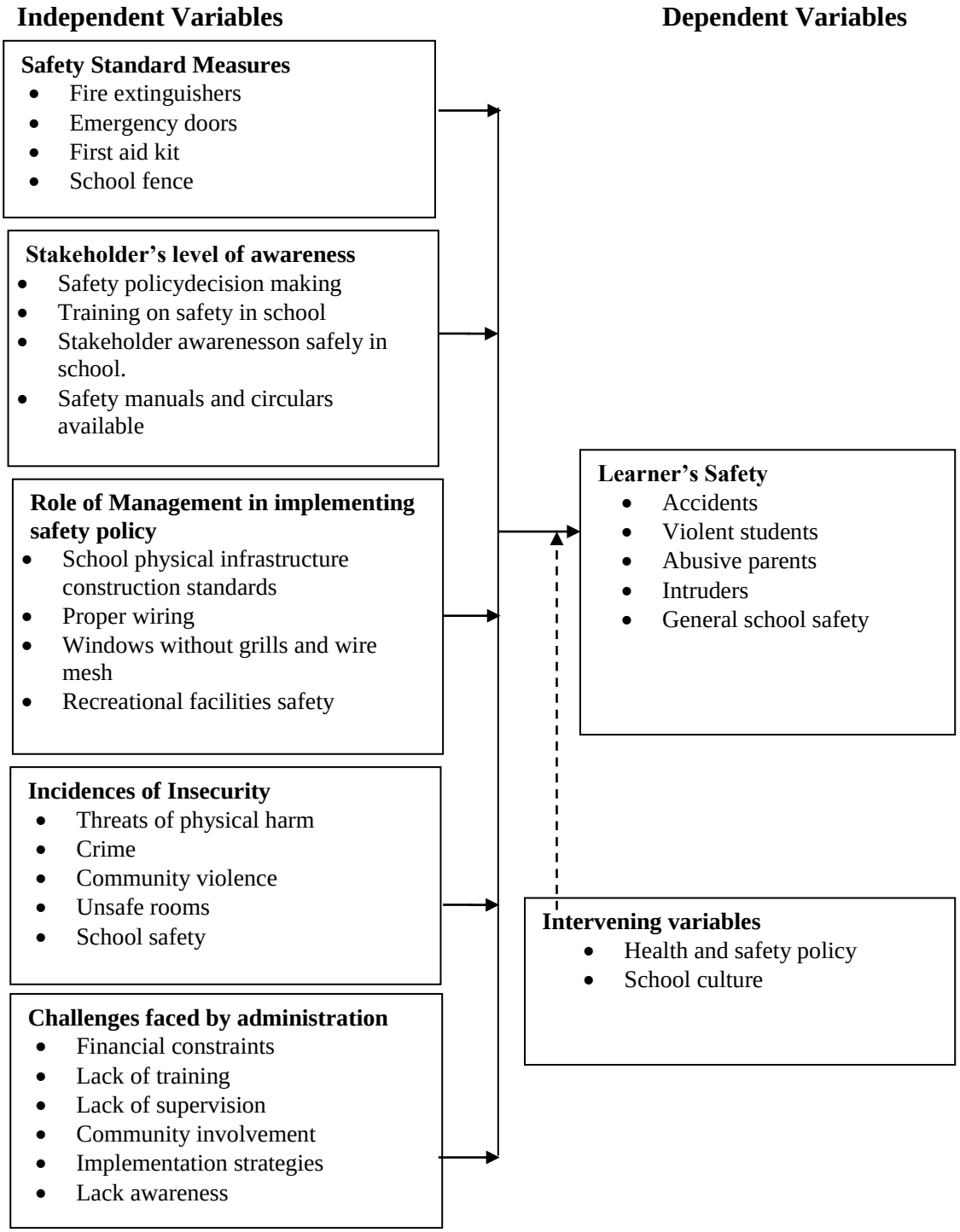

Figure 1.2: Conceptual Framework

Source: Researcher (2021)

The independent variables for this study were; safety policy strategies in place which ensures that there is good safety in Public and Private Primary Boarding Schools. Schools adhere to the safety policy and if not, schools are considered to have compromised the school safety. Stakeholders' level of awareness, where if they are aware, safety in schools is assured, but if they are not aware safety might be compromised. Accident reporting incidences which may have an impact on safety in schools, if not addressed. The independent variable was safety of learners in public and private boarding primary schools.

Challenges faced by administration examined in this study were financial constraints, lack of training, lack of supervision, community involvement and implementation strategies. These challenges have a negative effect on learners' safety in public and private boarding primary schools.

In this study, the intervening variables which are health and safety policy and culture affected safety of education in public boarding primary schools. If safety policy and health are not in place, or not fully implemented, education in public boarding primary schools is compromised. Further, culture in the school may affect safety of leaners education in public and private boarding primary if the culture of ensuring safety in school, is the order of the day.

1.13 Operational Definitions

Accident reporting is recording details of an unusual event that occurs at the facility, such as an injury to pupils.

Child abuse is any act committed against a child

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse

Child is an individual who has not attained the age of 18 years

Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards.

Private schools a school which is not supported financially by the government and the parents pay for their children in the private schools.

Public schools are a school that runs on public funds, usually government-imposed taxes. It is free for everyone to go to.

Safety policy compliance is a document that outlines an organization policies and procedures to be followed so as to ensure a safe working environment.

Safety policy strategies are planned and systematic approaches to implementing the safety and health policy through ineffective safety and health management way. Risk assessment methods should be used to determine priorities and set objectives for eliminating hazards and reducing risks.

Safety policy is a policy that aims at removing or reducing the risks to the health, safety and welfare of all pupils, teachers, contractors and visitors, and anyone else who may be operating in the school environment operations.

School environment is any physical on virtual place made available for use by a child during/outside school hour

School is an institution registered under the basic education act.

Situational analysis is a process of critically evaluating internal and external conditions that affect an institution.

Stakeholder's level of awareness is safety and health policy awareness of a person, group or organization that has interest or concern in a school environment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature relevant to the study. It targeted at pinpointing the studies that have been carried out concerning the safety policy compliance on leaner's safety in public and private primary boarding schools. The chapter is divided into the following sections; the concept of safety policy, the concept of education of public primary boarding schools, the situation before the implementation of the policy, safety policy strategies in place to ensure safety of learners, degree to which schools adhere to the safety policy in education, stakeholders' level of awareness on safety policy in education, incidences of insecurity as a result of lack of compliance to safety policy, summary of literature review and the gap therein.

2.2 The Concept of Safety Policy Compliance in Schools

A safety program contains the safety elements of an institution, objectives which makes it possible for the school to achieve its goal in the protection of its students and teachers at school. Section 4 (1) Of the Occupational Safety Regulations specify the minimum requirements to be contained in a safety program. The school takes very seriously its responsibilities for ensuring the safety of children whilst on school trips. The head teachers were responsible for ensuring that school trips are planned, organized, undertaken, controlled, monitored and reviewed. The Local Education Agency (LEA) planning checklists were used to provide assurance that each visit is methodically and suitably planned (Dorado et al., 2016).

The legislation stipulates that the safety policy is to be reviewed annually, and where required, updated in consultation with the workers' safety representative. The policy

should also be reviewed and revised whenever there is an operational or organizational change. The legislation stipulates that the safety program is to be reviewed and revised at least every three years. In addition, a review is required to be undertaken whenever there is a change of circumstances that may affect the safety of workers, or where an officer makes such a request. The review of the program should be done in consultation with the occupational safety committee (Dorado et al., 2016).

The school promotes a culture of positive, effective working and learning environment for all staff, students and visitors in the school. The school takes its safety policies and procedures very seriously; under the governing body and the local authority's guidance, school administration is responsible for implementing the school's programmes as well as, the corporate directorate, Health and Safety (H&S) policies and procedures. All Health and Safety procedures are conducted termly (Lewallen et al., 2015).

Appropriate Induction booklet, Keeping Children Safe in Education, East Riding Safeguarding Children Board (ERSCB) Safe School, Safe Children, Safe Staff code of conduct, are handed for all as part of their induction training. After the induction, volunteers are expected to sign that they have understood the H&S School's policy in the presence of the trainer. The induction is done by the head teacher or one of the assistant head teachers. In addition, all visitors to the school must sign and obtain a badge which permits their valid entry in the school. Signing the register also means that they have read and understood the safeguarding statements. The school administrator is responsible for checking the visitors and maintaining their records. The school also contains various H&S policies, such as, building, ground, adventure playground and E-policy. Often schools send letters to parents via email about E-safety for parents and children (Lewallen et al., 2015).

Public and private primary boarding schools cover first aid policies by providing green posters (written procedures) of First Aid provision information and instruction on all main corridors in case of emergency; these consist of, list of first aiders and their contact details, according to their groups. The school has first aid boxes in all the cloak rooms; these are checked by lunchtime byte supervisors who are responsible for first aid. There is a comprehensive site survey every term, which include Control of Substances Hazardous to Health (COSHH) records, First aid provision, review of Risk Assessments, fire and safety drills. All staff are required to carry out assigned tasks and duties safely in accordance with instructions, methods and procedures safely, coordinating with their supervisors. Another example of safety monitored in our school, is by providing sanitized hand gels in all classrooms; children should not leave their classroom unnecessarily. Children use the hand gels after their science experiment or any other class activities, to stop spreading of germs and viruses which may cause infections. All responsible adults working with children monitor and check the use of this policy (Ring & Green, 2016).

2.2.1 How People are Made Aware of Risks and Hazards and Encouraged to Work Safely

Parents need to share their children's medical condition with the school. They need to sign a Health & Safety checklist form confirming that the information is true. The school stores this information in the school's central office which is maintained by the administrative staff. In addition, a brown envelope, containing confidential medical information is available to the class teacher along with the class register and pupil photograph. Medicines are checked, stored away in the designated cabinets in the staff room. They are locked so that children do not access to them. All staff are made aware on where to access the keys if needed. Medicines are only administered if prior agreed

with the headteacher. However, responsible children can administer their own medication. The school holds accountability to any incidents/accidents or unforeseen circumstances to inform parents. The school also is responsible for carrying out extra copies of pupil's medical needs for any external educational visit (McKenzie et al., 2018).

Collections of pupils are ensured for Kentucky System of Invention (KSI) and Foundation stage by teachers visually identifying parents/caretakes before letting them go. Occasionally, if a parent is unavailable to collect their child, then they have to ring the school office to notify. The school office passes on this information to the relevant class teacher and simultaneously the teacher writes this information on the board and also lets the child know if there is any change of collection of time and person (McKenzie et al., 2018).

According to Cranwell et al. (2017), no one is allowed to bring any substance such as liquid, powder, gels or poisons in the school premises without a COSHH Risk Assessment done in advance. A COSHH form must be obtained from the relevant manufacturer/supplier. A detailed COSHH sheet of information and records are maintained in every classroom, where the relevant materials are used and can be accessed easily by any member of staff, a log is kept in the recording sheet which is checked and dated by the caretaker along with the head teacher. All classrooms have Risk Assessment for COSHH checklist sheet posters. This are checked by the class teacher and ticked off on weekly basis. If a child is found with any kind of medication, then he/she is taken immediately to the First Aid point and subsequently highlighted to the H&S Officer as well as the head Teacher.

Hazards are notified to all learners by wet floor signs. Senior members are notified by emails, but the class teacher shares this information with the relevant persons who are at school. All classrooms have risk assessment for trip/hazard checklist sheet posters. These are completed and ticked off on weekly basis. All hazards should be reported to the class teacher or senior management or should be made hazard free, if possible, in line with the H&S policy. If senior members of staff have discovered any hazard or accidental spillage, then it is their responsibility to resolve it. This effectively means either informing a caretaker or the cleaners. The hazard would be highlighted to the caretaker who will assess the risk and if necessary, act on it. A form would be then completed by the caretaker (Cranwell et al., 2017).

Log register is available in all the classroom on electrical safety checks are done by the school caretaker every term. The authorities do a formal Portable Appliance Testing (PAT) test, once every 2 years on all electrical equipment; plugs have an up-to-date PAT test sticker with the date. All classrooms have Risk Assessment Electrical Safety checklist sheet posters. The checklist also indicates what needs to be done to minimize any accidents. These checklists are completed by the teachers and ticked off on weekly basis by the class teacher. Any volunteer takes responsibility to let the teacher know if stickers are not on the equipment, unless they are a year old. The school follows strict guidelines by The Electricity Work Code of practice/Electricity at Work (Niner et al., 2018).

Posters for working safely on the internet are available in all the classrooms. A clear policy for working safely, is also available in the induction pack for staff and volunteers. All classrooms have Risk Assessment checklist sheet posters. These are completed and ticked off on weekly basis by class teacher. Children are supervised

when they are learning or using technology. Volunteers are made aware during the induction on using social networking cautiously, especially through emails, social media, or the internet. If found compromising confidentiality, disciplinary action is taken. The school has published a detailed Acceptable Use Policy; use of Internet/computer specifically for staff and pupils in the school (Niner et al., 2018).

2.2.2 Situation of Safety in Kenyan Schools before the Implementation of the Policy

Since the attainment of independence in 1963, the Government of Kenya has committed itself to improving the standards of education at all levels (Ojiambo, 2018). 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 and integration, and peace (Bitrus-Ojiambo et al., 2017). 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 the education sector.

Examples of these commissions include the Kenya Education Commission (1964), National Committee on Educational 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 (Koech report, 2000). The Government is also a signatory to international conventions and protocols that have emphasized the right of every human being to quality education. Examples of these include UN Convention on the Rights of the Child (CRC), the Convention on

Elimination of All Forms of Discrimination against Women (CEDAW) and The World Conference on Education for all (Banda, 2019).

The Government's commitment and seriousness in implementing the recommendations of the international conventions and protocols to meet the challenges of education training and research in the 21st century is evidenced by the various policies and strategies so far developed. One of the key policies documents this century, is the *Sessional Paper* No. 1 of 2005on Education, Training and Research and its implementation programme, through the Kenya Education Sector Support Programme (KESSP).

With regard to Basic Education, the Government focuses on (as outlined in *Sessional Paper* No. 1 of 2005) 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 Children's Act (2001), increasing access, equity and relevance of basic education, and delivering quality services efficiently and effectively at all times and at all levels (Wanyonyi, & Mukwa, 2017).

Towards the realization of the set goals, the Government has developed various interventional strategies to ensure safe and secure school environments. This strategy arises from the strong conviction that: Safe and secure school environments facilitates and fosters quality teaching and learning in educational institutions. Safety, especially in schools, is even more critical given the fact that young children are vulnerable to insecurity.

In an insecure school environments, delinquency, truancy and absenteeism, especially among girls, are common (Hameed, 2020). When teaching and learning is interrupted by acts of violence among learners, through ethnic or land clashes, cattle rustling, cultural practices, such as, female circumcision commonly referred to as Female Genital Mutilation (FGM), learner performance in national examinations, will inevitably be compromised. Comprehensive school safety is, therefore, fundamental to school success and learner achievement.

The Government's commitment to the promotion of access, equity, participation, retention, completion and quality at school level of education is bound to be affected if safety and security concerns are not addressed fully. In recognition of the critical importance of school safety, in the provision of quality education, the Government, through the Ministry of Education, is committed to institutionalizing and mainstreaming school safety. However, it is critical to appreciate that school safety is not provided by fences and walls but by the community as a whole. For this reason, building strong bonds between the school and the community ensures child safety in and out of school (Cantu et al., 2021).

In July 1991, male students of St. Kizito Secondary School in Kenya invaded girls' dormitory in their school assaulting and raping them (Kindiki, 2009). A total of nineteen girls died. Two students at Nyamagwa boys in Kisii District died following an outbreak of meningitis in the school in 1994. In 1998, twenty-six girls perished in a fire tragedy at Bombolulu Girls in Kwale District. Four boys perished in Nyeri Boys High School when a group of students locked their colleges in a room and then set it ablaze in 2000.Kenya witnessed her worst school tragedy when sixty-seven students at Kyanguli Secondary School in Machakos died of asphixture and burns after some two boys

allegedly set a dormitory on fire. In May, 2002, Kakamega Primary School was closed due to unhygienic conditions in the school (Wasonga, & Makahamadze, 2020).

In 2005, a boy drunk poison and died at Katse Secondary School in Kyuso District after he was assaulted by other students. The year 2008 saw over 300 public secondary schools have been closed down in the course of second term after student unrest ranging from acts of arson to suspected cases of drunkenness. Properties worth millions of shillings were destroyed. One student of Upper Hill Secondary School in Nairobi lost his life. Students of Kabarnet High School burnt down a dormitory worth Ksh 20 million. In St. Angelas Girls High School in Kitui, students set ablaze three dormitories. Property worth over 500m was lost (Udali, 2020).

These have led to articulation of Education Act in Kenya. Safety concerns have been articulated in Education Act (No. 14 of 2013). The act stipulates that the CS shall in consultation with Education Standards Quality Assurance Counsel and relevant stakeholders, establish guidelines and prescribe rules and regulation of the establishment licensing accreditation and registration of basic education and training institutions. The reason for such is to maintain Safety for those in the institutions.

Further, the constitution in chapter four of the, section 53 on child rights. Every child has the right to basic nutrition, shelter and health care, to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and hazardous or exploitative labour. Other legal instruments which address safety concerns in schools are: the Public Health Act cap, 242. It makes provision for securing and maintaining health for the citizens and gives guidelines regarding health and construction of the physical facilities. In addition, the children's Act (chapter 586 –

2001) is concern on the protection of all children. The Ministry of Public Work's buildings regulations, are supposed to provide appropriate site plans which should be adhered to.

The Ministry of Education in Kenya, as in many other African countries is responsible for ensuring that every school is provided with guidelines regarding designs and construction of the physical facilities. These standards are aimed at safe guarding all those who enter and use the facilities ROK (2001). School safety polices in Kenya as indicated in circular No. G 9/1/169 of 10th April (2001) stipulates that: head teacher should reside in school, fire drills should be held at least twice every year, emergency doors are created in dormitories and special rooms, safety instructions are displayed in laboratories and workshops, dormitory windows should open outwards and be without grills, firefighting equipment's should be provided, registered professionals should be involved in site planning, design, construction and maintenance of school buildings, student premises should have regular health inspection, classrooms should be built upwards from laboratories, kitchens and play grounds and their longer sides should run in east or west direction, overcrowding in classrooms and dormitories should be prevented, one toilet should be provided for every 30 students and clean water should be provided for student's consumption and finally, school grounds should be clearly demarcated while the school should be fenced with proper gates.

In addition, Safety Manual (MOE, 2008) advocates that store houses should not exceed two flours, classroom size should be 8m by 6m, windows should not be grilled and should be easy to open from outside. The position of elevators, sockets and electronic appliances should be beyond the children's reach, and should be well-lit and ventilated and each block should be fitted with serviced fire extinguishers. Sanitation facilities

should be 20 feet deep and 10m away from other building and should be clean and adequate for 30 pupils (Ongige et al., 2020).

Finally, the safety standards manual provides standards and guidelines for use in all Kenyan schools, safety areas include: - Safety on school grounds, safety in school infrastructure, health and hygiene safety, environmental safety, food safety, safety against drugs and substance abuse, teaching environment safety, socio-cultural environment school community relations and disaster and emergency preparedness.

2.3 Safety Standard Measures Put in Place to Ensure Safety of Learners

Friend and Kohn (2018) did a study on safety policy strategies put in place to ensure safety of learners. The study findings showed that, duties of their supervisory staff which included; deputy head teachers, curriculum co-ordinators, heads of departments, site managers, clerical managers/supervisors. In addition to the general duties which all members of staff do, they ensure that safe methods of working exist and are implemented in their area of responsibility, safety regulations, rules, procedures and codes of practice are being applied effectively. The staff, pupils and others, under their jurisdiction, are instructed in safe environment; new employees working within there are given instructions in safe working practices; risk assessments are conducted in their area of responsibility as required by the headteacher or as necessary.

Further, regular safety inspections are made at their area of responsibility as required by the head teacher. Positive, corrective action is taken where necessary to ensure the safety of all staff, pupils and others; all plant, machinery and equipment in the department in which they work is adequately guarded, in safe working order and restricted to authorized persons only; appropriate protective clothing and equipment, first aid and fire appliances are provided and readily available in the department in

which they work; hazardous and highly flammable substances in the department in which they work are correctly stored and labeled, and exposure is minimized; they monitor the standard of safety throughout the department in which they work and encourage staff, pupils and others to achieve the highest practicable standards of safety ; all safety information is communicated to the relevant persons and they report any safety concerns to the head teacher (Friend & Kohn, 2018).

2.3.1 Facility Design

In USA facilities were designed in a manner consistent with safety regulations and standards of good design. Those departments charged with primary responsibility for the design, construction, and/or renovation of facilities, together with stakeholders shall ensure that there is appropriate safety review of facility concepts, designs, and plans. In case of disagreement between stakeholders and the Cognizant facilities department, the conflict shall be resolved by the school management (World Health Organization, 2016).

Internationally, according to Arkansas School Facility Manual, the Arkansas Department of Education (ADE), is 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 who establish a uniform level of quality of all public-school buildings (Blouin, &Tekian, 2018).

2.3.2 Hazard Identification and Correction

Benn et al. (2018), encourage employees and students to report safety hazards to their supervisors, managers, employees and students who shall not be discriminated against in any manner for bona fide reporting of safety hazards to Stanford or to appropriate governmental agencies. Supervisors shall inform students and employees of the policy and encourage reporting of workplace hazards. Supervisors, both faculty and staff, shall assure that regular, periodic inspections of workplaces, are conducted to identify and analyze workplace hazards and unsafe work practices. The frequency of inspections should be proportional to the magnitude of risk posed in a particular workplace. Means of correcting discovered hazards and/or protecting individuals from the hazards shall be determined and implemented appropriately.

Unsafe conditions which cannot be corrected by the supervisor or manager must be reported to the next higher level of management. Any individual, supervisor or manager who becomes aware of a serious concealed danger to the health or safety of individuals, shall report this danger promptly to the Department of Environment Health and Safety (EH&S) and to the faculty, staff and students who may be affected (Benn et al., 2018).

2.3.3 Shutdown of Dangerous Activities

In cases of dispute, an order to curtail or shutdown will remain in effect until the head teacher (or their respective designates) communicates in writing that the danger has passed or been mitigated or that the order should be rescinded for other reasons. Should the head teachers disagree with a determination to restore a curtailed or shutdown activity. In the event of an appeal, the order to curtail or shutdown shall be in effect until the Minister of Education determines otherwise (American College of Sports Medicine, 2018).

2.3.4 Providing Medical Surveillance

Boarding school administrators shall analyze and monitor, through a program of medical surveillance, the health of faculty, staff and students who are exposed to certain hazardous materials and situations as defined by law or school policy. Each supervisor is responsible for ensuring that employees and students under their supervision participate in the medical surveillance program as required by school policy. Environmental health and safety (EH&S) will monitor medical surveillance program participation. Each department shall administer the program for faculty, staff and students covered by school policy (Gostin, & Wiley, 2016).

2.3.5 Emergency Response and Preparedness

According to Phillips et al. (2016), head teachers coordinate overall emergency response planning for the institution and provides guidelines for departmental emergency response plans. Every department shall have an individual emergency response plan and shall develop business continuity and contingency plans and implement appropriate mitigation programs to reduce the impact of emergency events. Departments shall maintain local departmental emergency operations centers and communications capabilities according to guidelines in the campus emergency plan. Multiple departments located within individual buildings will jointly develop comprehensive building-based life safety response plans.

According to Hammett (2016), school also covers First Aid policies by providing green posters (written procedures) of First Aid provision information and instruction on all main corridors in case of emergency; these consist of, list of first aider and their contact details according to year groups. The school has First Aid Boxes in all the cloak room; these are checked by lunchtime by supervisors who are responsible for first aid. The

school has also fire alarms, 3 different types of extinguishers, (Foam, CO_2 and Water). There is a comprehensive site survey every term, this includes Control of Substances Hazardous to Health (COSHH) records, First aid provision, review of Risk Assessments, fire and safety drills. All staff is required to carry out assigned task and duties safely in accordance with instructions, methods and procedures safely coordinating with their supervisors.

Another example of safety monitored in schools is by providing sanitized hand gels in all classrooms; children should not leave their classroom unnecessarily. Children use the hand gels after their science experiment or any other class activities to stop spreading germs and viruses which may spread infections. All responsible adults working with children monitor the check and use of this policy. The school also contains various other H&S policies such as building, ground, Adventure playground and E-policy. Often school sends letters to parents via email about E-safety for parents and children (Kilns & Hill, 2018).

Kerr and King (2018) in a study on safety methods analyzed that in most schools, rigorous training of Health & Safety Policy is provided to all members of staff who have different roles and responsibilities in areas of; fire, child protection and First Aid. The school does an enhanced Disclosure and Barring Service (DBS) for all staff and volunteers who come in contact with the school children. The school requires all potential employees/volunteers to have an induction, prior to commencing to work. The induction covers all aspect of H&S policies. Appropriate Induction booklet, Keeping Children Safe in Education, East Riding Safeguarding Children Board (ERSCB) Safe School, Safe Children, Safe Staff code of conduct are handed to all as part of their induction training. After the induction, volunteers are expected to sign that they have

understood the H&S School's policy in the presence of the trainer. The induction is done by the head teacher or one of the assistant head teachers. In addition, all visitors to the school must sign and obtain a badge which gives them valid entry to the school. Signing the register also means that they have read and understood the safeguarding statements. The school admin is responsible for checking the visitors and maintaining their records.

2.4 Stakeholder's Level of Awareness on Learner's Safety

A study by Manigo and Allison (2017) on level of awareness on safety policy in boarding primary school found that fifty-percent of the school's heads agreed that it was necessary to improve the Occupational Safety and Health (OSH) status in their school. Seventy-five percent (75%) of the school heads admitted that there were students who had some accidents or other injuries outside their schools (such as road accidents while going to or from school and during school related activities). Most of school's valuable properties were deemed safe from being stolen. Twenty-eight (28) school heads said that the school properties were not totally safe from burglary despite the fact that store rooms in schools, were all provided with safety grills. About ninety percent (90%) of the school heads said the movements of visitors in their schools were under supervision while only 8.6% of the school heads said that visitors were not under good supervision.

Safety and health are one of major concerns as a public health issue. There are lots of injuries or accidents reported in the news which include school accidents and injuries. This survey was conducted among head of primary schools in Kota Bharu from May to June 2004. The objective of the study was to investigate the awareness on safety and health status among school's head using a questionnaire. The study showed that knowledge on safety and health among the headteachers were relatively low (7.7%).

Forty-two percent (42%) of the schools did not implement any safety and health programme while more than 50 % did not have safety policies in their school. It is necessary to have specific safety programmes in school in order to improve the safety and health awareness among teachers, staff, students and community.

Safety and security among school children is an important aspect of health. Providing a safe and secure environment is a top priority for educators throughout the country. Through careful evaluation, planning and communication, we can help maintain a safe learning environment (Kazemi et al., 2016).

According to the Occupational Safety and Health Administration (OSHA), employers should write a policy statement to indicate that the management accepts and commits responsibility for safety and health of the employees and others who may be affected by work activities. The policy unsafety and health should explain the commitment of organization for safety and health to all levels of management, the role of workers, the implementation of the policy, the structure and functions of safety and health committees and other in-house safety and health arrangements. Written policy documents deal with practical systems and procedures. It concerns mainly potential hazards and methods of dealing with them (Kazemi et al., 2016).

Kerr and King (2018) pointed that majority of primary schools in the district surveyed did not have any specific safety and health programme. Some specific activities prescribed were emergency response planning and trainings, such as, fire drills and safety guidelines in laboratories used by teachers, staff and students. Some schools though, held campaigns to promote a safe and healthy lifestyle among students and teachers. Currently, the Ministry of Health is holding some health programmes among

school children, which specifically for immunization and medical surveillance among students. Children are exposed to accidents which cause injuries to students every day while going to or from school. Therefore, traffic congestion should be improved in the roads in order to provide a safer environment for pedestrians, bicyclists, and motorists alike, and promote safety-awareness among children walking and cycling to school. This strategy will help in reducing accidents and injuries among school children who walk or cycle to school.

Safety policy is unlikely to be successful, unless employees themselves are involved. In this connection, the school reminds all employees to be responsible by working after their own safety and that of other employees, including pupils and members of public. All staff should co-operate with the schools to enable them to carry out their responsibilities. Everyone has a responsibility to do his or her own work always having safety in mind. The school does not have rules covering every situation. Safety is achieved by risk assessment and risk management. Priority in the school is given to safety so that staff, visitors and pupils can go about their work and business without the risk of injury, without suffering ill health, and without harming anyone else (Menger et al., 2016).

Wyckoff and Unell (2017) mentioned that school drivers must supervise the closing of doors to avoid trapping fingers and to ensure that they are closed firmly. Drivers must insist and check that seat belts are adjusted correctly and fastened by all passengers, children and adult alike. On no account are passengers allowed to share seats. Food and drink must not be consumed and noisy or rowdy behaviour is not to be tolerated. The driver should stop the vehicle safely off the main road in order to check or reprimand pupils. A First Aid Kit and Instructions for any breakdown assistance are found in each

minibus. There are also mobile phones aboard to be used in case of emergency. Any incidents, accidents, mechanical concerns or problems with the fitments should be reported to the bursary immediately. A checklist before departure and also Instructions in case of Breakdown are available in each vehicle.

According to a study by Foster (2018), schools acknowledge the health hazards which arise from exposure to asbestos and their responsibility to ensure that as far as it is reasonably practicable, no persons are exposed to risks to their health due to exposure from Asbestos Containing Materials (ACM) that may be present in any of the buildings. The policies and procedures on asbestos will apply to all buildings and all individuals without exception. The Bursary shall be tasked with reviewing and revising the policy and procedures to meet with continuing requirements in accordance with appropriate legislation as necessary. This policy document should be read in the context of the School Safety policy. All those who have responsibility for the control and maintenance and/or repair of the school premises have a duty to manage the ACM present in the premises.

2.4.1 Characteristics of a Safe School

A safe school is where all who are using the different physical facilities feel secure and comfortable being in the school. Kutsyuruba, Klinger and Hussain (2018) defines school safety as an environment which is not detrimental to one's health or well-being. A safe school should have adequate and well-maintained facilities such as toilets, classrooms and school grounds which are clearly demarcated with proper fencing and school gate (UNICE Kenya, 2010).

Furlong and Clotz (1993), asserts that characteristics that are evident in a safe school and friendly schools are effective when there is quality leadership. A solution focused

rather than a problem focused approach, policies and plans that aim to feel safe and valued, and a range of strategies across all levels of operation, preventive measures, early intervention and case management are characteristics of a safe and friendly school. Randall and Marandos, (2019, posits that school safety encompasses the total learning environment, including learners, classrooms, educators, parents and the community. This view expounds what school safety entails.

Squelch (2001), defines a safe school as one that is free from danger and possible harm, where non – educators, educators and learners can work. He also propounds that a safe school is characterized by certain physical aspects such as secure wall, fencing and gates, buildings that are in good state of repair and well-maintained school grounds.

Further Schiffbaver (2000), recommends that attention should be given to hallways, stairways and verandas where learners walk to and from classes. Buckley et al. (2004), are in agreement that they link certain school environmental factors to improve students' performance, for example ventilation, thermal comfort, classroom lightning and natural lightning. His study suggests that improvement in educational outcomes can be supported through provision of quality facilities followed by the maintenance of the same. Herald and Craig (2004), in their research on school quality in Africa, found that a basic quality of school facilities contributed to quality in terms of students learning. In this context, a basic school quality will include enough classrooms, sufficient desks, chalkboard and storage facilities. Vaduganathan (2005), is in agreement that, quality of education in primary school resides with school physical facilities among other factors.

According to Sprangue et al. (2002), there are four major sources of vulnerability to the safety of schools setting; first is the physical layout of the school building and

supervision/ use of school space, secondly is the administrative teaching and management of school; thirdly is the characteristics of the surrounding neighbors served by the school and fourth is the characteristics of the students enrolled in the school.

When parents send their children to school, they do so under the assumption that the students will return home safely at the end of the day. School management is obligated to provide an environment which is conducive for learning. School officials must regularly monitor their facilities for emerging dangers such as accident and deaths. Reasonable precautions should be taken to protect the safety of all persons who enter school facilities or grounds UNICEF-Kenya (2010). According to Abraham Maslow (1968), he outlined human needs in a hierarchical form of eight levels: level 1 and 2 at the bottom are very important as far as safety and health measures are concern. Level 1 are the physiological needs which are good for growth and development where one has to get enough food, drink, sleep, play among others. The environment must be conducive and free from threatening conditions.

Level 2 emphasizes on safety and security: - all people in school environment including pupils, teachers, non-teaching staff should feel they are safe and secure. No much learning will go on if life and security is threatened. A school should be a safe place in the community. An attractive physical environment influence people's attitude, behaviors and disposition. Therefore teachers, students, workers need this kind of environment. Figure 2.1 illustrates the outcome considered to be evidence of a school that has developed strategies to create safe and friendly environments.

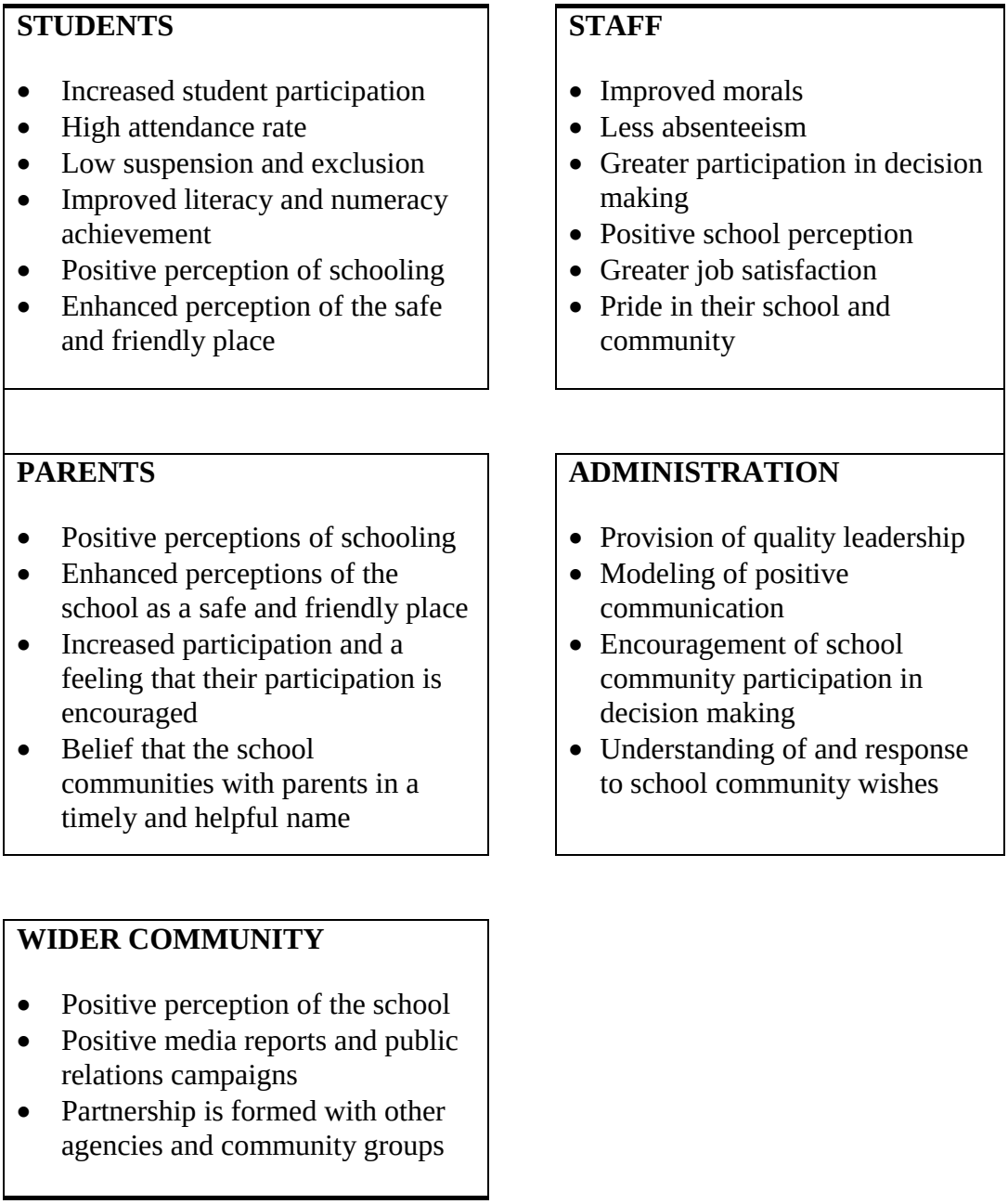

Figure 2.1: Outcome Characteristics of a Safe and Friendly School

Source: Griffiths and Weatherilt (2001)

Safety is of great importance to whole school stakeholders including, students, teachers' administration and the wider community. Strategies across all levels of operation, preventive measures, early interventions and case management should be put in place. Cuellar and Coyle (2021) advocates for group decisions to be put in place, so as to

enable the school safety succeed. According to Janssen, Van Der Voort, and Wahyudi, (2017) is in agreement that group decision can impede the speed at which some important decision can be implemented. However, Sharma et al. (2022) refers to group decision making as an empowerment, which is defined as involving people in their work through a process of inclusion. Empowerment leads to innovation, commitment, continuous improvement, transformation of personnel and better services in schools, like the implementation of the school safety policies.

A problem is solved by a sequence of action that reduces the difference between the initial situation and the goal. Sharma et al. (2022) adds that, to solve problems requires an individual or group to make some initiatives even risk by first identifying the problem, framing it, generating on a solution and taking action that alters what routinely occurs in order to solve the problem.

UNESCO (2001) Dakar World Education Forum in Senegal 2000, participants stressed the importance of building safe, health and environmentally sound Educational physical facilities for African children so as to overcome poverty, improve their lives and change their communities. UNESCO (2004) is a toolkit that provides useful procedures that make schools and classrooms more welcoming and lively places for learning for All children and teachers, teacher – friendly, parent – friendly and community – friendly (Wotipka et al., 2017).

2.5 Role of Management in Implementing Safety Policy to Ensure Safety of Learners

Adherence to 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, and having regard to the number, age and sex of the pupils who are to attend the school, and fulfills the prescribed minimum requirement of safety and conforms with any building regulations for the time being in force under any written law (Matthews et al., 2018).

Another policy providing safety in boarding primary schools is the public Health Act Cap 242 (Chapter 242-972 Revised 1986), which makes provisions for securing and maintaining health for the citizens. It gives guidelines regarding health and construction of building. Though the guidelines are general, they are applicable 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 (Matthews et al., 2018).

The Ministry of Public Works building regulations are supposed to provide suitable site plans and such plans should be adhered to. Any facility which has not been put up in conformity with existing building regulations should be modified and the concerned school management should be advised to adhere to the laid down building regulations. The Directorate of Quality Assurance and Standards of the Ministry of Education (MOE) is supposed to inspect schools with regard to compliance with safety standards and guidelines (Murithi, 2016).

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, for example, the Commission of Inquiry in the Education System in Kenya (2000) (McCaffery, 2018).

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. 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 Children's Act (2001), increasing access, equity and relevance of basic education and delivering quality services efficiently and effectively at all times and at all levels (Murithi, 2016).

Adherence to good safety practices and compliance with applicable safety regulations is the responsibility of all schools, staff, and students. Line responsibility for good safety practice begins with the supervisor in the workplace, laboratory or classroom and proceeds upward through the levels of management. For detailed guidance on individual safety responsibilities under OSHA, refer to the University's Illness and Injury Prevention Program (IIPP) (Hessels & Larson, 2016).

Sirrs (2016) notes that the Safety Executive (HSE) estimates that in the UK about 500 people are killed at work place every year and several hundred thousand more are injured and suffer ill health. The total cost to British employers of work-related injury and illness exceeds £4 a year. Missouri school children in the United States of America (USA) are faced with a variety of school safety issues including prevention of unauthorized entry, vandalism and theft, alcohol and drug usage, fighting, disrespect of school personnel; weapons brought to the school, lack of funding to purchase equipment and security services needed, denial that a school violence situation could occur, some schools have not established safety committees, and schools do not conduct safety drills for many types of hazards (Cels et al., 2023).

2.6 Incidences of Insecurity as a Result of Lack of Compliance to Safety Policy

The "Safe School Study Report" conducted in the USA in 1978, also known as the "Eliot, Hamburg, and Williams Report," indeed highlighted concerning statistics regarding insecurity and violence in secondary schools. The report's findings, as mentioned, indicated that a significant number of learners and educators were being physically assaulted on a monthly basis (Peguero et al., 2018). This report had a substantial impact on the discourse surrounding school safety and led to various initiatives and reforms to address the issue. Since then, there has been a growing concern of this problem worldwide. A comparative study of member states of European Union found out that the rate of insecurity in schools had risen sharply in the past two decades by as much as 50 –100% (Sirrs, 2016).

The partial or total lack of the adherence of school safety policies has been a cause of concern in both India and China. In Indian 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 firefighting 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, the 2001 school blast in which storied buildings collapsed on school children was blamed on selective implementation of safety policies (Mwangi, 2016).

All over the world, there has been an upward trend in the numbers of schoolchildren dying or getting injured in school violence, disasters and emergencies, that would be avoided if safety policies were strictly adhered to from the incidences in America and European schools, the 2004 Besian massacre in Russia to the Chinese school blast and India school fires, hundreds of school's children have died in preventable incidents (Mutua, 2016).

A study done by Parker et al. (2016) on incidences of insecurity in boarding primary schools, showed that the distribution of accident reports among the 100 primary schools, shows that the reporting profile of schools are quite different in deprived and affluent wards. Report numbers per school range downward from 26; one third of the schools made no reports. Of the 422 primary school accident reports, 88% of them those in deprived wards. The accident report rate from schools in deprived wards is several times higher than that from schools in affluent wards, when calculations are based on all schools, or accident reporting schools only. Differences in the mean accident rates of schools in the deprived and affluent wards are significant for all schools, accident reporting schools, and highest reporting schools ($p < 0.05$). However, there is a contradiction in the notion of high reporting by schools throughout the deprived wards.

In deprived wards, there are no reports from schools containing 39% of that pupil population, compared to a figure of 26% in affluent wards.

According to Sirrs (2016), school accident rates are higher than those for a number of non-industrial sites, and may be responsible for an estimated 6 million lost school days per year. Accurate statistics are not available, however, to support this claim. The management of safety at work regulations brought schools into line with other places of work, in respect of safety issues in the UK. Schools now form one of the largest categories of work place.

A study by Bryn Offa (2016) showed that schools are provided with information by the LEA to comply with statutory accident reporting requirements, as set out in Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). Head teachers are requested to report all accidents (on “accident at work forms”) to the safety officer for the director of education. Pupil populations in the study groups for the two-year period were 24 297 (75 schools in deprived wards) and 10 431 (25 schools in affluent wards). Data were entered into SPSS for analysis. Differences in accident report rates were tested for significance, using Student’s independent t test. To compare report rates between schools with widely varying numbers of pupils (ranging from 25 to 436), we adjusted accident report numbers from each school for pupil number. Aggregated school report rates are expressed in terms of reports per 1000 pupils per year and individual school rates as reports per 100 pupils per year.

According to Salminen et al., (2008), findings on accident reporting, the levels of deprivation in a locality, as indicated by government statistics, can be surprisingly variable, even within one education authority. As pupil catchment areas for primary

schools are smaller than those for secondary schools, they may be a better reflection of the level of deprivation in their immediate surroundings. The study investigated differences in accident reporting between primary schools in deprived and more affluent wards (local government electoral districts) within one Local Education Authority (LEA) in Wales. The study collected data for this study from accident form returns, and visited schools to monitor accident record keeping and reporting procedures.

Fox, Cooper and McKenna (2004) examined safety policy in boarding primary schools and the findings showed that the local authorities in Wales are given socioeconomic index scores, which make up the Welsh Office Index of Socio-Economic Conditions. This index is based upon the Jarman score, standardized mortality rates, and a housing condition index. Deprived wards have positive indices (an index of 0.0 is equivalent to a Wales rank of 404 out of 908). We classified schools as deprived or affluent, based on the status of the accommodating ward. The wards have an index range of 4.5 to 12.9 in the deprived group and −1.6 to −8.0 in the affluent group. In the primary school groups distinguished by socioeconomic factors, the study identified a threefold increase in the number of school accident reports in the deprived wards. This difference is consistent among the school groups tested and could be attributable to different reporting procedures or to fewer serious accidents in low and non-reporting schools.

A study by Tizard et al. (2017) revealed that the differences in accident report numbers from schools in the deprived and more affluent areas are mainly attributable to methods of reporting. For example, the reporting criterion in one non-reporting infant school was a visit to Accident and Emergency (A&E) for sutures or a suspected fracture. In one non-reporting primary school, the given criteria included broken bones but not cut requiring suturing. In another non-reporting primary school, six A&E visits were listed

in the accident book but had not been reported. The reasons for the differences in reporting procedures may include school size, a greater awareness of the threat of litigation, and different practices for recording data.

Another study by Officer (2019) showed that head teachers of smaller schools may be more aware of injuries, because they may provide first aid, fill in report forms, and undertake the duty of accident reporting. Staff in six schools (two infant, one junior, and three primaries) spontaneously mentioned concerns about possible litigation. These schools were both low and non-reporting schools in deprived and affluent wards. The other school had a policy of reporting all playground accidents, which ceased after the playground was resurfaced. Serious accidents in these four schools (those needing A&E attendance) number less than 10 per school over the two-year survey period. The A&E attendance rate is not dissimilar to that of the highest reporting schools in the more affluent wards, which do not report minor accidents. After making this observation, we re-approached the head teachers of the four highest reporting infant or junior schools in the deprived wards, to investigate more fully the reasons behind their high reporting strategy. The head teachers from one infant and one junior school stated that full accident reporting was a requirement of the LEA. The other head teachers appeared to be influenced by worry over possible litigation.

2.7 Challenges Influencing the Implementation of Safety Policies

These are constraints that hinder success of set objectives. Wotipka et al. (2017) notes that financial constraints, lack of training on safety measures, lack of supervision, lack of awareness, lack of knowledge and skills, lack of government directives, lack of community involvement and poor implementation strategies are challenges that influence the implementation of safety policies in schools.

UNESCO (2006) is in agreement that, to formulate and implement a policy, is faced with certain challenges, for instance, lack of adequate skills and knowledge among innovators in the formulation of school safety policies, lack of support by management, history of non-implementation of past Education reforms and poor change implementation strategies. The factors discussed above are some of the challenges that affect the implementation of the school safety policies in the public schools (Paci-Green et al. 2020).

Further according to Republic of Kenya (ROK, 2005), lack of financial costs by the government, which are to be used in the implementation of the safety policy are a problem. Constructing of the physical facilities and in-servicing the staff on school safety require money. Tanner and Hacking (2000) are also in agreement that poor management is another challenge. For a success of anything there should be proper management of the physical facilities in the school under proper supervision by the school administrator. In addition, lack of awareness training and sensitization on the issues that relate to safety in schools to all the stakeholders (Lazarus, & Sulkowski, 2023).

Pangrazi and Beighle (2019) argue that, building and maintaining of the already existing physical facilities are very expensive, so most administrators opt to use cheaper building materials which are sub-standard and are likely to be a threat as far as school safety is concern. Lack of use of modern technology as a method of management of facilities in schools negatively influences the implementation process of safety policies in most schools.

Moreover, UNESCO (1986) reports says that, most countries have a perennial shortage of classrooms, and in urban areas, often more than 55 pupils are crammed into rooms built for half that number (Kester, 2017). Sprague and Walker (2021) observes that, school performance is affected by the physical facilities. The presence or absence of adequate physical facilities distinguishes between high and low achieving schools.

According to Murumbakiveu et al. (2017), the major challenges of education have been rapid enrolment which is not matching the available physical facilities. Murumbakiveu et al., (2017), observed that schools face problems of facilities, such as, inadequate and badly constructed buildings and poor management and maintenance skills due to lack of training. Further, Siedentop et al. (2019), notes that most head teachers' modern management skills, a problem that contributes to failure of implementing the physical safety policy in public primary schools. The declining standard in primary Education, is as a result of inadequate and unsustainable physical facilities (Siedentop et al., 2019).

Caust and Vecco (2017) further noted that; maintenance, training on use and evaluation of these facilities is very important. Assessment Report (2000), by WHO and UNICEF outlined the following factors influencing facilities implementation; financial difficulties, institutional problems, inadequate human resources, lack of sector co-ordination, insufficient community involvement, inadequate operations and maintenance, insufficient information and communication (Abebe et al., 2019).

In addition, Baker et al. (2018) posits that no matter how much effort has been put into creating the perfect disaster plan, it will largely be ineffective if the staff and students are not aware of it, or if it cannot be found during a disaster. While investigating the implementation of safety standards Guidelines in Secondary schools, found out that

head teachers were not trained on disaster management nor was the school community. Therefore, a concerted effort must be made to educate and train staff and students in emergency procedures, otherwise in the event of a disaster, a period of panic and uncertainty may crop up before any action can be taken. Panic, may also grip inexperienced, untrained rescuers as well as ill-equipped personnel.

Each staff member should be made aware of his or her responsibilities, and the lines of authority should be known and written at strategic places. Schools should have an emergency team organized in accordance with incident command system principles and be prepared to engage in unified command processes. For example, clearly identify the person who can sound a fire alarm, order an evacuation, or contact outside assistance. At night the security personnel should be provided with telephone extensions or mobile phones to enable them contact emergency services. Search and rescue teams should be well trained to handle disasters (Gutteling, Terpstra & Kerstholt, 2018).

School staff should be empowered to implement any of the emergency procedures, for example, calling the fire brigade or police. They should be able to give the name of the premises, road or street. Disaster preparedness awareness can be incorporated into subjects like Geography, Science, Art and reading and other subject at the school and training institutions level, (Fema, 2007). The schools should invite qualified personnel in various fields to give talks and demonstrations to staff and students on disaster preparedness in a school context. For effective response to be achieved, a structure for decision making and coordination of the action plan and the actual response must be put in place (Grunwald & Bearman, 2017).

Good communication enables command and control of an emergency situation. Training of students and staff should be focused on the four recognized phases of emergency management for schools; namely prevention/mitigation, preparedness, response and recovery. As Gokmenoglu, Sonmez, Yavuz and Gok (2021) recommended, the Government should strive to assist the school authorities to adequately prepare for school disasters by introducing disaster management training in all teacher training institutions and in-service courses for others.

Kelly (2010) recommended that practice drills should be taken seriously because through practice, the students and teachers will learn what to do and how to behave in an emergency. The escape route should be known and the assembly point identified. Everyone is expected to remain calm and accountability of staff and students done. Practice drills reduce time wastage during an actual evacuation. Mwangi (2008) noted that rehearsal drills in disaster preparedness must be done. The rehearsal re-emphasis points made in separate training programs and test the systems as a whole and invariably reveal several gaps that otherwise might have been overlooked. Rehearsal optimizes the effectiveness and efficiency of response. The more frequent the rehearsals, the more internalized the process and by extension the better the performance (Kimathi, 2011).

Crowd control should become a major component of security personnel training. First aid skills enable members of the school community to handle the effects of disasters. The students, teachers and non-teaching staff should have first aid training so as to assist during emergencies. The MoE (2001) through a circular on Health and Safety Standards G9/1/169 requires matrons and nurses to have first aid education in disaster

and crisis management. They should be trained on how to handle emergencies including fires and accidents (Mong'are, 2015).

According to Duderstadt (2017) study states that within the institution/universities, disaster protection systems are of primary concern. Gokmenoglu et al., (2021) in their study reported that most institution and Universities did not have adequate firefighting equipment nor reliable alarm systems. Safety equipment in institution and Universities and other public places should be mandatory in preparation for disasters. This equipment includes fire extinguishers, fire blanket, alarms, sand, water points and hoses. Smoke detectors can also be used to sense and warn people in cases of fires thus increasing chances of survival. These facilities and equipment must be properly marked and appropriate signs placed in conspicuous points of a building. They should be in good working order, achieved through quarterly inspection (Kreher & Alhyari, 2016).

According to Gichuhi (2014), resources for disasters, once they are ready play a critical role in ensuring timely and efficient delivery of disaster response efforts. The Kenya government in its efforts to assist institution prepare for disasters, disbursed funds to all provincial boarding secondary institution and Universities to purchase fire-fighting equipment. During the launch of the Ministry of Education Safety Standards Manual

The institution and Universities s in Kenya should equip all rooms with heat detectors that are activated by sudden rise in room temperature and be wired back to control panel since fire disasters are more prevalent in secondary institution and Universities (Gichuhi 2014). If the disaster facilities and equipment are stored in a lockable room, the keys should be made available in an emergency. The institution and Universities

administrators can request the local building regulatory agency, fire department and Geologists to inspect their institution for safety and prevention (Greengard, 2015).

2.8 Summary and Research Gap

Few studies have been researched relating to the safety policy compliance on learner's safety in primary boarding schools in the North Rift Region, Kenya. Examples of scholars who have conducted research in this area are Friend and Kohn (2018), who did a study on the Safety Policy Strategies in Place to Ensure Safety of Learners. The findings showed that duties of supervisory staff, are to ensure that safety regulations, rules, procedures and codes of practice, are being applied effectively by staff, pupils and others under their jurisdiction. Sirrs (2016) analyzed the degree to which schools adhere to the safety policy and the findings showed that variety of school are faced with safety issues, including prevention of unauthorized entry, vandalism and theft, alcohol and drug usage, fighting, disrespect of school personnel; weapons brought to the school, lack of funding to purchase equipment and security services needed, denial that a school violence situation could occur some schools have not established safety committee, schools do not conduct safety drills for many types of hazards. Manigo and Allison (2017) also analyzed the level of awareness on safety policy in boarding primary school. The study found that fifty-percent (50%) of the head teachers agreed that it was necessary to improve the OSH status in their school. Finally, Parker et al. (2016) examined the impact of accident reporting incidences in boarding primary school and showed that the distribution of accident reports among the 100 primary schools showed that the reporting profile of schools was quite different in deprived and affluent wards.

Since none of the above studies has addressed issues on safety policy implementation in primary schools this study sought to unearthed issues revolving around the safety policy

compliance on learner's safety in primary boarding schools in the North Rift Region, Kenya. It proposed strategies which if adopted will promote safety in public boarding primary schools in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, study area, targeted population, sampling procedures, research instruments, validity and reliability of research instruments, data collection, data analysis procedures, and ethical considerations.

3.2 Philosophical Approach

Research methodology describes the overall approach to research design (Creswell, 2009) which involves a strategy of actions that links methodology to research outcomes**.** A paradigm is a worldview or a set of assumptions about how things work. According to Rossman and Rallis (2011) paradigm is a shared understanding of reality. There are three types of paradigms which include positivistic perspective, interpretive perspective and critical perspective.

Kara (2018) differentiates the three paradigms averring that, positivistic perspective defines reality as everything perceived through person's senses and aims at understanding the social institutions based on what is known and observed. Interpretive perspective realizes reality from specific to general and from the concrete to the abstract. It is also ideographic and presents the reality symbolically in a descriptive form creating an understanding of the meaning behind society actions by considering a subject's unique view point (Kara, 2018). Critical perspective on the other hand defines reality as created not by nature, but some influential powerful people who tend to change and manipulate conditions and brainwash others to perceive things according to powerful peoples' own will and desire. The critical theory's viewpoint is that reality is not like as it appears to be. It does not reflect the conflict, tensions, and contradiction

that are eminent in the society But tends to look at why society works in a manner it does and what can be done to improve it. Critical theorists want to present the reality as it is by the revealing myths and illusions. They want to present the real structure of myth of reality (Crotty, 2020). They think that humans have great potential for creativity and adjustment. Some social factors stop them from moving and creating hurdles in the way their fellow men, convince them that their fate is correct and acceptable.

This research adopted the pragmatic approach as it allows for combination of both qualitative and quantitative strategies within various phases of research procedure. Pragmatism emphasizes on the ‘what’ and ‘how’ of the research problem. In addition, it provides a set of expectations about knowledge and inquiry that supports the mixed methods research strategy which differentiates purely quantitative strategies based on post positivism philosophy and purely qualitative strategies underpinned on interpretivism or constructivism philosophy (Bekh et al., 2020).

Pragmatism is a deconstructive paradigm that advocates the use of mixed methods in research, “sidesteps the contentious issues of truth and reality” (Feilzer, 2010), and “focuses instead on ‘what works’ as the truth regarding the research questions under investigation” (Tashakkori & Teddlie, 2003). In that sense, pragmatism rejects a position between the two opposing viewpoints. In other words, it rejects the choice associated with the paradigm wars.

Quantitative and qualitative research methods involve very different assumptions about how research should be conducted and the role of the researcher. Pragmatism paradigm approach was used in this study to collect and analyse both quantitative and qualitative

data. This involved sequentially collecting data giving a priority to each type of data at a time and integrating the data at one or more stages in the process of research.

3.3 Research Design

Research design is considered as a structure of research. It is the glue that holds the entirety of the components in a research project together (Akhtar, 2016). According to Sahu and Sahu (2013) a research design is a blueprint that guides the researcher as he/she collects, analyses, and translates observations.

The study adopted convergent mixed design in order to bring together the results of the quantitative and the qualitative data analysis so they can be compared or combined (Creswell & Clark, 2018). The convergent design is a mixed methods design in which the researcher collects and analyses two separate databases, the quantitative and qualitative merging them for the purpose of comparing or combining results.

The mixed method design was chosen because it assisted in both quantitative and qualitative results with the intent of obtaining a more complete understanding of the research problem as well as validating one set of findings with the other. It also helped in determining if participants respond in a similar way, if they check quantitative predetermined scales and if they are asked open-ended qualitative questions. Therefore, the weaknesses associated with one design were offset by the other design's strengths (Pardede, 2019). Findings from quantitative and qualitative data were separately analyzed. Mixing data from different research instruments used in this study took place during the interpretation of the findings.

3.4 Study Area

The research was carried out among public and private primary boarding schools in the North Rift Region. The region is one of Kenya's eight provinces, before the Kenyan

general election, 2013. According to the 2009 Census, North Rift Region covers an area of 182,505.1 square kilometers (45,098,000 acres; 70,465.6 sq mi) and has a population of 10,006,805, making it the largest in the country. The North rift region is made up of 8 counties namely; Uasin Gishu, Nandi, Trans Nzoia, Turkana, West Pokot, Samburu, Elgeyo Marakwet and Baringo. The rationale for choosing the region was motivated by literature review, which indicated that Public and Private Primary Boarding Schools in the North Rift Region, had safety issues in the recent past, as captured by the QASO Offices North Rift Region, (2018). Moreover, choice of the region was influenced by the fact that the researcher is familiar with the geography of the area thus considered easily reachable and also for the fact that the researcher could easily interact with the participants since she hails from the same region.

3.5 Target Population

Target population refers to a large group from which the sample is taken (Creswell & Creswell, 2017). The total number of public and private boarding primary schools in Kenya is 33202. In the North Rift the number of all primary schools are 3461. However, the targeted population were derived from 161 public and private primary boarding schools in the North Rift Region. The number of schools is presented in Table 3.1.

Table 3.1

Total Number of Schools

Counties	Number of schools	Public Primary Boarding Schools	Private Primary Boarding Schools
Nandi	743	10	12
Uasin Gishu	713	23	52
Elgeyo Marakwet	385	12	9
Samburu	134	13	7
Baringo	569	13	9
Turkana	197	10	6
Trans Nzoia	426	7	15
West Pokot	294	12	6
Total	**3461**	**84**	**77**

Source: Program Offices North Rift Region (2021)

The study targeted 161 head teachers of primary boarding schools because they are the implementers of the education policy in school levels and 322 teachers in different departments in schools because they are in charge of the pupils' safety, 161 BOM chairpersons because they are managers of activities taking place school concerning development, safety, 1610 pupil representatives because they report incidences of insecurity in case there is a safety issues in school and 8 QASO officers because they are responsible for monitoring and analyzing safety standards and whether they are being adhered to. The total target population was 2262. Targeted population gave first-hand information which helped in analyzing the safety policy compliance on learner's safety in primary boarding schools in the North Rift Region, Kenya. The target population for respondents is presented in Table 3.2.

Table 3.2

Target Population for Respondents

Categories	Target population
Head Teachers	161
Senior teachers	322
QASO	8
BOM	161
Public Primary Pupils' representative	840
Private Primary Pupils' representative	770
Target Population	2262

Source: Program Offices North Rift Region (2021)

3.6 Sample Size and Sampling Procedures

3.6.1 Sampling of Schools

Etikan and Bala (2017) view sampling as a process of selecting individuals to represent the large group from which they were selected. The researcher stratified schools into 8 strata representing each of the 8 counties in the North Rift Region. The researcher then selected proportionately the public and private primary boarding schools from each stratum.

Stratified and simple random sampling were used to determine the schools which took part in the study. In this case, schools were stratified per the 8 counties. A list of all schools was written down together with a number representing them. The pieces of paper were put in a basket each with the names of the schools and was followed by thoroughly mixing, to ensure that each school had an equal chance of being selected. After mixing, representative samples, were selected by picking a piece of paper from the basket and recording the school's name. This process was continued until the required sampled size was arrived at. This is illustrated in Table 3.3.

Table 3.3

Sampling of Schools

Counties	**Number of Schools**	**Public Primary Boarding Schools**	**Private Primary Boarding Schools**
1.Nandi	743	10 ×0.3=3	12 ×0.3=4
2.Uasin Gishu	713	7 ×0.3=2	13 ×0.3=4
3.Elgeyo Marakwet	385	12 ×0.3=4	9 ×0.3=3
4.Samburu	134	13 ×0.3=4	7 ×0.3=2
5.Baringo	569	13 ×0.3=4	9 ×0.3=3
6.Turkana	197	10 ×0.3=3	6 ×0.3=2
7.Tranzoia	426	7 ×0.3=2	15 ×0.3=5
8.West Pokot	294	12 ×0.3=4	6 ×0.3=2
Total	**3461**	**84 ×0.3=25**	**77 ×0.3=23**

3.6.2 Sample Size of Respondents

The study stratified the population into 5 strata. First stratum was the head teachers, 2nd stratum senior teachers, 3rd stratum QASO Officers**,** 4th stratum BOM chairpersons and 5th stratum were school presidents. From each of the 5 strata, the researcher further selected proportionately head teachers, teachers, QASO Officers, BOM chairpersons and school presidents. Stratified sampling ensured reasonable representation and administrative efficiency of the number of schools to be sampled by using the formula n=0.3N, where n represents the sample size and N the population (Best & Khan, 2004). The sample size of the schools therefore was 0.3 *161 = 48. The sample sizes of respondents are presented in Table 3.4.

Table 3.4

Sample Size for Respondents

Categories	**Sample size**	**Sampling technique**
Head Teachers	161 ×0.3=48	Purposive sampling
Senior teachers	322 ×0.3=97	Simple random sampling
QASO	8 ×0.1=8	Purposive sampling
BOM	161 ×0.3=48	Purposive sampling
Public Primary Pupils' representative	840 ×0.3=252	Simple random sampling
Private Primary Pupils' representative	770 ×0.3=231	Simple random sampling
Total Sample Size	**685**	

The total sample size was 685, comprising of the 48 head teachers from the sampled schools, who were purposely selected in the study because they had information concerning the study, and were easier to make generalizations about the sampled respondents. The purposive sampling technique allowed the researcher to deliberately choose the headteachers due to the information they had concerning implementation of safety policy in schools. It is a non-random technique that does not need underlying theories or a set number of participants. Simply put, the researcher decided what needed to be known and set out to find people who were willing to provide the information by virtue of knowledge or experience (Cresswell & Plano Clark, 2011). Purposive sampling technique is typically used in qualitative research to identify and select the information-rich cases for the most proper utilization of available resources (Oppong, 2013).

The 8 QASO Officers from the sampled counties were purposely included in the study to give information concerning safety policy compliance on learner's safety in primary boarding schools in their area. Purposive sampling was used to include QASO Officers

because they are in charge of implementation of policies and monitoring of practices in schools. Therefore, they provided vital information regarding safety in schools. Cresswell et al. (2011) noted that purposive sampling involves identification and selection of individuals or groups of individuals that are proficient and well-informed with a phenomenon of interest.

The 97 teachers from the sampled schools were selected as respondents through simple random sampling because all of senior teachers have an equal chance of being selected hence eliminating sampling bias. Numbers were assigned to the teachers per the selected schools on the list. Excel was used to generate random numbers based on the numbers presented. The generation of the random numbers entailed opening a blank Excel sheet and selecting cell A1, then typing =RANDBETWEEN (1,97), after which the enter key was pressed. The next step entailed selecting cell A1, clicking on the lower right corner of cell A1 and drag it down up to cell A1 97 to generate the list of the random numbers. Any number to be selected, the corresponding teacher was selected.

Acharya, Prakash, Saxena and Nigam (2013) noted that simple random sampling is where every individual has an equal chance of being selected in the sample from the population. All the individuals in the study population have to be enumerated either in ascending or descending order. The advantages of this method are that minimal knowledge of the population is required, the internal as well as external validity is high and it is easy to analyse data.

The 48 BOM chairpersons from the sampled schools were purposely selected to participate in the study because they have information concerning the schools' policy implementation programs. The purposive sampling technique allowed the researcher to

deliberately choose the BOM chairpersons due to the information they have concerning the implementation of the safety policy in schools. The Basic Education Act 2013 Section 59 spells out the function of BOM as managing the institutions' affairs in accordance with rules and regulation governing the occupational safety and health standards. They are also involved in policy implementation. More so, the study randomly sampled 10 pupils from each school from class 7 and 8 because they are aware of safety measures to be put in place in their respective schools. Simple random sampling was done through lottery method.

3.7 Research Instruments

The study used a questionnaire and interview schedule as the main instrument of data collection. However, in order to develop a comprehensive understanding of the phenomena (Edvardsson, 2005), the other methods such as an indent interview schedule and document analysis were also used.

3.7.1 Questionnaire

There are several methods of collecting primary data in the field of research. This research used questionnaires which were administered to head teachers and teachers. A questionnaire is a research tool for acquiring information on participant social characteristic, present and past behavior, standards of behavior or attitudes and their beliefs and reason for action with respect to the topic under investigation (Dörnyei, & Taguchi, 2009). A questionnaire was used in the study because it is usually free from the interview bias as the answers are in the respondents' own words (Tesio, 2003). The respondents were accorded humble time to provide well thought out answers. Closed-ended and open- ended questionnaires, were administered to the head teachers, and teachers.

The construction of the questionnaire started with an introductory request followed by items which are subdivided into five parts. Respondents background in section A, safety policy strategies in place to ensure safety of learners in public primary boarding schools in section B, degree to with schools adhere to the safety policy in education of public boarding primary school in section C, stakeholders' level of awareness on safety policy in education of public primary boarding schools in section D and incidences of insecurity as a result of lack of compliance in section E. Some questions were constructed using Likert type with a scale of 1 to 5. The highest number represented the most positive choice from the alternative while the least number represented to the most negative choice. In Likert scale the numbers (5,4,3,2,1) represent the following in the scale 5-Strongly Agree, 4-Agree, 3-Undecided, 2-Disagree and 1-Strongly Disagree.

3.7.2 Questionnaire for Head Teachers

Head teachers' questionnaires were made up of sections. Section A covered the head teachers background information, section B elicited head teachers' responses regarding safety policy strategies in place to ensure safety of learners in Public Primary Boarding Schools, part C covered responses regarding degree to which schools adhered to the safety policy in education in public and private boarding primary school, section D covered the stakeholders level of awareness on safety policy in education in public primary boarding schools, section E focused on accident reporting incidences in education in public primary boarding schools, and finally section F focused on challenges faced by administration in implementing safety policy in Primary Boarding Schools in the North Rift Region, Kenya (Appendix II).

3.7.3 Questionnaire for Senior Teachers

Questionnaires for senior teachers in schools covered the respondents background in section A, safety policy strategies in place to ensure safety of learners in public primary boarding schools in section B, degree to which schools adhered to the safety policy in education in public boarding primary school in section C, stakeholders level of awareness of safety policy in education in public primary boarding schools in section D, incidences of insecurity as a result of lack of compliance in section E and challenges faced by administration in implementing safety policy in section F (Appendix III).

3.7.4 Focused Group Discussion (FGD)

The study used focused group discussions to collect qualitative data from pupils. Focus group discussion is also referred to as a group interaction (Vermote et al., 2023). Focused group discussion is useful when participants are knowledgeable about the phenomenon and can express themselves so as to generate multiple opinions on the research topic. The FGD enabled generation of data from many participants in a short time, and was considered a useful technique as it gives a picture of how participants agree or disagree on the phenomenon or topic as well as a picture of the relationship (Nyumba et al., 2018).

The researcher used FGD with 10 pupils. One of the limitations of FGD is that some participants dominate others during the discussion. However, the researcher addressed the challenge by giving preliminary instructions and doing proper moderation so that the views of all are heard. FGD grouping were done based on homogeneity of purpose after an agreement with participants on date and time for discussion to be held. The participants signed an agreement form to observe the confidentiality of participants and of information they shared.

Focused groups discussion was used because it had the potential of revealing insights and nuances that other research methods, such as surveys, cannot do. Students can help discover hidden feelings and motives. In FGD students get the opportunity to volunteer information and express detailed feelings, opinions and attitudes about the subject matter (Green & Thorogood, 2018).

3.7.5 Interview Schedule for QASO Officers

An interview is defined as a qualitative research technique which involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation (Mohajan, 2018). This approach helped elicit responses that are meaningful and culturally salient to the participants as eluded by (Rowley, 2012). The researcher was flexible to probe initial participant responses - that is, to ask why or how. The researcher purposively conducted an interview to elicit responses from QASO Officers. They clarified any queries by order to providing additional information that helped in responding to the research questions (Appendix V).

3.7.6 Interview Schedule for BOM Chairperson

The BOM chairpersons were interviewed using interview schedule. The interview schedule was used to clarify any queries by providing additional information that helped in responding to the research questions. The interview schedule consisted of structured and unstructured interviews. The interview schedule offered the researcher the opportunity to interact with respondents. The interview schedule consisted of open-ended questions based on the set objectives of the study (Appendix VI).

3.7.7 Observation Checklist

According to Abbott et al., (2018), observation is a tool that provides information about actual behavior. It involves habitual routines of which people are hardly aware. Direct observation allows the researcher to put behavior in context and thereby understand it better. This method was employed to supplement the use of questionnaires; it is a qualitative primary research instrument for gathering data in a natural way that ensures validity and reliability.

For the purpose of this study, direct observation was used to check the state of certain safety facilities in the schools. Section A was to check facilities whether they are according to the required standard. They include; the classrooms, toilets, dormitories, kitchen, lighting ventilation and bathrooms. Section B is concerned with other safety facilities to ascertain if they are available. Facilities include; the gatekeeper, fire extinguishers, lightning arrestors, play grounds, safety manuals, Education Acts, Public Health Act, and inspection minutes from the QASO. Observation played an important role because data collected were used to make recommendations and adjustments in the implementation process. In this study observations were used to observe the kind of safety methods applied in schools, if the schools have adhered to the safety policy and accident reporting and recording (Appendix VII).

3.8 Pilot Study

A pilot study was conducted before the main study in order to ascertain the reliability and validity of research instruments. The purpose of the pilot study in this research study was to identify any probable weaknesses in the research instruments by way of assessing both its validity and reliability. The piloting of the instrument enabled the researcher to know how well the respondents were able to comprehend the questions

therein. According to Acocella (2021) at least 10% of the sample size should be used for the purpose of pilot study. This study therefore used at least 5 schools where 5 head teachers, 10 teachers and 1QASO Officers were selected for the purpose of pilot study. The pilot study was carried out among schools in South Rift Region with similar structures and characteristics. Utilizing multiple data collection methods led to an acceptance of reliability and validity when various sources are compared.

3.8.1 Validity of Research Instruments

Validity is the degree of how appropriate the items actually measure what they are intended to measure or the extent to which a true and accurate measure of components of learning resources is possible or probable (Mohajan, 2017). The study ascertained content validity by discussing the items in the instrument with the supervisors, colleagues and other lecturers in the institution. The advice that was given by experts assisted the researcher to improve the validity of the research instruments by making the necessary adjustments following the advice from supervisors and other experts in the School of Education (SOE). For the research instrument to be considered valid the content selected and included in the questionnaire and interview schedules must also be relevant to the variable being investigated (Zohrabi, 2013). Including relevant variables in the study gave direction of performance in the actual study. The validity of the research instruments was tested using factor analysis.

Factor analysis was employed to help in identifying the actual number of factors that actually measured each construct as perceived by the respondents. The validity of the instrument was measured through Kaiser-Meyer-Olkin measures of sampling adequacy and Bartlett’s Test of Sphericity. It was applied to test whether there was a relation between the study variables. Kaiser- Meyer- Olkin was used as a measure of sampling

adequacy and a value of 0.5 was acceptable. Bartlett's test of sphericity was used to test the adequacy of the correlation matrix and should be significant. The component factor analysis with varimax rotation was conducted on all variables to extract factors from the scales of each construct. The principal component analysis and Varimax rotation were performed in all the items and those with factor loadings lower than 0.50 were eliminated as postulated by Shrestha (2021).

3.8.2 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument supplies consistent results or data after repeated trials (Mohajan, 2017). The reliability of the instrument was tested through use of Cronbach Alpha value. Values of Cronbach Alpha range from 0 to 1, with higher values indicating greater reliability. Alpha coefficient of**;** below 0.60 is unacceptable, between .60 and .65 undesirable, between .65 and .70 minimally acceptable, between .70 and .80 respectable between .80 and .90 very good, > 0.90 is considered perfect. However, if Cronbach Co-efficient alpha of $\alpha = 0.70$ is obtained then it indicated that the research instruments were reliable and therefore can be adopted for data collection. The results of the pilot study are as presented in Table 3.5.

Table 3.5

Reliability Test Results

Variables	**Cronbach's Alpha**	**N of Items**	**Comments**
Safety Standard Measures	.732	11	Accepted
Stakeholder's Level of Awareness	.903	10	Accepted
Role of Management	.892	10	Accepted
Incidences of Insecurity	.834	11	Accepted
Challenges Faced	.841	8	Accepted
Average	**.840**		

Source: Field Data (2021)

The findings in Table 3.5 indicated that safety standard measures had a coefficient of 0.732. Stakeholder's level of awareness had a coefficient of 0.903. Role of management had a coefficient of 0.892. Incidences of insecurity had a coefficient of 0.834 and challenges faced had a coefficient of 0.841. On average the value of Cronbach's Alpha was 0.840 which was above 0.7 thus the research instruments were reliable to be used to collect data as recommended by Taber (2018). This represented high level of reliability and on this basis, it was supposed that scales used in this study are reliable to capture the variables.

3.9 Ensuring Trustworthiness

Qualitative research should ensure quality of research process and also of the findings Lincon and Cuba (1985) argue that trustworthiness is a way in which researchers can persuade themselves and their readers that the research recognize and valued. Nowell et al., (2017) provide that trustworthiness in qualitative research is compared to validity and reliability in a quantitative approach.

3.9.1 Credibility in Qualitative Data

According Daniel, (2019), credibility is how confident the qualitative researcher is in the truth of the research study's findings.

3.9.2 Transferability in Qualitative Data

According to FitzPatrick (2019) transferability is how the qualitative researcher demonstrates that the research study's findings apply to other contexts. Qualitative researchers can use thick description to show that the research study's findings can be applied to other contexts, circumstances, and situations.

3.9.3 Dependability in Qualitative Data

Dependability is the extent that the study could be repeated by other researchers and that the findings would be consistent (Fang et al., 2021). In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. A qualitative researcher can use inquiry audit to establish dependability, which requires an outside person to review and examine the research process and the data analysis to ensure that the findings are consistent and could be repeated.

3.9.4 Confirmability in Qualitative Data

Confirmability is the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative (FitzPatrick, 2019). To establish confirm-ability, qualitative researchers can provide an audit trail, which highlights every step of data analysis that was made to provide a rationale for the decisions made. This helps establish that the research study's findings accurately portray participants' responses.

3.10 Data Collection Procedures

The researcher obtained an introductory letter from Moi University, school of Post Graduate studies before starting process of data collection. Thereafter, the researcher sought for a research permit from National Council for Science and Technology and Innovation (NACOSTI). The permit was then presented to the County Directors of Education in the 8 counties in the North Rift Region who gave the researcher an introductory letter to be presented to sampled school representatives. The researcher undertook a preliminary survey in the schools in the 8 counties in the North Rift

Region, to familiarize with the study areas and also make appointment with the identified persons. The researcher then proceeded to the schools with the documents to collect data by distributing the questionnaires as well as conducting interviews.

3.11 Data Analysis

After data collection, data processing, analysis and data presentation were done. This involved a series of actions performed on the data in terms of sorting, checking and editing for completeness and consistency. Quantitative data collected were coded, edited and analyzed through the Statistical Package for Social Science (SPSS) software version 25. Qualitative data were grouped into themes based on study objectives. A mixed method procedure was employed to analyze both qualitative and quantitative data. Quantitative data were analyzed using descriptive and inferential statistics, While qualitative data was analyzed using thematic analysis.

3.11.1 Descriptive statistics

Descriptive statistics are brief informational coefficients that summarize a given data set, which can be either a representation of the entire population or a sample of a population (Mishra et al., 2019). Descriptive statistics are broken down into measures of central tendency and measures of variability (spread). Descriptive statistics frequency, percentages, means and standard deviations were used to describe the data.

3.11.2 Inferential statistics

Inferential statistics use measurements from the sample of subjects in the experiment to compare the treatment groups and make generalizations about the larger population of subjects (Amrhein et al., 2019). There are many types of inferential statistics and each is appropriate for a specific research design and sample characteristics. Inferentially, data were analyzed using correlation and multiple regression models. The multiple

regression equation of the study was applied, as shown below, where the beta (β) coefficients for each independent variable were generated from the model, subjected to a t –test, in order to test each of the hypotheses under study. The regression model that was used to test the hypothesis is shown below:

$$y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \varepsilon_i \text{.....equation 3.1}$$

Where:

y = learner's safety in primary boarding schools in the North Rift Region, Kenya

α = constant.

β_1, β_2, β_3, β_4 = the slope which represents the degree in learner's safety in primary boarding schools in the North Rift Region, Kenya changes as the independent variable change by one-unit variables.

x_1 = safety standard measures put in place

x_2 = stakeholder's level of awareness

x_3 = role of management in implementing safety policy

x_4 = incidences of insecurity

ε = error term

3.11.3 Thematic Analysis

Qualitative data from the interviews were analyzed and categorized into themes, categories, patterns before presenting the findings in tabulation form. This presentation was in line with the objectives of the study. The qualitative approach method helped fill

the gaps left by the quantitative method. This approach was suitable for gaining an in-depth understanding of underlying reasons and motivations.

Thematic data analysis was used during data analysis. The thematic analysis is a process that were used to identify common themes-topic, ideas and patterns of meaning that come up repeatedly, this process was developed by Braun and Clarke (2006). The goal of a thematic analysis is to identify themes that is patterns in the data that are important and use these themes to address the research problem or address an issue. According to Castleberry and Nolen (2018) thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as interview transcripts. The researcher closely examines the data to identify common themes topics, ideas and patterns of meaning that come up repeatedly.

Qualitative analysis entailed the following steps:

Familiarization: this is the first step where the researcher should know the data. The researcher overviewed all the data collected before analyzing individual items. This involved reading through the text and taking initial notes, and generally looking through the data to get familiar with it.

Coding: data were coded. Coding is highlighting sections of text usually phrases or sentences and coming up with shorthand labels or "codes" to describe their content. Each code describes the idea or feeling expressed in that part of the text. The researcher went through the transcript of every interview and highlighted everything that jumps out as relevant or potentially interesting. As well as highlighting all the phrases and sentences that match these codes, the researcher kept on adding new codes as she went through the text.

Generating themes: the researcher looked over the codes created, identified patterns among them, and started coming up with themes. Reviewing themes: the researcher made sure that the themes were useful and accurate representations of the data.

Defining and naming themes: defining themes involves formulating exactly what the study means by each theme and figuring out how it helps the researcher understand the data. Naming themes involves coming up with a concise and easily understandable name for each theme. Writing up: finally, the researcher wrote up the analysis of the data. The results or findings section addressed each theme in turn. The researcher described how often the themes come up and what they mean, including examples from the data as evidence.

3.11.4 Tools to be Used and Analysis

Tools to be used and analysis is tabulated as per the objectives under the methods of data collection below.

Table 3.6

Tools to be Used and Analysis

Type	Variable	Measurement scale	Method of analysis
Dependent Variable	Safety in education of public boarding primary school	5-pointlikert scale	Descriptive statistics Thematic method
Independent Variable	Safety standard measures	5-pointlikert scale	Descriptive statistics Thematic method
Independent Variable	Stakeholder's level of awareness	5-pointlikert scale	Descriptive statistics Thematic method
	Role of	5-pointlikert scale	Descriptive statistics

Independent Variable	management in implementing safety policy		Thematic method
Independent Variable	Incidences of insecurity	5-pointlikert scale	Descriptive statistics Thematic method

Source: Researcher (2021)

3.12 Ethical Considerations

The America Education Research Association (2011) outline some ethics to be observed in the process of carrying out any study. These include confidentiality of participants and data protection of participants from harm and informed consent. In conducting this research, the researcher adhered to various ethical guidelines, as stipulated by gatekeepers in Kenya. Consequently, research was screened for ethical issues by Moi University Ethics committee. Moreover, ethical clearance to conduct the study were sought and obtained from the National Commission for Science, Technology and Innovation (NACOSTI).

The respondents who were willing to participate in the study were given informed consent forms to fill in order to be involved in the research study. The researcher facilitated the process of filling informed consent forms after the respondents had fully understood the nature of their involvement in the research, including time commitment, type of activities, issues they would be asked to comment about or discuss and the envisaged risks for participating in the research. When seeking consent for this study, the researcher did not compel respondents to sign the informed consent forms. Therefore, participation was voluntary. The researcher explained to the respondents during the filling of the consent forms that they are free to withdraw from the study at any point.

Another ethical consideration which was made in this study involved protecting the identities of the respondents. This entailed masking the identities and protection of confidentiality, secure storage and restricting of access to the data. The researcher undertook to seek permission from the respondents for any subsequent use of data. Moreover, the researcher destroyed all raw data when analysis and reporting were complete. This principle is concerned with building trusting relationships between the researcher and participants. On agreeing to participate in this study, the respondents entrusted themselves to the researcher who had an obligation to protect each participant, as far as possible, from any harm because of participating in the research. The researcher endeavoured to gain the trust of the participants by being open and honest about possible risks and burdens.

The researcher ensured no harm to respondents. During focus group discussion, the researcher worked to minimize conflict situations and state that could make a participant feel inadequate by not asking respondents insensitive questions. The researcher informed participants that the data collected for this study would remain confidential. They were informed that the findings would serve academic purposes only and would not be shared, except with prior knowledge of the investigator and them. This were meant to safeguard the trust exhibited by the participants on the researcher and to observe the ethical code of conduct on information gathered from the field. To ensure privacy and confidentiality of the information and participate the researcher used pseudonyms.

3.13 Summary of the Research Methodology

Table 3.7

Summary of the Research Methodology

Research Methodology	**Methods**
Research approach	Mixed method approach
Research paradigm	Pragmatic
Research design	Convergent mixed design
Sampling	Both probabilistic and non-probabilistic
	Purposive sampling
	Simple random sampling
Data generation method	Questionnaires
	Semi-structured individual interview
	Focus group discussion
Data analysis	Thematic analysis
Trustworthiness	Credibility
	Dependability
	Transferability
	Confirmability
Ethical consideration	Consent
	Confidentiality,
	Secure storage
	Restricting of access to the data

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

In this chapter, the data from the qualitative and quantitative research is presented, analyzed, described, and interpreted logically as the subsequent stage of the research process. The research results were first presented as an analysis of the quantitative data obtained from the questionnaire followed by an analysis of the qualitative data that was recorded from individual semi-structured interviews. Besides, it is significant to remain mindful of the fact that the data from the quantitative and qualitative sections are associated thus these are triangulated to draw conclusions from findings and make recommendations. The focus now turns to the analysis and interpretation of the data for this study.

The quantitative data have been analyzed using descriptive and inferential statistics. While qualitative data has been analyzed using thematic analysis in the light of literature review. The objectives of the study sought to analyze the safety standard measures put in place to ensure safety of learners in Primary Boarding Schools in the North Rift Region, Kenya, to assess the stakeholder's level of awareness on learner's safety in Primary Boarding Schools in the North Rift Region, Kenya, to examine the role of management in implementing safety policy to ensure safety of learners in Primary Boarding Schools in the North Rift Region, Kenya, to establish the incidences of insecurity as a result of lack of compliance to safety policy in Primary Boarding Schools in the North Rift Region, Kenya and to explore challenges faced by administration in implementing safety policies in schools.

4.2 Response Rate Questionnaires

Response rate is the percentage of questionnaires that are returned and serves as a guide to the representativeness of the sample respondents in the study. According to Fincham (2008) response rates are calculated by dividing the number of usable responses returned by the total number eligible in the sample chosen. The number of questionnaires that were administered to teachers were 97. Out of 97 questionnaires, 86 questionnaires were filled and returned. This represented an overall successful response rate of 88.7%. The number of questionnaires that were administered to headteachers were 48. Out of 48 questionnaires, 41 questionnaires were filled and returned. This represented an overall successful response rate of 85.4% as shown on Table 4.1. This agreed with Babbie (2004), who asserted that return rates of 50% are acceptable to analyze and publish, 60% is good and 70% is very good. Based on Babbie (2004) recommendation 85.5% response rate was adequate for the study.

Table 4.1

Response Rate

	Response	**Frequency**	**Percentage**
Teachers	Returned	86	88.7
	Unreturned	11	11.3
Headteachers	Returned	41	85.4
	Unreturned	7	14.3
	Total		**100.0**

4.3 Pre-Data Analysis Screening

Data screening is checking data for errors and fixing or removing the identified errors. Thus, pre-data screening is a process of certifying the data is clean and complete for use before conducting further statistical analysis (Abdulwahab & Galadima, 2011). To

warrant the quality, data were screened and treated to fulfil the requirement of performing multivariate analysis. Therefore, assessment of the accuracy of the data file including; missing data, univariate outliers, reverse coding or reverse scoring of negatively worded items to avoid a cancelling out between variables with positives and negatives, also checking for incorrect entries, typos & inconsistences in the database, unengaged responses. The analysis was accomplished using Statistical Package for Social Science (SPSS) version 25.

4.3.1 Accuracy of the Data

This is entering and checking raw data. The data file was checked to establish whether it was entered correctly. This was proofread against the original data on the questionnaire that was input by the research assistant to check whether the items were entered correctly. Proofreading was done by the researcher.

4.3.2 Examining Missing data

A missing value in a dataset is the absence of a datapoint. When a respondent fails to answer a question, there is a data entry problem on the part of the researcher, or there are errors in the data collection process. The collected data was analyzed for frequency, and 20 cases were discovered to have missing values that were less than 5% and deemed usable, the missing values were ignored as recommended by (Hair et al., 2010). The data contained missing data at random. The option has fewer convergence problems; the factor loading estimates are relatively free of bias; and the option is simple to implement using any statistical programme (Hair et al., 2010).

4.3.3 Outliers Detection and Treatment

Outliers are data points that appear anomalous or outside the expected range of values. Outliers may represent errors or data that is unrelated to the rest of the data set (Zhang

et al., 2010). This study used the Mahalanobis D2 measure to identify and deal with multivariate outliers, as recommended by Uzun and Ballı (2022). Handling multivariate outliers would also take care of univariate outliers. However, treating univariate outliers does not always address multivariate outliers (Hair et al., 2010). As a result, Mahalanobis D2 was calculated in SPSS using linear regression methods, followed by the Chi-square value. Given the use of six variables, five represent the degree of freedom in the chi-square table with p value of 0.001 (Uzun & Ballı, 2022). This means that any case with a Mahalanobis D2 probability less than 0.001 is a multivariate outlier and should be removed. There were no multivariate outliers because there were no values of the new probability variable that were less than .001.

4.4 Background Information

Background information highlights respondents' background characteristics in research (Amrhein, Trafimow & Greenland, 2019). Background information of the participants was analyzed using descriptive statistics. The purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics. For purposes of this study frequencies and percentages were used where necessary. The characteristics of the respondents were analyzed in terms of type of schools, gender, academic qualifications and training.

4.4.1 Type of Schools

Teachers and headteachers were asked to indicate the type of schools they were teaching. Table 4.2 presents the results showing that majority of the participants were from mixed school as evidenced by 77(89.5%) teachers and 34(39.5%) head teachers.

Table 4.2

Type of Schools

	Teachers' Response		Headteachers Response	
Type of Schools	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Boys boarding school	4	4.7	0	0
Girls boarding school	5	5.8	7	17.1
Mixed boarding school	77	89.5	34	82.9
Total	**86**	**100**	**41**	**100**

4.4.2 Gender of the Respondents

Teachers and headteachers were asked to indicate their gender as portrayed in Table 4.3. The results reveal that majority of the teachers 48(55.8%) were females while majority of the head teachers 27(65.9%) were male. The study was unbiased since all gender was represented. Further, results revealed that, majority of the teachers in the public and private schools were dominated by the females because they are considered better caretakers and responsible in administering health and safety policy in schools especially in primary schools. The head teachers in most schools were dominated by the male teachers. This could be attributed to culture dominance which is male oriented and therefore considered better leaders. However, this does not conform with MoE requirements which advocate for gender balance in the management of schools (Mugo et al., 2016).

Table 4.3

Gender of the Respondents

	Teachers' response		Headteachers Response	
Gender	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	38	44.2	27	65.9
Female	48	55.8	14	34.1
Total	**86**	**100**	**41**	**100**

4.4.3 Academic Qualifications of the Respondents

This section looked at the qualification of the respondents who participate in the study. It was important to establish the academic qualification of respondents since they have been charged with the responsibility of interpreting and implementing the health and safety policy in place.

Teachers and headteachers were asked to indicate their education level. Table 4.4 presents the results. Table 4.4 reveals that 30(34.8%) of teachers had a diploma level of education, 19(22.1%) had a bachelor's degree in education, 8(9.3%) had BSC, 3(3.5%) had MED and 28(32.6%) had P1 certificates. Also, 19(46.3%) of teachers had a diploma level of education, 16(39%) had a bachelor's degree in education, 2(4.9%) had BSC, 1(2.4%) had MED and 3(7.3%) had P1 certificates.

The number of teachers and headteachers having masters and degree qualification are few because a degree and master is assumed to be a qualification required in secondary and universities. This implies that most teachers in public and private boarding primary schools have the requisite qualification which should enable them understand and implement health and policy in school.

Table 4.4

Academic Qualifications of the Respondents

	Teachers' response		Headteachers Response	
Academic Qualifications	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Diploma	30	34.8	19	46.3
BED	19	22.1	16	39
BSC	8	9.3	2	4.9
MED	3	3.5	1	2.4
Untrained	0	0	0	0
P1 certificates	28	32.6	3	7.3
Total	**86**	**100**	**41**	**100**

4.4.4 Years of Service of the Respondents

Teachers and headteachers were asked to indicate the years they have been teaching in schools. Table 4.5 presents the results thus depicts a 31(36%) of teachers having worked in various schools for 1-4 years, 11(12.8%) for 5-9 years and 44(51.2%) for more than ten years. Additionally, 19(46.3%) of headteachers had worked in various schools for 1-4 years, 13(31.7%) for 5-9 years and 9(21.9%) for more than ten years.

Table 4.5

Years of Service of the Respondents

	Teachers' response		Headteachers Response	
Years of Service	**Frequency**	**Percentage**	**Frequency**	**Percentage**
1-4 years	31	36	19	46.3
5-9 years	11	12.8	13	31.7
10 > years	44	51.2	9	21.9
Total	**86**	**100**	**41**	**100**

4.5 Safety Standard Measures Put in Place to Ensure Safety of Learners

The study sought to investigate the safety standard measures put in place to ensure safety of learners in primary boarding schools in the North Rift Region. To achieve this, a five-point Likert scale was used where; 1=Strongly Disagreed, 2=Disagreed, 3=Undecided.4=Agreed, 5=Strongly agreed.

4.5.1 Teachers Response on Safety standard measures Put in Place

The study sought to investigate the safety standard measures put in place to ensure safety of learners in primary boarding schools in the North Rift Region. To achieve this, a five-point Likert scale was used where; 1=Strongly Disagreed, 2=Disagreed, 3=Undecided.4=Agreed, 5=Strongly agreed. Table 4.6 presents the study results.

Table 4.6

Safety Standard Measures Put in Place

Statements		SA	A	UN	D	SD	Mean	Std. Dev
1. The schools do not have fire extinguishers in place to ensure safety in case of fire	F	43	35	3	3	2	4.33	0.89
	%	50	40.7	3.5	3.5	2.3		
2. There are no emergency doors in all physical facilities to cater for emergencies.	F	40	31	9	3	3	4.19	1.00
	%	46.5	36	10.5	3.5	3.5		
3. The school has no first aid kit to cater for accidents	F	40	27	9	7	3	4.09	1.1
	%	46.5	31.4	10.5	8.1	3.5		
4. The windows are without grills and are open outwards.	F	43	34	6	1	2	4.34	0.85
	%	50	39.3	7	1.2	2.5		
5. There is the provision of rubbish / dust bins at strategic points to avoid littering of dangerous objects.	F	52	26	4	1	3	4.43	0.91
	%	60.5	65.1	4.7	1.2	3.5		
6. Fire and other security alarms are not placed strategically for use	F	23	38	10	10	4	4.12	3.34
	%	26.7	44.2	11.6	11.6	4.7		

7.	The school does not have well trained security guards to ensure safety in case of outside attacks	F	28	42	10	4	2	4.05	0.92
		%	32.6	48.8	11.6	4.7	2.5		
8.	There is a school nurse to cater for emergencies.	F	34	21	6	17	8	3.65	1.41
		%	39.5	24.4	6.9	19.7	9.3		
9.	There are matrons and housekeepers to cater for security of learners in the dormitories	F	41	32	7	3	3	4.22	0.99
		%	47.7	37.2	8.1	3.5	3.5		
10.	Lighting arrestors have been appropriately placed in the various physical facilities.	F	21	30	9	20	6	3.47	1.28
		%	24.4	34.8	10.5	23.5	6.9		
11.	The school has fenced compound to avoid intrusion.	F	44	35	2	3	2	4.35	0.88
		%	51.1	40.6	2.3	3.5	2.3		

Table 4.6 shows that 43(50%) of the respondents strongly agreed, 35(40.7%) agreed, 3(3.5%) undecided, 3(3.5%) disagreed and 2(2.3%) strongly disagreed that the schools have no fire extinguishers in place to ensure safety in case of fire. The study Furthermore, showed in terms of mean and standard deviations that majority of the respondents agreed that the schools have no fire extinguishers in place to ensure safety in case of fire (M=4.33, SD=0.89). The study agrees with the findings by Khan, (2020) who cited that fire extinguishers play a vital role in any fire protection plan in any environment. They are a first aid response to fire and can help prevent catastrophic damage to property and even loss of life. From interviews, QASO zone 1 noted that;

> We have ensured that all the schools in our subcounty have fire extinguishers this ensures safety of our student if incase of fire outbreak (QASO zone 1 Interviewee, 2021)

The findings also revealed that, 40(46.5%) of the respondents strongly agreed, 31(36%) agreed, 9(10.5%) were undecided, however, 3(3.5%) disagreed and 3(3.5%) strongly disagreed that there were no emergency doors in all physical facilities to cater for

emergencies. Furthermore, the study confirmed through the Mean (M) and Standard Deviation (SD) that majority of the respondents agreed that there were no emergency doors in all physical facilities to cater for emergencies (M=4.19, SD=1.00). The study concurs with the study done by Rozo (2019) who articulated that an emergency exit has a clear, safe way to get out of a building in a school environment. Rozo (2019), also cited that emergency exits provide fast exit in case of emergency such as fire. First responders may also use it as a way into the building, so it is very important to make sure they are ready to use at all times. From interviews, Focused discussion group 2 members noted that;

> I am so happy with the fact that whoever planned on the construction of our school considered our safety by the fact that our classrooms have emergency doors to cater for emergencies (FGD 2, 2021).

The findings from the study further noted that 40(46.5%) of the respondents strongly agreed, 27(31.4%) agreed, 9(10.5%) undecided, 7(8.1%) disagreed and 3(3.5%) strongly disagreed that the school has no first aid kit to cater for accidents. Moreover, the study showed through mean and standard deviations that the majority of the respondents agreed that the school had no first aid kit to cater for accidents (M=4.09, SD=1.10). Sherman, (2018) in his study noted that First aid kits in schools are helpful to children who often get into accidents and may need immediate care in order to prevent things from escalating. Whether it is a minor injury or something more serious such as fracture, preventing further complications is paramount. From interviewed member of QASO zone 4 noted that;

> Having tools and supplies around that are meant to take care of people during emergency situations or calamities can make them feel reassured and well taken care of that's why it is always our happiness that every school in our subcounty is supplied with a first aid kit (QASO zone 4 Interviewee, 2021)

Furthermore, the findings noted that 43(50%) of the respondents strongly agreed, 3(3.5%) agreed, and 6(7%) undecided on the statement that windows are without grills and are open outwards, however, 1(1.2%) disagreed and 2(2.3%) strongly disagreed that the windows were not fitted with grills and are open outwards. The study also showed in terms of Mean and Standard Deviations that the majority of the respondents agreed that the windows were not fitted with grills and are open outwards (M=4.34, SD =0.85). However, the results differed with those of Attems' (2020) who noted that the window grills act as a protective barrier, also sturdy window grill designs can end the fear of children peeking out the window and resulting in a fatal accident as the grill acts a safety net and prevents any mishaps. From the focus group discussion two, group members noted that;

> Failure by the contractor to fit our classroom windows with grills and the fact that they are opened outwards is an added advantage for us in case of any emergency (FGD 2, 2021).

More so, the findings showed that 52(60.5%) of the respondents strongly agreed, 26(30.2%) agreed, 4(4.7%) undecided, 1(1.2%) disagreed and 3(3.5%) strongly disagreed that there's the provision of rubbish / dust bins at strategic points to avoid littering of dangerous objects. The study moreover, showed in terms of mean and standard deviations that majority of the respondents agreed that there is provision of rubbish / dust bins at strategic points to avoid littering of dangerous objects (M =4.09, SD=1.10). The findings from the study concurs with Bano (2020) who cited that using dustbins is an effective way of reducing trash, keeping your environment clean and maintaining safety to people around. Moreover, dustbins can be used to recycle trash and thus reduce the quantity of refuse. This means lesser trips to garbage dumpsters.

as shown in Table 4.6, the results also show that, 23(26.7%) of the respondents strongly agreed, 38(44.2%) agreed, 10(11.6%) undecided, 10(11.6%) disagreed and 4(4.7%) strongly disagreed that fire and other security alarms are not placed strategically for use. The study further showed in terms of Mean and Standard Deviations that the respondents agreed that fire and other security alarms are not placed strategically for use (M=4.12, SD=3.34). Collamore (2019) in his study cited that fire alarm systems automatically warns everyone that a fire has broken out, thus bystanders, guests or employees inside the premises can respond quickly. Trained personnel may exhaust the fire with fire extinguishers or other occupants can notify emergency responders to send in a team. From focus group discussion three members noted that;

> Our school compound is always sparkling clean for the school management has provided us with rubbish/dustbins at strategic points to avoid littering of dangerous objects. Our teachers teach us the importance of keeping our school compound clean (FGD 3, 2021).

From the study also, 28(32.6%) of the respondents strongly agreed, 42(48.8%) agreed, 10(11.6%) undecided, 4(4.7%) disagreed and 2(2.3%) strongly disagreed that the school does not have well trained security guards to ensure safety in case of outside attacks. The study also, showed in terms of mean and standard deviations that majority of the respondents agreed that the school does not have well trained security guards to ensure safety in case of outside attacks (M=4.05, SD=0.92). The study findings concur with a study by Léonard (2020) who cited that trained guards can identify risks, manage any evolving threats, and tackle security violations in the best manner.

The finding from the study further showed that 34(39.5%) of the respondents strongly agreed, 21(24.4%) agreed, 6(6.9%) undecided,17 (19.7%) disagreed and 8(9.3%) strongly disagreed that there is a school nurse to cater for emergencies. The study also,

showed in terms of mean and standard deviations that the respondents agreed that there is a school nurse to cater for emergencies (M=3.65, SD =1.41). The study concurs with Holmes and Sheetz (2016) who cited that school nurses specialize in providing health care support and promoting student health in schools throughout the country. By bridging the gap between education and healthcare, school nurses ensure the safety of students.

The findings also showed that, 41(47.7%) of the respondents strongly agreed, 32(37.2%) agreed, 7(8.2%) undecided, 3(3.5%) disagreed and 3(3.5%) strongly disagreed that there are matrons and housekeepers to cater for security of learners in the dormitories. The study also, showed in terms of Mean and Standard Deviations that the respondents agreed that there are matrons and housekeepers to cater for security of learners in the dormitories (M=4.22, SD=0.99). Matrons according to Bair (2016) keep pupils healthy and safe. They also help in supervising at meal times and bedtimes hence concurs with the findings from the study.

The findings in Table 4.6 also show that 21(24.4%) of the respondents strongly agreed, 30(34.9%) agreed, and 9(10.5%) were undecided on the statement that lighting arrestors have been appropriately placed in the various physical facilities, however, 20(23.3%) disagreed and 6(6.9%) strongly disagreed that lighting arrestors have been appropriately placed in the various physical facilities. The study also, showed in terms of Mean and Standard Deviations that the majority of respondents agreed with that lighting arrestors had been appropriately placed in the various physical facilities (M=3.47, S D=1.28). Ahmad (2018) cited that for the safety of lives, electronic items and the building, lightning protection is important in schools. The largest number of lightning casualties occur in open spaces and therefore students on sports fields or in the playground may be

at risk during a thunderstorm. From interviewing the focus group 4 members of the group noted that;

> The purpose of lighting arrestors in our school is to limit the rise in voltage when a communications or power line is struck by lightning or is near to a lightning strike, we thank the school management for ensuring that our schools are fitted with the same in case of lightning (FGD, 2021).

Finally, the findings showed that 44(51.2%) of the respondents strongly agreed, 35(40.7%) agreed, and 2(2.3%) were undecided on the statement that the school had fenced compound to avoid intrusion, 3(3.5%) disagreed and 2(2.3%) strongly disagreed that the school had fenced compound to avoid intrusion. The study also, showed in terms of Mean and Standard Deviations that the majority of respondents agreed that the schools had fenced compounds to avoid intrusion (M=4.35, SD=0.88) The findings concur with Woolley (2021) who cited that schools that do not have adequate fencing around the playgrounds exposed the children in danger of sexual predators, kidnappers and even wild animals. It also meant that pupils who try to avoid going to class had an easier way to do that. However, from focused group 7 the pupils agreed that their school was fenced by stating, “Our school compound is well fenced to ensure our security” (FGD 7, 2021).

4.5.2 Head Teachers Response on whether Safety standard measures were Put in Place

The study sought to investigate if the safety standard measures put in place to ensure safety of learners in primary boarding schools in The North Rift Region. Table 4.7 presents the results.

Table 4.7

Head Teachers' Responses on Safety Standard Measures Put in Place

Statements		SA	A	UN	D	SD	Mean	Std. Dev
1. The schools have no fire extinguishers in place to ensure safety in case of fire.	F	25	9	1	4	2	4.24	1.2
	%	60.9	21.9	2.4	9.8	4.8		
2. There are no emergency doors in all physical facilities to cater for emergencies.	F	23	13	1	3	1	4.32	1.01
	%	56.1	31.7	2.4	7.3	2.4		
3. The school has no first aid kit to cater for accidents	F	25	10	1	2	3	4.27	1.2
	%	60.9	24.4	2.4	4.8	7.3		
4. The windows are without grills and are open outwards.	F	28	8	3	1	1	4.49	0.93
	%	68.3	19.5	7.3	2.4	2.4		
5. There's the provision of rubbish / dust bins at strategic points to avoid littering of dangerous objects.	F	33	3	1	1	1	4.61	0.92
	%	80.5	7.3	2.4	2.4	2.4		
6. Fire and other security alarms are not placed strategically for use	F	15	15	1	9	1	3.83	1.22
	%	36.5	36.5	2.4	21.9	2.4		
7. The school does not have well trained security guards to ensure safety in case of outside attacks	F	20	12	3	3	3	4.05	1.24
	%	48.7	29.2	7.3	7.3	7.3		
8. There is a school nurse to cater for emergencies.	F	9	6	3	9	5	3.56	1.53
	%	21.9	14.6	7.3	21.4	12		
9. There are matrons and housekeepers to cater for security of learners in the dormitories	F	26	10	3	1	1	4.44	0.92
	%	63.4	24.4	7.3	2.4	2.4		
10. Lighting arrestors have been appropriately placed in the various physical facilities.	F	11	15	3	5	7	3.44	1.45
	%	26.8	36.6	7.3	12.2	17		
11. The school has fenced compound to avoid intrusion	F	20	12	1	3	5	3.95	1.4
	%	48.8	29.3	2.5	7.3	12		

The findings in as shown in Table 4.7 reveals that 25(60.9%) of the respondents strongly agreed, 9(21.9%) agreed, 1(2.4%) undecided, 4(9.8%) disagreed and 2(4.8%) strongly disagreed that the schools have no the fire extinguishers in place to ensure safety in case of fire. The study Furthermore, shows in terms of Mean and Standard Deviations that the majority of the respondents agreed that the schools have no the fire extinguishers in place to ensure safety in case of fire (M=4.24, S D=1.20).

The findings also show that, 23(56.1%) of the respondents strongly agreed, 13(31.7%) agreed, 1(2.4%) undecided, 3(7.3%) disagreed and 1(2.4%) strongly disagreed that there are no emergency doors in all physical facilities to be used in case of emergencies. Moreover, the study, showed in terms of Mean and Standard Deviations that the majority of the respondents agreed that there are no emergency doors in all physical facilities to cater for emergencies (M=4.32, SD=1.01). Further, 25(60.9%) of the respondents strongly agreed, 10(24.4%) agreed, 1(2.4%) undecided, 2(4.8%) disagreed and 3%) strongly disagreed that the school has no first aid kit to cater for accidents. The study, showed in terms of mean and standard deviations that the majority of the respondents agreed with the statement that the schools had no first aid kit to cater for accidents (M =4.27, SD =1.20). The findings were contrary with study conducted in Ireland by Qureshi et al. (2018), researchers revealed that 35-81 % of schools in Ireland had equipment to deal with injury. However, they also observed that not a single school had a fully equipped first aid kits/box. Regarding contents of first aid box, although all the schools in this study had first aid box but it is very disappointing that none of the first aid box was fully equipped. When enquired about first aid medicines, it was revealed that the only medicine was paracetamol syrup or tablets which they use as a painkiller or for treatment of fever and antiseptic solution or ointment.

The findings furthermore revealed that 28(68.3%) of the respondents strongly agreed, 8(19.5%) agreed, 3(7.3%) undecided, 1(2.4%) disagreed and 1(2.4%) strongly disagreed that the windows are without grills and are open outwards. The findings, showed in terms of Mean and Standard Deviations that the majority of the respondents agreed with the statement that the windows are without grills and are open outwards (M=4.49, SD=0.93). The findings concur with Omollo (2020) observation on building code 162 that no door, gate, bar, window or any other hinged or moveable part of a building within a minimum height of 9 ft 6 in above the adjacent ground level, shall open outward so as to project into any street, or public open space or common access. additionally, every door which is the only exit from a room or rooms designed to be occupied by more than 50 persons in all shall open outwards.

The findings also revealed that 33(80.5%) of the respondents strongly agreed, 3(7.3%) agreed, 1(2.4%) undecided on the statement that there's the provision of rubbish / dust bins at strategic points to avoid littering of dangerous objects, however 1(2.4%) disagreed and 1(2.4%) strongly disagreed that there's the provision of rubbish / dust bins at strategic points to avoid littering of dangerous objects. The study furthermore, showed in terms of Mean and Standard Deviations that the majority of the respondents agreed that there was the provision of rubbish / dust bins at strategic points to avoid littering of dangerous objects (M=4.61, SD=0.92). The findings agree with Omollo (2020) that all surplus building material, excavated material and all other rubbish and temporary structures should leave site.

Furthermore, the findings showed that 15(36.6%) of the respondents strongly agreed, 15(36.6%) agreed, 1(2.4%) undecided on the statement that that fire and other security alarms are not placed strategically for use, however, 9(21.9%) disagreed and 1%)

strongly disagreed that fire and other security alarms are not placed strategically for use during emergency. The study, showed in terms of Mean and Standard Deviations that the majority of the respondents agreed that fire and other security alarms are not placed strategically for use during emergency (M =3.83, SD =1.22). Inadequate or improperly located alarms can pose a serious risk to the safety and well-being of everyone in the school, so addressing these concerns is of utmost importance. The findings are in agreement with Sprague and Walker (2021) that the absence of strategically placed fire and security alarms in any environment, including schools, is a significant safety concern. Properly located and functional alarms are essential for alerting individuals to emergencies and facilitating swift and effective responses. Alarms are critical for providing early warning in the event of a fire, security breach, or other emergency. Early detection and notification can save lives and minimize damage.

The findings further showed that 20(48.8%) of the respondents strongly agreed, 12(29.3%) agreed, 3(7.3%) undecided on the statement that school does not have well trained security guards to ensure safety in case of outside attacks, however, 3(7.3%) disagreed and 3(7.3%) strongly disagreed that the school does not have well trained security guards to ensure safety in case of outside attacks. The study, showed in terms of Mean and Standard Deviations that the majority of the respondents agreed that the school had well trained security guards to ensure safety in case of outside attacks (M=4.05, SD =1.24). The presence of trained security guards can act as a deterrent to potential attackers. Knowing that a school has security measures in place can dissuade individuals with malicious intent. These findings agree with Cornell et al. (2020) that having well-trained security guards in educational institutions, including schools, is an important measure to enhance safety and security, especially in the event of outside

attacks. Trained security personnel can play a critical role in preventing, mitigating, and responding to security threats. School safety is a multifaceted issue that requires a combination of strategies and resources to protect students and staff effectively. Trained security guards can be a valuable component of this broader safety framework.

Further findings revealed that, 9(21.9%) of the respondents strongly agreed, 6(14.6%) agreed, 3(7.3%) undecided on the statement that there's a school nurse to cater for emergencies, however, 9(21.9%) disagreed and 5(12.3%) strongly disagreed that there was a school nurse to cater for emergencies. The study Furthermore, showed in terms of Mean and Standard Deviations that the majority of the respondents agreed that there was a school nurse to cater for emergencies (M=3.56, SD=1.53). Having a school nurse on-site can be especially beneficial in cases of sudden illnesses, injuries, or health-related crises that may occur within the school community. It ensures that there is a trained medical professional available to assess and provide immediate care while awaiting further medical assistance, if necessary.

Gereige et al. (2022) in the study similarly stated that it's important for school administrators to work in collaboration with school nurses to develop emergency response plans and to ensure that all staff members are aware of the roles and responsibilities of the school nurse in emergency situations. School nurses can also be involved in the planning and implementation of health and safety programs within the school. Having a school nurse on-site is a valuable asset for ensuring the well-being and safety of students and staff in educational institutions. School nurses play a crucial role in addressing various health-related issues and emergencies that can arise in a school setting.

Furthermore, the findings revealed that 26(63.4%) of the respondents strongly agreed, 10(24.3%) agreed, while 3(7.3%) undecided on the statement that there were matrons and housekeepers to cater for security of learners in the dormitories, 1(2.4%) disagreed while 1(2.4%) of them strongly disagreed that there are matrons and housekeepers to cater for security of learners in the dormitories. The study revealed in terms of Mean and Standard Deviations that the majority of the respondents agreed that there are matrons and housekeepers to cater for security of learners in the dormitories (M=4.44, SD=0.92). Collaborative efforts between matrons, housekeepers, school administrators, and other support staff are essential in ensuring the safety and security of learners in the dormitories. The findings are in agreement with Clair (2021), that having matrons and housekeepers responsible for the security and well-being of learners in dormitories is a common practice in many boarding schools. These staff members play vital roles in creating a safe and supportive living environment for students.

As depicted in Table 4.7, the findings also indicated that 11(26.8%) of the respondents strongly agreed, 15(36.6%) agreed, 3(7.3%) undecided on the statement that lighting arrestors have been appropriately placed in the various physical facilities, however, 5(12.2%) of them disagreed and 7%) strongly disagreed that lighting arrestors have been appropriately placed in the various physical facilities. The study revealed in terms of Mean and Standard Deviation that the majority of the respondents agreed that lighting arrestors have been appropriately placed in the various physical facilities (M=3.44, SD =1.45). To ensure the effective protection of physical facilities, lightning arrestors should be installed and maintained by professionals who are knowledgeable about lightning protection systems. Additionally, it's important to periodically inspect

and test the lightning protection system to ensure that it remains in good working condition.

Finally, the findings revealed 20(48.8%) of the respondents strongly agreed, 12(29.3%) agreed, 1(2.4%) undecided on the statement that school has fenced compound to avoid intrusion, while 3(7.3%) disagreed and 5(12.2%) strongly disagreed that the school has fenced compound to avoid intrusion. Moreover, the study, showed in terms of Mean and Standard Deviations that the majority of the respondents agreed that the school has fenced compound to avoid intrusion (M=3.95, SD=1.40). Fencing a school compound can be an important security and safety measure to help prevent unauthorized access and enhance the overall security of the school. In support of this finding, Sigei et al. (2021) opine that fencing serves as a physical barrier to unauthorized individuals, vehicles, or animals from entering the school premises. It helps prevent potential security threats, including intruders, vandals, and trespassers. Fencing creates a secure boundary for students, reducing the risk of incidents involving outsiders entering the school grounds. This is particularly important for primary and secondary schools where children are present.

4.6 Stakeholder's Level of Awareness on Learner's Safety in Primary Boarding Schools

The study sought to investigate the Stakeholder's Level of Awareness on Learner's Safety in Primary Boarding Schools in the North Rift Region.

4.6.1 Teachers Response on Stakeholder's Level of Awareness

The study sought to investigate the stakeholder's level of awareness on learner's safety in primary boarding schools in the North Rift Region. Table 4.8 presents the study results.

Table 4.8

Teachers' Responses on the Stakeholder's Level of Awareness

Statements		SA	A	UN	D	SD	Mean	Std. Dev
1. All the stakeholders are not involved in decision making regarding the implementation of the safety policy.	F	28	44	7	2	5	4.02	1.02
	%	32.6	51.1	8.1	2.4	5.8		
2. Training and induction courses for the safety in school is not conducted to all stakeholders.	F	16	46	15	7	2	3.78	0.93
	%	18.6	53.5	17.4	8.1	2.4		
3. School reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people,	F	25	48	6	4	3	4.02	0.93
	%	29.1	55.8	6.9	4.7	3.5		
4. Every stakeholder is aware of his/her responsibility in ensuring health and safely in school.	F	31	39	8	2	6	4.01	1.09
	%	36	45.3	9.3	2.4	6.9		
5. The school avail the safety manuals and circulars from the ministry on safety and standards to every stakeholder in school.	F	23	43	7	7	6	3.8	1.16
	%	26.7	50	8.1	8.1	6.9		
6. Monitoring and evaluation of the physical facilities in the school is done by every stakeholder to ensure standards and safety measures are in place.	F	26	42	11	5	2	3.99	0.94
	%	30.3	48.8	12.7	5.8	2.4		
7. School drivers always supervise pupils on board to ensure they are safe when travelling.	F	28	37	12	5	4	3.93	1.06
	%	32.6	43.2	13.9	5.9	4.7		
8. School drivers are aware of appropriate time they should travel when transporting pupils.	F	37	27	10	9	3	4	1.14
	%	43	31.4	11.6	10.5	3.4		
9. Security guards knows the time pupils are supposed to be at every place in order to avoid safety issues.	F	32	27	10	9	3	4.08	1.01
	%	37.2	31.4	11.6	10.5	3.5		
10. The cooks observe hygiene and are aware of the medical inspections required of them.	F	37	39	3	1	6	4.16	1.06
	%	43.1	45.3	3.5	1.2	6.9		

The findings in Table 4.8 shows that 28(32.5%) of the respondents strongly agreed, 44(51.1%) agreed, 7(8.1%) undecided on the statement that all the stakeholders are not involved in decision making regarding the implementation of the safety policy, however, 2(2.4%) disagreed and 5(5.8%) strongly disagreed with the statement that all the stakeholders are not involved in decision making regarding the implementation of the safety policy. The study furthermore, showed in terms of Mean and Standard Deviations that majority of the respondents agreed that all the stakeholders are not involved in decision making regarding the implementation of the safety policy (M=4.02, SD=1.02). The study concurs with study by Smith (2019) who cited that, involving stakeholders develops an environment of trust. By allowing the voices of the stakeholders to be heard and their issues to be known also makes them accountable to the project. A BOM chair from school 3 noted that;

> We ensure that all stakeholders are involved in decision making regarding to implementation of the safety policy (BOM Chair from school 3, 2021).

The findings further showed that 16(18.6%) of the respondents strongly agreed, 46(53.5%) agreed, 15(17.4%) undecided on the statement that training and induction courses for the safety in school is not conducted to all stakeholders, however, 7(8.2%) of them disagreed while 2(2.4%) of them strongly disagreed that training and induction courses for the safety in school is not conducted to all stakeholders. On top of that the study showed in terms of Mean and Standard Deviations that majority of the respondents agreed that training and induction courses for the safety in school is not conducted to all stakeholders (M=3.78, SD=0.93). Loosemore (2019), cited that the primary purpose of induction training is to set safety standards and to raise awareness

about the risks and also explains to pupils on how to manage safety in their workplace. QASO from zone 3 indicated that;

> Ministry of Education will always ensure that all teachers, parents and pupils are trained on basic courses on safety in schools (QASO from zone 3, 2021).

Also, the findings revealed that, 25(29.1%) of the respondents strongly agreed, 48(55.8%) agreed, 6(6.9%) undecided on the statement that that school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public,however,4(4.7%) of them disagreed and 3(3.5%) of them strongly disagreed with the statement that school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public. The study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public (M=4.02, SD=0.93). The findings concur with studies done in United Kingdom by Bennett (2017) that creating a culture of safety and responsibility requires ongoing effort and commitment from all members of the school community. By reminding stakeholders of their responsibilities and emphasizing the importance of safety, schools can help ensure a secure and supportive environment for learning and growth.

The findings also showed that 31(36%) of the respondents strongly agreed, 39(45.3%) agreed, 8(9.3%) undecided on the statement that every stakeholder is aware of his/her responsibility in ensuring health and safely in school, however, 2(2.3%) of them disagreed but6%) of them strongly disagreed that every stakeholder is aware of his/her

responsibility in ensuring that health and safely in school are maintained. On top of that the study showed in terms of Mean and Standard Deviations that majority of the respondents agreed that every stakeholder is aware of his/her responsibility of ensuring that health and safely in school are maintained (Mean=4.01, Standard Deviation=1.09). Watson, (2018) cited that engaging stakeholders consistently and from the beginning enables school to design a program that helps to identify appropriate standards of safety and health**.** BOM from school 21 noted that;

> A stakeholder's primary role is to help the school meet its strategic objectives by contributing their experience and perspective to a project and therefore our stakeholders aware of his/her responsibility in ensuring health and safely in school (BOM from school 21, 2021).

The findings also showed that 23(26.7%) of the respondents strongly agreed, 43(50%) agreed, 7(8.1%) undecided on the statement that the school avail the safety manuals and circulars from the Ministry of Education on safety and standards to every stakeholder in school, however, 7(8.1%) of them disagreed and 6(6.9%) of them strongly disagreed that the school avails the Safety Manuals and circulars from the Ministry of Education on safety and standards to every stakeholder in school. On top of that the study showed in terms of Mean and Standard Deviation that majority of the respondents agreed that every stakeholder was aware of his/her responsibility in ensuring that health and safety are maintained in school (M=4.01, SD=1.09). Diaz-Vicario and Gairin Sallan (2017) cited that by fostering a culture of shared responsibility and awareness, schools can create an environment where health and safety are priorities, and all stakeholders actively contribute to maintaining a secure and supportive atmosphere for teaching and learning.

The study furthermore revealed that 26(30.3%) of the respondents strongly agreed, 42(48.8%) agreed, and 11(12.7%) undecided on the statement that monitoring and evaluation of the physical facilities in the school is done by every stakeholder to ensure standards and safety measures are in place, however, 5(5.8%) of them disagreed but 2(2.4%) of them strongly disagreed that monitoring and evaluation of the physical facilities in the school was done by every stakeholder to ensure that standards and safety measures are in place. On top of that the study showed in terms of Mean and Standard Deviations that majority of the respondents agreed that monitoring and evaluation of the physical facilities in the school was done by every stakeholder to ensure standards and safety measures are in place (M=3.99, SD=0.94). Priority must be given to safety so that staff, visitors and pupils can go about their work and business without the risk of injury, without suffering ill health, and without harming anyone else (Menger et al., 2016).

Furthermore, the findings in Table 4.8 also indicate that 26(30.2%) of the respondents strongly agreed, 42(48.8%) agreed, and11(12.8%) were undecided on the statement that monitoring and evaluation of the physical facilities in the school is done by every stakeholder to ensure standards and safety measures are in place, however, 5(5.9%) of them disagreed but2(2.3%) of them strongly disagreed that monitoring and evaluation of the physical facilities in the school is done by every stakeholder to ensure standards and safety measures are in place. On top of that the study showed in terms of Mean and Standard Deviations that majority of the respondents agreed that monitoring and evaluation of the physical facilities in the school is done by every stakeholder to ensure standards and safety measures are in place (M=3.93, SD=1.06). From interviews, BOM chair from school 16 indicated that;

> The school have availed safety manuals and on safety and standards to every stakeholder in school for safety for everyone is our main goal as the school stakeholders (BOM chair from school 16 Interviewee, 2021).

This is in line with World Health Organization (2018) that by involving every stakeholder in the monitoring and evaluation of physical facilities, schools can ensure that safety and quality standards are consistently upheld. This approach not only identifies potential issues but also fosters a sense of ownership and shared responsibility for the well-being of the school community.

On top of the findings above the study also showed that 28(32.6%) of the respondents strongly agreed, 37(43%) agreed and 12(13.9%) undecided on the statement that school drivers always supervise pupils on board to ensure they are safe when travelling, however, 5(5.9%) of them disagreed and 4(4.7%) of them strongly disagreed that school drivers always supervised pupils on board to ensure they are safe when travelling. The study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that school drivers always supervise pupils on board to ensure they are safe when travelling (Mean=4.00, Standard Deviation=1.14).

Further, the findings indicated that 37(43%) of the respondents strongly agreed, 27(31.4%) agreed but 10(11.6%) were undecided on the statement that school drivers are aware of appropriate time they should travel when transporting pupils, however, 9(10.5%) of them disagreed and 3(3.5%) of them strongly disagreed that school drivers were aware of appropriate time they should travel when transporting pupils. The study also showed through Mean and Standard Deviations that majority of the respondents agreed that that school drivers were aware of appropriate time they should travel when transporting pupils (M=3.93, SD=1.06). The study concurs with Wyckoff and Unell (2017) who observed that drivers must supervise the closing of doors to avoid trapping

fingers and to ensure firm closure of the bus doors. From interviews BOM member from school 28 noted that;

> The work of our drivers is not only to drive the school vehicles but to ensure the safety of our pupils. They also ensure that they reach their destinations on time and come back to school in time (BOM member from school 28, 2021).

The findings align with Martínkova and Parry (2018) that the presence of responsible and safety-conscious school drivers who actively supervise students during travel is a valuable aspect of school transportation. It contributes to the overall safety and well-being of students, reassuring parents and guardians that their children are in capable hands while commuting to and from school.

The findings also indicate that 32(37.2%) of the respondents strongly agreed, and 27(31.4%) agreed, 10(11.6%) of them were undecided on the statement that security guards knew the time pupils were supposed to be at every place in order to avoid safety issues, however, 9(10.5%) of them disagreed but 3(3.5%) of them strongly disagreed that security guards knew the time pupils were supposed to be at every place in order to avoid safety issues. Moreover, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that security guards knew the time pupils were supposed to be at specific place in order to avoid safety issues (M=4.08, SD=1.01). The findings agreed with study by Mary (2016), who mentioned that school guards must maintain the safety and peacefulness of the school's environment as violence at school could result in hindering the growth or progress of the students and could also affect their personalities.

Finally, the findings indicated that 37(43.1%) of the respondents strongly agreed, 39(45.3%) agreed, but 3(3.5%) of them were undecided on the statement that the cooks observe hygiene and are aware of the medical inspections required of them, however,

1(3.5%) respondents disagreed and 6(6.9%) of them strongly disagreed that the cooks observe hygiene and are aware of the medical inspections required of them. Furthermore, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that the cooks observed hygiene and were aware of the medical inspections required of them (Mean=4.16, Standard Deviation=1.06). Ismail (2016), in his study mentioned that if food safety and hygiene are not maintained, consumers could become seriously ill with food poisoning and foodborne illnesses. The findings from Ismail's study are similar with findings from the study as indicated by the interview with QASO. From interview, QASO zone 5 noted that;

> Good health is paramount in any institution, and therefore we do regular check on medical inspections on school cooks. This ensured that food cooked to students are clean and they are safe for the pupils (QASO member from zone 5, 2021).

The findings on stakeholder's level of awareness on learner's safety in primary boarding schools in the North Rift Region reveals that all the stakeholders are not involved in decision making regarding the implementation of the safety policy. More so, training and induction courses for safety in school is not conducted to all stakeholders. Further, school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public. The findings indicated that every stakeholder is aware of his/her responsibility in ensuring that health and safety in school are maintained thus are in agreement with the results of Kerr and King (2018) who found out that majority of primary schools in the district surveyed did not have any specific safety and health program. Some specific activities prescribed were emergency response planning and training such as fire drills and safety guidelines in laboratories used by teachers, staff

and students. Some schools though held campaigns to promote a safe and healthy lifestyle among students and teachers.

Currently, the Ministry of Health is holding some health programs among school children, which is specifically for immunization and medical surveillance among students. Children are exposed to accidents and injuries every day while going to or from school. Therefore, schools should be prepared to improve traffic congestion to provide a safer environment for pedestrians, bicyclists, and motorists alike, and promote safety-awareness among children walking and cycling to school. These strategies helped reduce accidents and injuries among school children who walk or cycle to school which most of them do. No safety policy is likely to be successful unless it actively involves employees themselves. In this connection, the school reminds all employees of their own responsibilities and to take care in their work for their own safety and that of other employees, for the safety of pupils and members of the public.

4.6.2 Head Teachers Response on the Stakeholder's Level of Awareness

The study sought to investigate the stakeholder's level of awareness on learner's safety in primary boarding schools in the North Rift Region. Table 4.9 presents the results.

Table 4.9

Head Teachers' Responses on Stakeholder's Level of Awareness

Statements		SA	A	UN	D	SD	Mean	Std. Dev
1. All the stakeholders are not involved in decision making regarding the implementation of the safety policy.	F	16	21	1	1	2	4.17	0.97
	%	39	51.2	2.4	2.4	4.8		
2. Training and induction courses for the safety in school is not conducted to all stakeholders.	F	9	24	5	2	1	3.93	0.88
	%	21.9	58.5	12.2	4.8	2.4		
3. School reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people,	F	20	17	1	2	1	4.29	0.93
	%	48.7	41.4	2.4	4.8	2.4		
4. Every stakeholder is aware of his/her responsibility in ensuring health and safely in school.	F	13	21	2	4	1	4.00	1.00
	%	31.7	51.2	4.8	9.8	2.4		
5. The school avail the safety manuals and circulars from the ministry on safety and standards to every stakeholder in school.	F	20	14	2	4	1	4.17	1.07
	%	48.7	34.1	4.9	9.8	2.4		
6. Monitoring and evaluation of the physical facilities in the school is done by every stakeholder to ensure standards and safety measures are in place.	F	18	19	1	2	1	4.24	0.92
	%	43.9	46.3	2.4	4.8	2.4		
7. School drivers always supervise pupils on board to ensure they are safe when travelling.	F	20	12	4	4	1	4.12	1.10
	%	48.7	29.6	9.8	9.8	2.4		
8. School drivers are aware of appropriate time they should travel when transporting pupils.	F	23	9	2	4	3	4.10	1.30
	%	56.1	21.9	4.9	9.8	7.3		
9. Security guards knows the time pupils are supposed to be at every place in order to avoid safety issues.	F	21	12	3	2	3	4.12	1.21
	%	51.2	29.6	7.3	4.8	7.3		
10. The cooks observe hygiene and are aware of the medical inspections required of them.	F	22	12	1	1	5	4.10	1.34
	%	53.7	29.2	2.4	2.4	12.9		

The findings from table 4.9 shows that 16(39%) of the respondents strongly agreed, 21(51.2%) agreed, but 1(2.4%) of them undecided on the statement that all the stakeholders were not involved in decision making regarding the implementation of the safety policy, 1(2.4%) of them disagreed but 2(4.8%) of them strongly disagreed that all the stakeholders were not involved in decision making regarding the implementation of the safety policy. However, involving all stakeholders in the decision-making process related to safety policies, schools can build a safer, more inclusive, and collaborative environment that takes into account the unique needs and perspectives of everyone involved.

Furthermore, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that all the stakeholders were not involved in decision making regarding the implementation of the safety policy (M=4.17, SD =0.97). These findings are contrary to Erdogan et al. (2019) in whose discussion, they opine that involving all stakeholders in decision-making regarding the implementation of a safety policy is a fundamental aspect of creating a comprehensive and effective safety plan.

Table 4.9 also indicated that 9(21.9%) of the respondents strongly agreed, 24(58.5%) agreed, but 5(7.3%) of them undecided on the statement that training and induction courses for the safety in school are not conducted to all stakeholders, 2(4.8%) disagreed and 1(2.4%) strongly disagreed that training and induction courses for the safety in school are not conducted to all stakeholders. The study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that training and induction courses for the safety in school is not conducted to all stakeholders (M=3.93, SD=0.88). The findings concur with Soeteman-Hernandez et al. (2019) that the absence

of training and induction courses for safety in schools conducted for all stakeholders can create potential gaps in safety awareness and preparedness.

Moreover, the findings showed that 20(48.7%) of the respondents strongly agreed, 17(41.5%) agreed, while 1(2.4%) of them was undecided on the statement that school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public, 2(4.8%) disagreed and 1(2.4%) strongly disagreed that school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public. Moreover, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public (M=4.29, SD=0.93). Reminding all stakeholders of their responsibilities and the importance of taking care in their work for their own safety and the safety of others, including pupils and the public, is a proactive approach to fostering a culture of safety in a school.

In addition, the findings from the study further indicated that, 13(31.7%) of the respondents strongly agreed, 21(51.2%) agreed, but 2(4.8%) of them undecided on the statement that every stakeholder was aware of his/her responsibility in ensuring health and safety in school, 4(9.8%) of them disagreed and 1(2.4%) of them strongly disagreed that every stakeholder was aware of his/her responsibility in ensuring that health and safety in school. The study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that every stakeholder was aware of his/her responsibility in ensuring that health and safety in school (M=4.00, SD=1.00). Ensuring

that every stakeholder in a school is aware of their responsibility in maintaining health and safety is a crucial aspect of creating a secure and supportive learning environment. Sprague and Walker (2021) discussed that when all members of the school community are well-informed and actively engaged in promoting health and safety, it helps prevent accidents and hazards. Established effective communication channels to disseminate information related to health and safety includes policies, procedures, and guidelines for all stakeholders.

Further, the findings indicated that 20(48.7%) of the respondents strongly agreed, 14(34.1%) agreed, 2(4.8%)of them were undecided on the statement that school avail the safety manuals and circulars from the ministry on safety and standards to every stakeholder in school, 4(9.8%) of them disagreed and 1(2.4%) of them strongly disagreed that the school avail the safety manuals and circulars from the ministry on safety and standards to every stakeholder in school. The study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that the school availed the safety manuals and circulars from the Ministry of Education on Safety and Standards to every stakeholder in the school (M=4.17, SD=1.07). The results of the study are in support of the findings by Gildo et al. (2023) who established that providing safety manuals and circulars on safety and standards from the Ministry of Education to every stakeholder in the school is a proactive step toward ensuring that all members of the school community have access to important safety guidelines and information.

Furthermore, the findings indicated that, 18(43.9%) of the respondents strongly agreed, 19(46.3%) agreed, but 1(2.4%) of them was undecided on the statement that monitoring and evaluation of the physical facilities in the school was done by every stakeholder to

ensure that standards and safety measures were in place, 2(4.8%) of them disagreed but1(2.4%) of them strongly disagreed that monitoring and evaluation of the physical facilities in the school was done by every stakeholder to ensure that standards and safety measures were in place. Furthermore, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that monitoring and evaluation of the physical facilities in the school was done by every stakeholder to ensure that standards and safety measures were in place (M=4.24, SD=0.92). the findings concurred with the findings by Erdogan et al. (2019) that monitoring and evaluating the physical facilities in the school by every stakeholder to ensure that standards and safety measures are in place is a proactive approach to maintaining a secure and conducive learning environment. When all members of the school community are actively involved in this process, it contributes to a safer and more effective school environment.

Table 4.9 also showed that 20(48.7%) of the respondents strongly agreed, 12(29.3%) agreed, but 4(9.8%) undecided on the statement that school drivers always supervise pupils on board to ensure that they are safe when travelling, however, 4(9.8%) of them disagreed but 1(2.4%) of them strongly disagreed that school drivers always supervised pupils on board to ensure that they were safe when travelling. On top of that, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that school drivers always supervised pupils on board to ensure that they are safe when travelling (M=4.12, SD=1.10). The findings were supported by Nikitas et al. (2019) that having school drivers who actively supervise pupils on board and prioritize their safety, schools can provide parents with confidence in the safety of their children

during transportation to and from school. It also contributes to a more secure and efficient school transportation system.

Further, the findings indicated that 23(56.1%) of the respondents strongly agreed, 9(21.9%) agreed, but 2(4.8%) were undecided on the statement that school drivers were aware of appropriate time they should travel when transporting pupils, 4(9.8%) disagreed and 3(7.3%) strongly disagreed that school drivers were aware of appropriate time they should travel when transporting pupils. In addition, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that school drivers were aware of appropriate time they should travel when transporting pupils (M=4.10, SD =1.30). The findings are in agreement with Fu et al. (2020) that school drivers who are aware of and adhere to appropriate travel times, schools can enhance the efficiency and reliability of their transportation services. Punctuality is not only important for the convenience of students and parents but also for the overall safety and smooth operation of school transportation.

The findings also showed that, 21(51.2%) of the respondents strongly agreed, 12(29.6%) agreed, but 3(7.3%) of them undecided on the statement that security guards knew the time pupils were supposed to be at every place in order to avoid safety issues, 2(4.8%) disagreed and 3(7.3%) strongly disagreed that security guards knew the time pupils were supposed to be at every place in order to avoid safety issues. Furthermore, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that security guards knows the time pupils are supposed to be at every place in order to avoid safety issues (M=4.12, S D =1.21). the findings are in line with Curran et al. (2019) that security guards who are aware of the times that pupils are supposed to be at specific locations within the school play a crucial role in maintaining

safety and order. This knowledge helps them monitor and respond to potential safety issues effectively.

Finally, the findings showed that 22(53.7%) of the respondents strongly agreed, 12(29.3%) agreed, but 1(2.4%) of them undecided on the statement that the cooks observed hygiene and were aware of the medical inspections required of them, 1(2.4%) disagreed and 5(12.2%) strongly disagreed that the cooks observed hygiene and were aware of the medical inspections required of them. The study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that cooks observe hygiene and were aware of the medical inspections required of them (M =4.10, SD=1.34). These findings concur with Fujisaki et al. (2019) that cooks in a school environment play close attention to hygiene and being aware of medical inspections are crucial practices to ensure the safety and health of the school community. Ensuring the hygiene and health of cooks, as well as their adherence to safety practices, is critical for preventing foodborne illnesses and maintaining a safe and healthy school environment

4.7 Role of Management in Implementing Safety Policy to Ensure Safety of Learners

The study sought to investigate the role of management in implementing safety policy to ensure safety of learners in primary boarding schools in The North Rift Region.

4.7.1 Teachers Response on Role of Management in Implementing Safety Policy

The study sought to investigate the role of management in implementing safety policy to ensure safety of learners in primary boarding schools in the North Rift Region. Table 4.10 presents the study results.

Table 4.10

Teachers' Responses on the Role of Management in Implementing Safety Policy

Statements		SA	A	UN	D	SD	Mean	Std. Dev
1. The school physical infrastructure is constructed and occupied in consultation with approval of Ministry of Public Health	F	40	35	5	2	1	4.22	1.00
	%	46.5	40.7	5.8	2.3	1.2		
2. Schools have adhered to proper wiring to avoid electrocution.	F	37	42	4	1	2	4.29	0.81
	%	43	48.8	4.7	1.2	2.4		
3. Windows in the school are without grills and wire mesh.	F	33	35	6	8	4	3.99	1.12
	%	38.4	40.7	6.9	9.3	4.7		
4. There's proper ventilation in the rooms.	F	43	35	1	3	4	4.28	1.00
	%	50	40.7	1.2	3.5	4.7		
5. There is proper plumping to ensure sufficient water supply in the schools.	F	32	43	7	1	3	4.16	0.89
	%	37.2	50	8.2	1.2	3.5		
6. There are no adequate recreational facilities in the school.	F	1	85	0	0	0	3.67	1.03
	%	1.1	98.8	0	0	0		
7. The recreational facilities are safe for play for children.	F	26	44	10	3	3	4.01	0.94
	%	30.2	51.1	11.6	3.5	3.5		
8. The school has taken proper care of general safety of learners in the school.	F	34	46	3	1	2	4.27	0.79
	%	39.5	53.5	3.5	1.2	2.4		
9. All doorways in the school open outwards and are not bolted from outside.	F	43	34	3	2	4	4.28	0.99
	%	50	39.5	3.5	2.4	4.7		
10. The school have ensured that their compound is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards	F	45	26	3	5	7	4.13	1.23
	%	52.3	30.2	3.5	5.9	8.1		

The findings from Table 4.10 shows that 40(46.5%) of the respondents strongly agreed, 35(40.7%) agreed, and 5(5.8%) undecided on the statement that physical infrastructure was constructed and occupied in consultation with approval of Ministry of Public

Health (Public Health Department),however, 2(2.4%) of them disagreed and only 1(1.2%) of them strongly disagreed that the school physical infrastructure was constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department). The study moreover showed in terms of Mean and Standard Deviations that majority of the respondents agreed that the school physical infrastructure was constructed and occupied in consultation with approval of Ministry of Public Health (M=4.22, SD=1.00). In the same way, Matthews et al. (2018) stated that the premises and accommodation in schools should be 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 safety and conform with any building regulations for the time being in force under any written law.

In addition, the findings showed that 37(43%) of the respondents strongly agreed, 42(48.8%) agreed, and 4(4.7%) were undecided on the statement that schools have adhered to proper wiring to avoid electrocution, however, 1(1.2%) of them disagreed and 2(2.4%) of them strongly disagreed that schools have adhered to proper wiring to avoid electrocution. Furthermore, the findings revealed in terms of Mean and Standard Deviations that majority of the respondents agreed that Schools have adhered to proper wiring to avoid electrocution (M=4.29, SD=0.81). The findings further indicated that, 33(38.7%) of the respondents strongly agreed, 35(40.7%) agreed, and 6(6.9%) of them were undecided on the statement that windows in the school were without grills and wire mesh, 8(9.3%) of them disagreed but 4(4.7%) of them strongly disagreed that windows in the school were without grills and wire mesh. The study findings further revealed in terms of Mean and Standard Deviations that majority of the respondents agreed that windows in the school were without grills and wire mesh (M=3.99,

SD=1.12). The findings from the study are in line with those of the Children's Act (Chapter 586-2001), which laid 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 (Matthews et al., 2018). From interviews BOM member from school 3 noted that;

> Safety of our children is paramount and therefore before any construction is done the school stakeholders ensure that physical infrastructure is constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department) this includes proper wiring to avoid electrocution (BOM member from school 3, 2021).

The findings also showed that, 4(4.7%) of the respondents strongly agreed, 35(40.7%) agreed, but 1(1.2%) of them was undecided on the statement that there's proper ventilation in the rooms, 3(3.5%) disagreed and 4(4.7%) of them strongly disagreed that there is proper ventilation in the rooms. In terms of Mean and Standard Deviations, the findings further revealed that majority of the respondents agreed that there's proper ventilation in the rooms (M =4.28, SD=1.00). The study by Borsboom (2016) concurs with the study that ventilation helps your school building rid itself of moisture, smoke, cooking odours, and indoor pollutants. Structural ventilation controls heat levels in the attic, moderates' dampness in the crawlspace and basement, and keeps moisture out of uninsulated walls.

Furthermore, the findings revealed that 32(37.2%) of the respondents strongly agreed, 43(50%) agreed, and 7(8.1%) of them were undecided on the statement that there was proper plumping to ensure sufficient water supply in the schools, however, 1(1.2%) of them disagreed and 3(3.5%) of them strongly disagreed that there was proper plumping to ensure sufficient water supply in the schools. In terms of Mean and Standard Deviations, the findings further revealed that majority of the respondents agreed that

plumping to ensure sufficient water supply in the schools (M=4.16, SD=0.89). The study findings concurred with Hannah (2020) who cited that water is necessary in sanitation thus ensuring health safety, on top that, when pupils are thirsty, mental performance including memory, attention and concentration can decrease by about 10 per cent. Pupils concentrate better because they are not distracted by the effects of dehydration such as thirst, tiredness and irritability

The findings further showed that, 1(1.2%) of the respondents strongly agreed and that 85(98.8%) agreed that there were no adequate recreational facilities in the school. In terms of mean and standard deviations, the study findings further revealed that majority of the respondents agreed that there were no adequate recreational facilities in the school (M=3.67, SD=1.03). According to Bangsbo (2016), participating in recreational activities helps improve physical well-being, emotional health, and cognitive functioning. The findings by Bangsbo, concurs with the study findings of the study**.** From interviews BOM chair from school 17 indicated that;

> Proper ventilations of rooms ensure that there is sufficient circulation of air, proper plumbing ensure sufficient that there is sufficient water supply in schools therefore our school has ensured that there are enough of this to aid in proper ventilations and sufficient water supply (BOM chair from school 17, 2021).

The findings also revealed that, 26(30.2%) of the respondents strongly agreed, 44(51.1%) agreed, and 10(11.6%) of them were undecided on the statement that, recreational facilities were safe for play for children, however, 3(3.5%) of them disagreed and 3(3.5%) of them strongly disagreed that the recreational facilities were safe for play for children. In terms of Mean and Standard Deviations, the study findings further revealed that majority of the respondents agreed that the recreational facilities were safe for play for children (M=4.01, SD =0.94).

Furthermore, the findings showed that 34(39.5%) of the respondents strongly agreed, 46(53.5%) agreed, and 3(3.5%) of them were undecided on the statement that school had taken proper care of general safety of learners in the school, 1(1.2%) of them disagreed and 2(2.3%) of them strongly disagreed that the school had taken proper care of general safety of learners in the school. The findings further revealed in terms of Mean and Standard Deviations that majority of the respondents agreed that the school has taken proper care of general safety of learners in the school (M=4.27, SD=0.79).

The findings also revealed that, 43(50%) of the respondents strongly agreed, 34(39.5%) agreed, but 3(3.5%) of them undecided on the statement that all doorways in the school open outwards and are not bolted from outside, however, 2(2.4%) disagreed and 4(%) strongly disagreed that all doorways in the school open outwards and are not bolted from outside. The findings further revealed in terms of mean and standard deviations that majority of the respondents agreed that all doorways in the school open outwards and are not bolted from outside (M=4.28, SD=0.99). Similarly, Darling-Hammond (2018) avers that keeping schools safe allows children to look forward to being in an encouraging environment that promotes social and creative learning. When their basic safety needs aren't met, children are at risk for not feeling comfortable at school and may stop showing up, or they may remain on edge throughout the day.

Finally, the findings showed that 45(52.3%) of the respondents strongly agreed, 26(65.1%) agreed, but 3(3.5%) of them were undecided on the statement that school have ensured that their compound is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards, however, 5(5.9%) of them disagreed and 7(8.1%) of them strongly disagreed that schools have ensured that their compounds were well fenced to deter unauthorized entry

into the compound with only one entry point to the compound manned by security guards. The study findings further revealed in terms of Mean and Standard Deviations that majority of the respondents agreed that the school have ensured that their compound is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards (M=4.13, SD=1.23). From interviews BOM chair from school 47 indicated that;

> Safe recreational facilities, proper care of general safety of learners in the school and all doorways in the school open outwards and are not bolted from outside has greatly improved and ensured safety of our children in school (BOM chair from school 47, 2021).

Further, the results revealed that the role of Management in Implementing Safety Policy was to ensure that the schools; physical infrastructure was constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department), adhere to proper wiring to avoid electrocution, Windows in the school are without grills and wire mesh, have proper ventilations rooms, ensure proper plumping to ensure sufficient water supply in the schools, have adequate recreational facilities in the school, have recreational facilities are safe for play for children, school has taken proper care of general safety of learners in the school, doorways in the school open outwards and are not bolted from outside, have ensured that their compound is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards.

The results concur with Mwangi (2016) who found out that there was no emergency door or firefighting 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, the 2001 school blast in which storied buildings collapsed on school children was blamed on selective implementation of safety policies. All over the world, there has been an upward trend in the numbers of schoolchildren dying or getting injured in school violence, disasters and emergencies, that would be avoided if safety policies were strictly adhered to from the incidences in America and European schools. The 2004 Besian massacre in Russia to the Chinese school blast and India school fires, hundreds of school's children have died in preventable incidents.

4.7.2 Head Teachers Response on Role of Management in Implementing Safety Policy

The study sought to investigate the role of management in implementing safety policy to ensure safety of learners in primary boarding schools. Table 4.11 presents the study results.

Table 4.11

Head Teachers' Responses on the Role of Management in Implementing Safety Policy

Statements		SA	A	UN	D	SD	Mean	Std. Dev
1. The school physical infrastructure is constructed and occupied in consultation with approval of Ministry of Public Health	F	23	12	1	1	4	4.20	1.25
	%	56	29.3	2.4	2.4	9.8		
2. Schools have adhered to proper wiring to avoid electrocution.	F	26	10	1	3	1	4.39	1.02
	%	63.4	23.4	2.4	7.3	2.4		
3. Windows in the school are without grills and wire mesh.	F	23	11	1	5	1	4.22	1.13
	%	56.1	26.8	2.4	12.2	2.4		
4. There's proper ventilation in the rooms.	F	23	15	1	1	1	4.41	0.87
	%	56.1	36.5	2.4	2.4	2.4		
5. There is proper plumping to ensure sufficient water supply in the schools.	F	25	13	1	1	1	4.46	0.87
	%	60.9	31.7	2.4	2.4	2.4		
6. There are no adequate recreational facilities in the school.	F	24	11	3	1	2	4.32	1.06
	%	58.5	26.8	7.3	2.4	4.8		
7. The recreational facilities are safe for play for children.	F	27	9	1	1	3	4.37	1.16
	%	65.8	21.9	2.4	2.4	7.3		
8. The school has taken proper care of general safety of learners in the school.	F	29	7	1	1	3	4.41	1.16
	%	70.7	17.1	2.4	2.4	7.3		
9. All doorways in the school open outwards and are not bolted from outside.	F	24	14	1	1	1	4.44	0.87
	%	58.5	34.1	2.4	2.4	2.4		
10. The school have ensured that their compound is well fenced to deter unauthorized entry into the compound with only one entry point	F	19	13	3	1	3	3.98	1.33
	%	46.3	31.7	31.7	2.4	7.3		

The findings as seen in Table 4.11 shows that 23(56.1%) of the respondents strongly agreed, 12(29.2%) agreed, but only 1(2.4%) of them was undecided on the statement that school physical infrastructure was constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department), 1(2.4%) disagreed

and 4(9.7%) strongly disagreed that the school physical infrastructure was constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department). The study moreover showed in terms of Mean and Standard Deviations that majority of the respondents agreed that the school physical infrastructure is constructed and occupied in consultation with approval of Ministry of Public Health (M=4.25, SD=1.25). The findings concurred with Gouge et al. (2023) that by constructing and occupying physical infrastructure in consultation with the approval of the Ministry of Public Health, schools can help create a safe and healthy environment that supports the well-being of students, staff, and the broader community. This commitment to health and safety is essential for providing an optimal learning and working environment.

The findings also revealed that 26(63.4%) of the respondents strongly agreed, 10(24.3%) agreed, 1(2.4%) undecided on the statement that schools had adhered to proper wiring to avoid electrocution, however, 3(7.3%) of them disagreed and only1(2.4%) of them strongly disagreed that schools had adhered to proper wiring to avoid electrocution. Moreover, the study findings showed in terms of Mean and Standard Deviations that majority of the respondents agreed that schools have adhered to proper wiring to avoid electrocution (M=4.32, SD=1.06). These findings are in line with Sprague and Walker (2021) findings that electrical safety is a shared responsibility among school administrators, staff, students, and the maintenance team. By adhering to proper wiring practices and following safety guidelines, schools can significantly reduce the risk of electrical hazards and ensure a safe learning environment.

Furthermore, the findings indicated that, 23(56.1%) of the respondents strongly agreed, 11(26.8%) agreed, and 5(12.2%) of them undecided on the statement that windows in

the school are without grills and wire mesh, however, only 1(2.4%) of them disagreed but only1(2.4%) of them strongly disagreed that windows in the school were without grills and wire mesh. Further the study findings showed in terms of Means and Standard Deviation that the respondents agreed that windows in the school are without grills and wire mesh (M=4.22, SD=1.13). The findings concur with Saxena and Kamal (2018) that the absence of grills and wire mesh on windows in a school can pose potential safety and security concerns. Grills and wire mesh are important features that can help enhance safety, prevent accidents, and protect against unauthorized access. Grills and wire mesh can prevent accidents, especially in multi-story buildings, by keeping students from accidentally falling out of open windows.

The findings also showed that, 23(56.1%) of the respondents strongly agreed, 15(36.5%) agreed, but only 1(2.4%) of them was undecided on the statement that there was proper ventilation in the rooms, however only 1(2.4%) disagreed but1(2.4%) of them strongly disagreed that there was proper ventilation in the rooms. Further the study findings showed in terms of Means and Standard Deviation showed that the respondents agreed that there was proper ventilation in the rooms (M=4.41, SD=0.87). Proper ventilation in school rooms is essential for creating a healthy and conducive learning environment. Effective ventilation can help maintain indoor air quality, regulate temperature, and reduce the risk of health issues. Jiang et al. (2018) agree that proper ventilation is not only crucial for health and comfort but also for learning. A well-ventilated classroom can enhance concentration, reduce the risk of illness, and create a more pleasant and productive learning environment.

Furthermore, the findings indicate that, 25(60.9%) of the respondents strongly agreed, 13(31.7%) agreed and only, 1(2.4%) was undecided on the statement that there was

proper plumping to ensure that there was sufficient water supply in the schools, however, 1(2.4%) disagreed and 1(2.4%) strongly disagreed that there was proper plumping to ensure that there was sufficient water supply in the schools. The study moreover showed in terms of Mean and Standard Deviations that majority of the respondents agreed that the school physical infrastructure was constructed and occupied in consultation with approval of Ministry of Public Health (M=4.46, SD=0.87). The findings agreed with World Health Organization (2021) that constructing and occupying school physical infrastructure in consultation with the approval of the Ministry of Public Health is an important practice to ensure the safety, health, and well-being of students, staff, and the broader school community. This collaboration helps establish a foundation for a supportive and secure learning environment.

The findings also revealed that, 24(58.5%) of the respondents strongly agreed, 11(26.8%) agreed, but 3(7.3%) undecided on the statement that there were inadequate recreational facilities in the school, 1(2.4%) disagreed and 24.8%) strongly disagreed that there were inadequate recreational facilities in the school. The study moreover showed in terms of Mean and Standard Deviations that majority of the respondents agreed that there were adequate recreational facilities in the school (M=4.32, SD=1.06). The availability of adequate recreational facilities in a school is important for the physical and mental well-being of students. These facilities offer opportunities for exercise, social interaction, and relaxation, which are essential for a holistic and healthy educational experience. The findings are in agreement with Dudley's et al. (2017) who find that adequate recreational facilities are an essential component of a holistic and healthy educational environment. They contribute to the overall development of students, enhance their physical and mental well-being, and create a positive and

inclusive school atmosphere. Schools should continually assess and invest in these facilities to ensure they meet the needs of their students and the broader school community.

The findings also showed that, 27(65.8%) of the respondents strongly agreed, 9(21.9%) agreed, but only 1(2.4%) of them was undecided on the statement that recreational facilities were safe for play for children, however,1(2.4%) of them disagreed but 3(7.3%) strongly disagreed that the recreational facilities are safe for play for children. The study moreover showed in terms of Mean and Standard Deviations that majority of the respondents agreed that the recreational facilities are safe for play for children (M=4.37, SD=1.16). Elshater (2018) cited that safety should always be a top priority when designing, maintaining, and managing recreational facilities for children. By implementing these measures and staying vigilant, schools and organizations can provide a safe and enjoyable environment where children can engage in physical activities and play without unnecessary risks.

Nevertheless, the findings indicated that 29(70.7%) of the respondents strongly agreed, 7(17.1%) agreed, but only 1(2.4%) was undecided on the statement that school had taken proper care of general safety of learners in the school, however, 1(2.4%) disagreed and 3(7.3%) strongly disagreed that the school had taken proper care of general safety of learners in the school. Further the findings showed in terms of Means and Standard Deviation shows that the majority of the respondents agreed that the school had taken proper care of general safety of learners in the school (M=4.41, SD=1.16). By proactively addressing safety through policies, education, and practical measures, schools can create an environment where learners can focus on their

education and personal development with the confidence that their safety is a top priority (Sprague & Walker, 2021).

The findings also indicated that, 24(58.5%) of the respondents strongly agreed, 14(34.1%) agreed, but only 1(2.4%) was undecided on the statement that all doorways in the school opened outwards and were not bolted from outside, however,1(2.4%) disagreed and also1(2.4%) of them strongly disagreed that all doorways in the school opened outwards and were not bolted from outside. Moreover, the study findings showed in terms of Mean and Standard Deviations that majority of the respondents agreed that all doorways in the school opened outwards and were not bolted from outside (M=4.44, SD=0.87). Sprague and Walker (2021) also argued that designing doorways in a school to open outwards and not be bolted from the outside is a safety measure aimed at ensuring a safe and secure learning environment. It's essential for schools to follow local building codes, safety regulations, and guidelines when designing and maintaining their facilities. Ensuring that doorways are designed for safety, ease of egress, and security is an important part of creating a safe and conducive learning environment.

Finally the findings revealed that, 19(46.3%) of the respondents strongly agreed, 13(31.7%) agreed, and 3(7.3%) of them were undecided on the statement that school had ensured that their compound was well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards, however, 1(2.4%) disagreed but3(7.3%) strongly disagreed that the school had ensured that their compound was well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards. Moreover, the study findings showed in terms of Mean and Standard Deviations that majority of the

respondents agreed that the school had ensured that their compound was well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards (M=3.98, SD=1.33). The findings concurred with Nwobodo et al. (2017) that Fencing the school compound and controlling access with a single-entry point manned by security guards is a common security practice that helps maintain the safety and security of the school premises.

4.8 Incidences of Insecurity as a Result of Lack of Compliance to Safety Policy

The study sought to investigate the incidences of insecurity as a result of lack of compliance to safety policy in primary boarding schools in the North Rift Region

4.8.1 Teachers Response on Incidences of Insecurity

The study sought to investigate the incidences of insecurity as a result of lack of compliance to safety policy in primary boarding schools in the North Rift Region. Table 4.12 presents the study results.

Table 4.12

Teachers' Responses on Incidences of Insecurity

	Statements		SA	A	UN	D	SD	Mean	Std. Dev
1.	All the stakeholders are not involved in decision making regarding the implementation of the safety policy	F	24	47	10	4	1	4.03	0.83
		%	27.9	54.5	11.6	4.7	1.2		
2.	The school safety committee briefs the head teacher of the school about safety situation.	F	16	57	9	3	1	3.98	0.74
		%	18.6	66.2	10.5	3.5	1.2		
3.	Pupil's report on any spotted risk situations in the school.	F	37	34	4	5	6	4.06	1.16
		%	43	39.5	4.7	5.8	6.9		
4.	The school environment is inspected by the Ministry of Education officials.	F	26	48	8	3	1	4.10	0.80
		%	30.2	55.8	9.3	3.5	1.2		

5.	Ministry of education inspects the school infrastructure in order to ensure maintenance and repair	F %	27 31.4	39 45.3	17 19.8	2 2.3	1 1.2	4.03	0.85
6.	Any accident in school is reported to relevant authorities for the action	F %	32 37.2	48 55.8	2 2.3	3 3.5	1 1.2	4.24	0.77
7.	In case of suspected outbreak of contagious diseases, the school administrations always inform the school nurse and the public health officers.	F %	28 32.6	49 56.9	2 2.4	5 5.8	2 2.3	4.12	0.89
8.	The school have the log book to write down any safety incidence	F %	23 26.7	48 55.8	10 11.6	4 4.7	1 1.2	4.02	0.83
9.	Any complains raised by the pupils concerning their welfare is acted upon promptly	F %	27 31.4	45 52.3	7 8.1	4 4.7	3 3.5	4.03	0.95
10.	In case of any terror attack in the school the school administration report immediately to the relevant authority	F %	42 48.8	29 33.7	8 9.3	2 2.4	5 5.8	4.17	1.09
11.	The schools have installed CCTV cameras to ensure monitoring movements in the school	F %	11 12.8	13 15.1	10 11.6	24 27.9	28 9.3	2.48	1.41

The findings from Table 4.12 shows that 24(27.9%) of the respondents strongly agreed, 47(54.6%) agreed, and 10(11.6%) were undecided on the statement that all the stakeholders were not involved in decision making regarding the implementation of the safety policy, however, 4(4.7%) of them disagreed but only1(1.1%) of them strongly disagreed that all the stakeholders were not involved in decision making regarding the implementation of the safety policy. Further, the findings showed in terms of Means and Standard Deviation shows that the majority of the respondents agreed all the stakeholders were not involved in decision making regarding the implementation of the safety policy (M=4.03, SD=0.83). According to Samset (2016), involving stakeholders

ensures that the project plans are a reflection of the real needs and prioritization on safety.

The findings also revealed that, 16(18.6%) of the respondents strongly agreed, 57(66.2%) agreed, but 9(10.5%) of them were undecided on the statement that the school safety committee briefs the head teacher of the school about safety situation, however, 3(3.4%) disagreed but only 1(1.2%) of them strongly disagreed that the school safety committee briefs the head teacher of the school about safety situation. Further the study findings showed in terms of Means and Standard Deviation shows that the majority of the respondents agreed that the school safety committee briefs the head teacher of the school about safety situation (M=3.98, SD=0.74). Merendino (2018) committee can identify several possible alternatives to solve the problem on safety and brief head-teachers.

Furthermore, the study findings indicated that 37(43%) of the respondents strongly agreed, 34(39.5%) agreed, but 4(4.7%) of them were undecided on the statement that pupils report on any spotted risk situations in the school, however,5(5.8%) disagreed but6(6.7%) strongly disagreed that pupils reported on any spotted risk situations in the school. The findings showed in terms of Means and Standard Deviation showed that the majority of the respondents agreed that pupils reported on any spotted risk situations in the school (M=4.06, SD=1.16). The findings are in line with Zahed-Babelan et al. (2019) who stated that by actively involving students in reporting risk situations, schools can create a safer and more aware community that collectively contributes to the maintenance of a secure learning environment. It's essential to establish trust, clear reporting processes, and consistent follow-up to ensure the effectiveness of this practice.

From focused discussion group one pupil noted that;

> We always report any form risk spotted in our school to our teachers and our teachers are responsible and they act immediately by reporting the matter to the relevant authorities (FGD group 1, 2021).

Furthermore, study findings showed that 26(30.2%) of the respondents strongly agreed, 48(55.8%) agreed, but 8(9.3%) undecided on the statement that the school environment is inspected by the Ministry of Education officials, however, 3(3.5%) disagreed but1(1.2%) strongly disagreed that the school environment was inspected by the Ministry of Education officials. Moreover, the study findings showed in terms of Means and Standard Deviation that the majority of the respondents agreed that the school environment was inspected by the Ministry of Education officials (M=4.10, SD=0.80). According to Harma (2019) inspections of the school environment by officials from the Ministry of Education are a routine and essential part of ensuring the quality, safety, and compliance of educational institutions.

The findings also indicated that, 27(31.4%) of the respondents strongly agreed, 39(45.3%) agreed, but 17(19.7%) of them were undecided on the statement that Ministry of Education inspects the school infrastructure in order to ensure that maintenance and repair are undertaken, 2(2.3%) of them disagreed but only1%) strongly disagreed that Ministry of Education inspects the school infrastructure in order to ensure that maintenance and repair are undertaken. The study findings showed in terms of Means and Standard Deviation that the majority of the respondents agreed that Ministry of Education inspects the school infrastructure in order to ensure that maintenance and repair are undertaken (M=4.03, SD =0.85). The findings are in agreement with West (2018), who found out that the essence of safety inspection was to develop remedies, and strategies to eliminate, and implement corrective measures based on the results.

The findings further revealed that, 28(32.5%) of the respondents strongly agreed, 49(56.9%) agreed, but 2(2.3%) of them undecided on the statement that any accident in school was reported to relevant authorities for them to take action, 5(5.8%) disagreed and 2(2.3%) of them strongly disagreed that any accident in school was reported to relevant authorities for them to take action. The findings showed in terms of Means and Standard Deviation that the majority of the respondents agreed that any accident in school is reported to relevant authorities for them to take action. (M=4.24, SD=0.77). The findings by Sirrs (2016) who cited that reporting can help head-teachers to identify and correct any safety issues concurs with the findings of the study. From interviews QASO zone 5 officers indicated that;

> It is the responsibility of any school stakeholder to ensure safety in our schools and one of the stakeholders is the Ministry of Education where I am part of it and therefore, we ensure regular inspections on the infrastructure to ensure proper maintenance and repair (QASO member from zone 5, 2021).

The findings furthermore, revealed that 23(26.7%) of the respondents strongly agreed, 48(55.8%) agreed, but 10(11.6%) undecided on the statement that in case of suspected outbreak of contagious diseases, the school administrations always informed the school nurse and the public health officers, however, 4(4.7%) of them disagreed but only1(1.2%) strongly disagreed that in case of suspected outbreak of contagious diseases, the school administrations always informed the school nurse and the public health officers. The findings showed in terms of Means and Standard Deviation shows that the majority of the respondents agreed that in case of suspected outbreak of contagious diseases, the school administrations always inform the school nurse and the public health officers (M=4.12, SD=0.89). It's commendable that the school administration informs the school nurse and public health officers of any health-related

issues or concerns. This proactive approach is an important part of ensuring the well-being and safety of students and the broader school community.

From interviews, focus group discussion four noted that;

> Our nurses are always ready and available to ensure that they attend to any of us when they are unwell (FGD group 4, 2021).

The findings are in agreement with Harding et al. (2019) that by informing the school nurse and public health officers, the school administration is taking a proactive and responsible approach to health and safety management. This practice contributes to the overall well-being and security of the school community and is aligned with public health best practices.

The findings also revealed that, 27(31.4%) of the respondents strongly agreed, 45(52.3%) agreed, but 7(8.1%) of them were undecided on the statement that the school had the log book to write down any safety incident, however, 4(4.6%) disagreed and 3(3.5%) strongly disagreed that the school had the log book to write down any safety incident. Furthermore, the findings showed in terms of Means and Standard Deviation that the majority of the respondents agreed that the school had the log book to write down any safety incident (M=4.02, SD=0.83). The findings are in line with Akinloye et al. (2017) that maintaining a logbook to record safety incidents is an essential practice for tracking and managing safety concerns in a school. This logbook serves as a central record-keeping system for documenting incidents, near-misses, and safety-related activities.

The findings also showed that, 42(48.8%) of the respondents strongly agreed, 29(33.7%) agreed, but 8(9.3%) were undecided on the statement that any complains raised by the pupils concerning their welfare were acted upon promptly, however,

2(2.3%) disagreed but 5(5.8%) of them strongly disagreed that any complains raised by the pupils concerning their welfare were acted upon promptly. Moreover, the findings showed in terms of Means and Standard Deviation shows that the majority of the respondents agreed that any complains raised by the pupils concerning their welfare were acted upon promptly (M=4.17, SD=1.07). Louis and Murphy (2017) argued that addressing student complaints concerning their welfare promptly is a responsible and caring approach that contributes to a positive school environment. Promptly addressing complaints shows that the school values the well-being and concerns of its students, fostering a sense of care and support.

Finally, the findings revealed that 11(12.8%) of the respondents strongly agreed, 13(15.1%) agreed, but 10(11.6%) of them were undecided on the statement that in case of any terror attack in the school the school administration reported immediately to the relevant authority, however, 24(27.9%) disagreed but 28(32.5%) of them strongly disagreed that in case of any terror attack in the school the school administration reported immediately to the relevant authority. Moreover, the findings showed in terms of Means and Standard Deviation that the majority of the respondents disagreed that that in case of any terror attack in the school the school administration report immediately to the relevant authority (M=2.48, SD=1.41). From focus group eleven pupils indicated that;

> As it has been the case, any complain by the pupils to our teachers has been always acted upon and we are glad that we have responsible teachers." all doorways in the school open outwards and are not bolted from outside (FGD group 11, 2021).

In addition, the findings also revealed that for schools to comply to safety policy; all stakeholders should be involved in decision making regarding the implementation of the

safety policy, school safety committee briefs the head teacher of the school about safety situation, Pupils report on any spotted risk situations in the school, the school environment is inspected by the Ministry of Education officials, Ministry of education inspects the school infrastructure in order to ensure maintenance and repair, Any accident in school is reported to relevant authorities for the action, In case of suspected outbreak of contagious diseases, the school administrations always informed the school nurse and the public health officers. The schools have the log books to write down any safety incidence, Any complains raised by the pupils concerning their welfare is acted upon promptly, In case of any terror attack in the school the school administration report immediately to the relevant authority and The schools have installed CCTV cameras to ensure monitoring movements in the school.

These findings are in agreement with the results of Sirrs (2016), who asserted that school accident rates are higher than those for a number of non-industrial sites, and may be responsible for an estimated 6 million lost school days per year. Accurate statistics are not available, however, to support this claim. The management of safety at work regulations brought schools in line with other places of work, in respect to safety issues in the UK. Schools now form one of the largest categories of work place. Additionally, Bryn Offa (2016) showed that schools are provided with information by the LEA to comply with statutory accident reporting requirements, as set out in Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). Head teachers are requested to report all accidents (on “accident at work forms”) to the safety officer for the director of education.

4.8.2 Head Teachers Response on Incidences of Insecurity

The study sought to investigate the incidences of insecurity as a result of lack of compliance to safety policy in primary boarding schools in the North Rift Region. Table 4.13 presents the results.

Table 4.13

Head Teachers Responses on Incidences of Insecurity

Statements		SA	A	UN	D	SD	Mean	Std. Dev
1. All the stakeholders are not involved in decision making regarding the implementation of the safety policy.	F	16	22	1	1	1	4.24	0.83
	%	39	53.6	2.4	2.4	2.4		
2. The school safety committee briefs the head teacher of the school about safety situation.	F	11	23	1	5	1	3.93	1.01
	%	26.8	56.1	1.2	12.2	1.2		
3. Pupil's report on any spotted risk situations in the school.	F	20	18	1	2	1	4.34	0.85
	%	48.7	43.9	2.4	4.8	2.4		
4. The school environment is inspected by the Ministry of Education officials.	F	16	21	2	1	1	4.22	0.85
	%	39	51.2	4.8	2.4	2.4		
5. Ministry of education inspects the school infrastructure in order to ensure maintenance and repair	F	20	16	3	1	1	4.29	0.90
	%	48.8	39	7.3	2.4	2.4		
6. Any accident in school is reported to relevant authorities for the action	F	26	12	1	1	1	4.49	0.87
	%	63.4	29.3	2.4	2.4	2.4		
7. In case of suspected outbreak of contagious diseases, the school administrations always inform the school nurse and the public health officers.	F	15	20	1	1	4	4.00	1.18
	%	36.6	48.8	2.4	2.4	9.8		
8. The school have the log book to write down any safety incidence	F	17	19	1	1	3	4.12	1.10
	%	41.5	46.3	2.4	2.4	7.3		
9. Any complains raised by the pupils concerning their welfare is acted upon promptly	F	23	13	3	1	1	4.37	0.92
	%	56.1	31.7	7.3	2.4	2.4		
10. In case of any terror attack in the school the school administration report immediately to the relevant authority	F	25	9	5	1	1	4.37	0.97
	%	60.9	21.9	12.2	2.4	2.4		
11. The schools have installed CCTV cameras to ensure monitoring movements in the school	F	8	7	3	12	11	2.73	1.52
	%	19.5	17.1	7.3	29.3	26.8		

The findings in Table 4.13 shows that 16(39%) of the respondents strongly agreed, 22(53.6%) agreed, but only 1(2.4%) of them were undecided on the statement that all the stakeholders were not involved in decision making regarding the implementation of the safety policy, however, 1(2.4%) disagreed and also1(2.4%) of them strongly disagreed that all the stakeholders were not involved in decision making regarding the implementation of the safety policy. Moreover, the study findings showed, in terms of Means and Standard Deviation shows that the majority of the respondents agreed that all the stakeholders were not involved in decision making regarding the implementation of the safety policy (M=4.24, SD =0.83). The findings concur with Cavendish et al. (2020) that when stakeholders, including students, parents, teachers, and support staff, are not involved in the decision-making process, they may feel disconnected from the policy and less invested in its success. Ownership and commitment to the policy's success may be compromised. Different stakeholders may have unique insights and perspectives on safety concerns and priorities. Excluding them from decision-making can result in a limited understanding of potential risks and solutions.

The findings also showed that, 11(26.8%) of the respondents strongly agreed, 23(56.1%) agreed, but only 1(2.4%) of them were undecided on the statement that school safety committee briefed the head teacher of the school about safety situation, 5(12.2%) disagreed but1(2.4%) strongly disagreed that the school safety committee briefs the head teacher of the school about safety situation. The study findings showed in terms of Means and Standard Deviation shows that the majority of the respondents agreed that the school safety committee briefed the head teacher of the school about safety situation (M=3.93, SD=1.01). Similar results were stated by Sprague and Walker (2021) that briefing the head teacher of the school about the safety situation is a crucial

practice that fosters transparency, accountability, and a proactive approach to safety management.

The findings further revealed that, 20(48.7%) of the respondents strongly agreed, 18(43.9%) agreed, but only 1(2.4%) of them was undecided on the statement that pupils reported on any spotted risk situations in the school, however, 2(4.8%) disagreed but1(2.4%) strongly disagreed that pupils reported on any spotted risk situations in the school. Moreover, the study findings showed in terms of Means and Standard Deviation shows that the majority of the respondents agreed that pupils report on any spotted risk situations in the school (M=4.34, SD=0.85). The findings concurred with Konings et al. (2021) findings that encouraging students to report risk situations is an important practice that contributes to a safer learning environment and empowers students to actively participate in maintaining their own safety. It is essential to establish trust, clear reporting processes, and consistent follow-up to ensure the effectiveness of this practice.

Furthermore, the findings indicated that 16(39%) of the respondents strongly agreed, 21(51.2%) agreed, but 2(4.9%) were undecided on the statement that the school environment is inspected by the Ministry of Education officials, 1(2.4%) disagreed and also 1(2.4%) strongly disagreed that the school environment was inspected by the Ministry of Education officials. In terms of Means and Standard Deviation, the findings showed that the majority of the respondents agreed that the school environment is inspected by the Ministry of Education officials (M=4.22, SD =0.85). The study results were supported by Jeong and So (2020) that the goal of these inspections by officials from the Ministry of Education is to uphold educational standards, safeguard the welfare of students and staff, and provide support and guidance to schools in their pursuit of excellence. Schools are expected to cooperate fully with the inspection

process, provide requested information and documentation, and make necessary improvements based on inspection findings and recommendations. The overall aim is to create a safe, high-quality, and effective educational environment for students.

The findings also showed that, 20(48.7%) of the respondents strongly agreed, 16(39%) agreed, but3(7.3%) of them were undecided on the statement that Ministry of education inspected the school infrastructure in order to ensure that maintenance and repair were being done, 1(2.4%) disagreed and 1(2.4%) of them strongly disagreed that Ministry of education inspected the school infrastructure in order to ensure that maintenance and repair were being done. In terms of Means and Standard Deviation, the study findings showed that majority of the respondents agreed Ministry of education inspected the school infrastructure in order to ensure that maintenance and repair were being done (M=4.29, SD=0.90). The findings align with Bennett (2017) that inspecting school infrastructure to ensure that maintenance and repair are being carried out is a vital part of the Ministry of Education's responsibilities. This inspection process helps maintain the safety, functionality, and overall quality of educational facilities.

Further, the findings revealed that 26(63.4%) of the respondents strongly agreed, 12(29.3%) agreed, but 1(2.4%) was undecided on the statement that any accident in school was reported to relevant authorities for the action, 1(2.4%) disagreed and another1(2.4%) strongly disagreed that any accident in school was reported to relevant authorities for the action. In terms of Means and Standard Deviation, the study findings showed that majority of the respondents agreed that any accident in school was reported to relevant authorities for action (M=4.49, SD =0.87).

Furthermore the findings indicated that, 15(36.6%) of the respondents strongly agreed, 20(48.8%) agreed, but only 1(2.4%) was undecided on the statement that in case of suspected outbreak of contagious diseases, the school administrations always informed the school nurse and the public health officers, 1(2.4%) disagreed and 1(2.4%) strongly disagreed that in case of suspected outbreak of contagious diseases, the school administrations always informed the school nurse and the public health officers. In terms of Means and Standard Deviation, the study findings showed that the majority of the respondents agreed that in case of suspected outbreak of contagious diseases, the school administrations always inform the school nurse and the Public Health officers (M=4.00, SD=1.18). Lam et al. (2020) in concurrence with the findings indicate that reporting and responding to suspected contagious disease outbreaks in a swift and coordinated manner is crucial for preventing the spread of illness and protecting the health and safety of the school community. It demonstrates a commitment to proactive health management within the school.

The findings also revealed that, 17(41.5%) of the respondents strongly agreed, 19(46.3%) agreed, but 1(2.4%) was undecided on the statement that schools had log books to write down any safety incidences, however, 1(2.4%) disagreed but 3(7.3%) of them strongly disagreed that the school had log books to write down any safety incidences. Further the study findings showed in terms of Means and Standard Deviation that the majority of the respondents agreed that the school had log books to write down any safety incidence (M=4.12, SD=1.10). The findings are supported by Sprague and Walker (2021) who stated that maintaining log books to document safety incidents is a good practice for schools as it helps in tracking, analyzing, and improving safety measures.

In addition, the findings also showed that, 23(56.1%) of the respondents strongly agreed, 13(31.7%) agreed, but 3(7.3%) were undecided on the statement that any complains raised by the pupils concerning their welfare was acted upon promptly, however,1(2.4%) disagreed and 1(2.4%) strongly disagreed that any complains raised by the pupils concerning their welfare was acted upon promptly. Further the study findings showed in terms of Means and Standard Deviation shows that the respondents agreed that any complains raised by the pupils concerning their welfare was acted upon promptly (M=4.37, SD=0.92). The study results are in agreement with Goodin and Le Grand (2018) that acting promptly on complaints raised by pupils concerning their welfare is a vital practice that demonstrates a school's commitment to the well-being of its students.

The findings also indicated that, 25(60.9%) of the respondents strongly agreed, 9(21.9%) agreed, but 5(12.2%) of them were undecided on the statement that in case of any terror attack in the school the school administration would report immediately to the relevant authority, however,1(2.4%) disagreed and also 1(2.4%) strongly disagreed that in case of any terror attack in the school the school administration would report immediately to the relevant authority. Further the study findings showed in terms of Means and Standard Deviation showed that the respondents agreed that in case of any terror attack in the school the school administration report immediately to the relevant authority (M=4.37, SD=0.97). The findings by Cornell et al. (2018) reported that in the event of a terror attack, the safety and well-being of students, staff, and the broader community must be the top priority. Reporting to relevant authorities is a critical step in managing the incident and ensuring a coordinated and effective response.

Finally, the findings indicated that, 8(19.5%) of the respondents strongly agreed, 7(17%) agreed, but 3(7.3%) of them were undecided on the statement that the schools have installed CCTV cameras to assist in monitoring movements in the school, however, 12(29.6%) disagreed and 11%) strongly disagreed that the schools have installed CCTV cameras to assist in monitoring movements in the school. In terms of Means and Standard Deviation, the study findings showed that the majority of the respondents agreed that the schools had installed CCTV cameras to assist monitoring movements in the school (M=2.73, SD =1.52). Installing CCTV (Closed-Circuit Television) cameras in schools can be a valuable safety and security measure. The findings concurred with Robinson (2020) that few schools have installed CCTV, however, the use of CCTV cameras in schools can contribute to a safer and more secure environment, but it should be implemented with a clear understanding of its purpose, legal and ethical considerations, and a commitment to privacy and data security. Communication and transparency are essential in addressing any concerns that may arise from the use of surveillance technology in educational settings.

4.9 Challenges Faced by Administration in Implementing Safety Policy

The study sought to investigate the challenges faced by administration in implementing safety policy of learners in primary boarding schools in The North Rift Region.

4.9.1 Head Teachers Response on Challenges Faced by Administration in Implementing Safety Policy

The study sought to investigate the challenges faced by administration in implementing safety policy of learners in primary boarding schools in The North Rift Region. Table 4.14 presents the study results.

Table 4.14

Challenges Faced by Administration in Implementing Safety Policy

Statements		SA	A	UN	D	SD	Mean	Std. Dev
1. There are financial constraints which compromises the physical facilities standards in schools	F	12	14	1	13	1	3.56	1.29
	%	29.3	34.1	2.4	31.7	2.4		
2. Lack of training on safety measures affects the implementation process	F	7	23	1	9	1	3.63	1.09
	%	17.1	56.1	2.4	21.9	2.4		
3. Lack of supervision on the construction of the physical facilities brings the standard down	F	7	19	3	8	4	3.41	1.26
	%	17.1	46.3	7.3	19.5	9.8		
4. Lack of community involvement in the implementation process leads to many accidents in schools.	F	5	21	4	5	6	3.34	1.28
	%	12.2	51.2	9.8	12.2	14.6		
5. Lack of proper implementation strategies has led to many accidents in schools.	F	9	12	4	12	4	3.24	1.36
	%	21.9	29.3	9.8	29.3	9.8		
6. Management and maintenance from all stakeholders are not in place.	F	4	11	1	17	8	3.05	1.32
	%	9.8	26.8	2.4	41.5	19.5		
7. Safety committees lack awareness on safety measures	F	5	11	1	13	11	2.66	1.33
	%	12.3	26.8	2.4	31.7	26.8		

Table 4.14 shows that 12(29.3%) of the respondents strongly agreed, 14(34.1%) agreed, and 1(2.4%) was undecided on the statement that there were financial constraints which compromised the standard of physical facilities in schools, however, 13(31.7%) disagreed and only 1(2.4%) strongly disagreed that there were financial constraints which compromised the standard of physical facilities in schools. In terms of Means and Standard Deviation, the study findings showed that the majority of the respondents agreed that there were financial constraints which compromised the standard of physical facilities in schools (M=3.56, SD =1.29). The study concurs with study by Chen and Reniers (2020) who noted that financial constraints, lack of training on safety measures,

lack of supervision, lack of awareness, lack of knowledge and skills, lack of government directives, lack of community involvement and poor implementation strategies are challenges that influence implementation process in schools. From interviews BOM chair from school 42 noted that;

> Despite the fact that we try our level best to ensure that our children live in a safe environment our main challenge has been financial problems which has really compromised on the standards of our schools BOM chair from school 42, 2021).

The findings also showed that 7(17%) of the respondents strongly agreed, 23(56.1%) agreed, but only 1(2.4%) of them were undecided on the statement that lack of training on safety measures affects the implementation process, however, 9(21.9%) disagreed but only1(2.4%) strongly disagreed that lack of training on safety measures affects the implementation process. In terms of Means and Standard Deviation, the study findings showed that the majority of the respondents agreed that Lack of training on safety measures affects the implementation process (M=3.63, SD=1.09). The findings concur with Ran (2017) who stated that lack of government finances to be used in the implementation of the safety policy, are a problem. Constructing of the physical facilities and in-servicing the staff on school safety require money. From interviews BOM vice chair from school 28 noted that;

> Lack of knowledge in something hinders its implementation and therefore all school stakeholders should always ensure that proper training on safety measures is provided to ensure proper implementations (BOM vice chair from school 28, 2021).

The findings further revealed that, 7(17.1%) of the respondents strongly agreed, 19(46.3%) agreed, but 3(7.3%) were undecided on the statement that lack of supervision on the construction of the physical facilities brought the standard down, however, 8(19.5%) disagreed and 4(9.8%) strongly disagreed that lack of supervision on the

construction of the physical facilities brought the standard down. In terms of Means and Standard Deviation, the findings showed that majority of the respondents agreed that lack of supervision on the construction of the physical facilities brought the standard down (M=3.41, SD=1.26). The study finding concurs with Olorunsola and Belo (2018) who stated that for a success of anything there should be proper management of the physical facilities in the school under proper supervision by the school administrator. In addition, lack of awareness training and sensitization on the issues that relate to safety in schools to all the stakeholders

The findings also indicated that, 5(12.2%) of the respondents strongly agreed, 21(51.2%) agreed, but 4(9.8%) were undecided on the statement that lack of knowledge and skill compromises the implementation of the safety policy, however, 5(12.2%) disagreed but 6(14.6%) strongly disagreed that lack of knowledge and skill compromises the implementation of the safety policy. In terms of Means and Standard Deviation, the study findings showed that majority of the respondents agreed that lack of knowledge and skills compromises the implementation of the safety policy (M=3.34, SD=1.28). From interviews BOM Chair from school 54 noted that;

> Supervision is paramount to any project and therefore we ensure that all projects in schools are well supervised. (BOM Chair from school 54, 2021).

The findings further indicated that, 9(21.9%) of the respondents strongly agreed, 12(29.6%) agreed, and 4(9.8%) were undecided on the statement that lack of community involvement in the implementation process leads to many accidents in schools, however, 12(29.6%) disagreed and 4(9.8%) strongly disagreed that lack of community involvement in the implementation process leads to many accidents in schools. In terms of Means and Standard Deviation, the study findings showed that the

majority of the respondents agreed that lack of community involvement in the implementation process leads to many accidents in schools (M=3.24, SD=1.26). Community involvement is indeed a critical factor in ensuring the safety of schools. When the community is actively engaged in the implementation of safety measures, it can help identify risks, provide support, and enhance the overall safety of the school environment. From interviews BOM chair from school 39 noted that;

> Community participation as the involvement of people in a community in projects to solve their own problems. People cannot be forced to 'participate' in projects which affect their lives but should be given the opportunity where possible (BOM chair from school 39, 2021).

The findings also showed that 4(9.8%) of the respondents strongly agreed, 11(26.8%) agreed, but 1(2.4%) undecided on the statement that lack of proper implementation strategies has led to many accidents in schools, however, 17(41.4%) disagreed and 8(19.5%) strongly disagreed that lack of proper implementation strategies has led to many accidents in schools. In terms of Means and Standard Deviation, the study findings showed that the majority of the respondents agreed that lack of proper implementation strategies has led to many accidents in schools (M =3.05, SD =1.32). From interviews BOM chair from school 50 indicated that;

> Our school ensures that they set clear goals and define key variables, determined roles, responsibilities, and relationships, delegated work, executed plan and that there are corrective action and this ensures that proper implementation strategies have led to many accidents in schools (BOM chair from school 50, 2021).

The findings finally revealed that, 5(12.2%) of the respondents strongly agreed, and 11(26.8%) agreed, 1(2.4%) was undecided on the statement that safety committees lack awareness on safety measures, however, 13(31.7%) disagreed and 8(19.5(%) strongly disagreed that safety committees lack awareness on safety measures. In terms of Means and Standard Deviation, the findings showed that the majority of the respondents agreed

that lack of proper implementation strategies has led to many accidents in schools (M=3.05, SD=1.32). Addressing the lack of proper implementation strategies in schools requires a commitment to safety, clear policies, accountability, and continuous improvement. By taking these steps, schools can significantly reduce the risk of accidents and create a safer learning environment for all. From interviews BOM chair of school 41 indicated that;

> In spite of the efforts by school stakeholders to raise awareness on safety measures there have been many gaps to be filled and that has been our main challenge in implementing our project (BOM chair of school 41, 2021).

The study concurs with De Aquino and Cardoso (2017) who cited that most school books of accounts are running with deficit balances. Deficit's interrupt or restrict operational activities. The deficit in school accounts are mostly caused by lack of internal controls, misappropriation of funds and failure to adhere to financial policies and procedures when making payments. Hayward and Bungay (2016) also sited that lack of training can lead to more frustration, wasted time, and unhappy employees. Having employees who feel as though they are not developing and are becoming frustrated with their work, often leads to those employees leaving an organization and affecting your employee retention rates. Continuous supervision of construction works (quality, schedule and budget) commissioning supervision on quality and schedule (Zhao & Zillante, 2017). Facility management and maintenance supervision of infrastructure and building. Testing materials, systems and installations. Non-destructive testing supervision. Perić (2016) cited that community involvement helps students develop civic and social responsibility skills and become more aware of what their community needs.

4.10 Factor Analysis Results

Before multiple regression analysis was performed factor analysis was done. Factor analysis was employed to help in identifying the actual number of factors that actually measured each construct as perceived by the respondents.

4.10.1 Factor Analysis for Safety standard measures Put in Place to Ensure Safety of Learners

Principle component analysis was conducted to verify item loadings through which redundant items were identified and omitted from analysis. According to Hair et al. (2006) all items loading below 0.50 were deleted and those with more than 0.50 loading factor retained (Daud, 2014). Varimax rotation was used to validate the five variables that are distinct. After performing the factor analysis for each variable, the indicators were computed to create a score and subjected to inferential analysis.

Eleven indicators were proposed to measure safety standard measures put in place to ensure safety of learners. The Kaiser-Meyer-Olkin (KMO) value of safety standard measures put in place was 0. 805indicating that sampling was adequate. The significant chi-square value for Bartlett's test of sphericity (χ^2 = 356.939, $p<0.05$) confirmed that data collected for safety standard measures put in place to ensure safety of learners was adequate (Table 4.15).

Results show that component one (1) had an eigenvalue of 6.062 explaining variance of 55.111%. The second component in Table 4.15 indicated eigenvalue of 1.521, with a percentage variance of 13.832%. All the eleven indictors were retained, computed for further analysis. The items extracted loaded highly on two-dimension factors, with component one having eight indicators, component two having three indicators.

Table 4.15

Kaiser-Meyer-Olkin and Variance Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.805
Bartlett's Test of Sphericity	Chi-Square		356.939
	df		55
	Significance		.000
Items of factors extracted		Eigen Values	% Variance	Total %
Component 1		6.062	55.111	55.111
Component 2		1.521	13.832	68.943

Source: Research Data (2022)

Table 4.16

Rotated Component Matrix[a]

	Component	
	1	**2**
The schools have no the fire extinguishers in place to ensure safety in case of fire	.920	
There are no emergency doors in all physical facilities to cater for emergencies.	.904	
The school has no first aid kit to cater for accidents	.822	
The windows are without grills and are open outwards.	.804	
There's the provision of rubbish / dust bins at strategic points to avoid littering of dangerous objects.	.801	
Fire and other security alarms are not placed strategically for use	.751	
The school does not have well trained security guards to ensure safety in case of outside attacks	.716	
There's a school nurse to cater for emergencies.	.558	
There are matrons and housekeepers to cater for security of learners in the dormitories		.810
Lighting arrestors have been appropriately placed in the various physical facilities.		.806
The school has fenced compound to avoid intrusion		.608

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

4.10.2 Factor Analysis for Stakeholder's Level of Awareness on Learner's Safety

Principle Component Analysis was conducted to verify item loadings through which redundant items were identified and omitted from analysis. Ten indicators were proposed to measure stakeholder's level of awareness on learner's safety. The KMO value of stakeholder's level of awareness on learner's safety was 0.751 indicating that sampling was adequate. The significant chi-square value for Bartlett's test of sphericity (χ^2 = 323.985, $p<0.05$) confirmed that data collected for stakeholder's level of awareness on learner's safety was adequate (Table 4.17). Results show that component one (1) had an eigenvalue of 5.629 explaining variance of 56.285. The second component in Table 4.18 indicated eigenvalue of 1.242, with a percentage variance of 12.419%. All the ten indictors were retained, computed for further analysis. The items extracted loaded highly on two-dimension factors, with component one having six indicators, component two having four indicators.

Table 4.17

Kaiser-Meyer-Olkin and Variance Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.751
Bartlett's Test of Sphericity	Chi-Square		323.985
	df		45
	Significance		.000
Items of factors extracted	Eigen Values	% Variance	Total %
Component 1	5.629	56.285	56.285
Component 2	1.242	12.419	68.704

Table 4.18

Rotated Component Matrix[a]

	Component	
	1	**2**
All the stakeholders are not involved in decision making regarding the implementation of the safety policy.	.878	
Training and induction courses for the safety in school is not conducted to all stakeholders.	.826	
School reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public	.675	
Every stakeholder is aware of his/her responsibility in ensuring health and safely in school.	.648	
The school avail the safety manuals and circulars from the ministry on safety and standards to every stakeholder in school.	.639	
Monitoring and evaluation of the physical facilities in the school is done by every stakeholder to ensure standards and safety measures are in place.	.628	
School drivers always supervise pupils on board to ensure they are safe when travelling.		.871
School drivers are aware of appropriate time they should travel when transporting pupils.		.748
Security guards knows the time pupils are supposed to be at every place in order to avoid safety issues.		.677
The cooks observe hygiene and are aware of the medical inspections required of them.		.571

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 3 iterations.

4.10.3 Factor Analysis for Role of Management in Implementing Safety Policy to Ensure Safety of Learners

Principle Component Analysis was conducted to verify item loadings through which redundant items were identified and omitted from analysis. Ten indicators were proposed to measure role of management in implementing safety policy to ensure safety of learners. The KMO value of role of management in implementing safety policy to ensure safety of learners was 0.803 indicating that sampling was adequate. The significant chi-square value for Bartlett's test of sphericity (χ^2 = 380.775, $p<0.05$) confirmed that data collected for role of management in implementing safety policy to

ensure safety of learners was adequate (Table 4.19). Results show that component one (1) had an eigenvalue of 6.220 explaining variance of 62.199%. The second component in Table 4.20 indicated eigenvalue of 1.171, with a percentage variance of 11.707%. All the ten indictors were retained, computed for further analysis. The items extracted loaded highly on two-dimension factors, with component one having five indicators, component two having five indicators.

Table 4.19

Kaiser-Meyer-Olkin and Variance Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.803
Bartlett's Test of Sphericity Chi-Square			380.775
df			45
Significance			.000
Items of factors extracted	Eigen Values	% Variance	Total %
Component 1	6.220	62.199	62.199
Component 2	1.171	11.707	73.905

Table 4.20

Rotated Component Matrix[a]

	Component	
	1	**2**
The school physical infrastructure is constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department)	.895	
Schools have adhered to proper wiring to avoid electrocution.	.869	
Windows in the school are without grills and wire mesh.	.854	
There's proper ventilation in the rooms.	.780	
There is proper plumping to ensure sufficient water supply in the schools.	.624	
There are no adequate recreational facilities in the school.		.806
The recreational facilities are safe for play for children.		.736
The school has taken proper care of general safety of learners in the school.		.729
All doorways in the school open outwards and are not bolted from outside.		.698

The school have ensured that their compound is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards	.642

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 3 iterations.

4.10.4 Factor Analysis for Incidences of Insecurity as a Result of Lack of Compliance to Safety Policy

Principle Component Analysis was conducted to verify item loadings through which redundant items were identified and omitted from analysis. Eleven indicators were proposed to measure incidences of insecurity as a result of lack of compliance to safety policy. The KMO value of incidences of insecurity as a result of lack of compliance to safety policy was 0.804 indicating that sampling was adequate. The significant chi-square value for Bartlett's test of sphericity ($\chi^2 = 422.498$, $p<0.05$) confirmed that data collected for incidences of insecurity as a result of lack of compliance to safety policy was adequate (Table 4.21). Results show that component one (1) had an eigenvalue of 6.863 explaining variance of 62.392%. The second component in Table 4.21 indicated eigenvalue of 1.615, with a percentage variance of 14.683%. All the eleven indictors were retained, computed for further analysis. The items extracted loaded highly on two-dimension factors, with component one having seven indicators, component two having four indicators.

Table 4.21

Kaiser-Meyer-Olkin and Variance Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.				.804
Bartlett's Test of Sphericity	Chi-Square			422.498
	df			55
Significance				.000
Items of factors extracted		Eigen Values	% Variance	Total %
Component 1		6.863	62.392	62.392
Component 2		1.615	14.683	77.076

Table 4.22

Rotated Component Matrix[a]

	Component	
	1	**2**
All the stakeholders are not involved in decision making regarding the implementation of the safety policy	.855	
The school safety committee briefs the head teacher of the school about safety situation.	.840	
Pupils report on any spotted risk situations in the school.	.837	
The school environment is inspected by the Ministry of Education officials.	.824	
Ministry of education inspects the school infrastructure in order to ensure maintenance and repair	.819	
Any accident in school is reported to relevant authorities for the action	.765	
In case of suspected outbreak of contagious diseases, the school administrations always inform the school nurse and the public health officers.	.738	
The school have the log book to write down any safety incidence		.778
Any complains raised by the pupils concerning their welfare is acted upon promptly		.751
In case of any terror attack in the school the school administration report immediately to the relevant authority		.743
The schools have installed CCTV cameras to ensure monitoring movements in the school		.690

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 3 iterations.

4.10.5 Factor Analysis for Challenges Faced by the Administration in Implementing Safety Policy

Principle Component Analysis was conducted to verify item loadings through which redundant items were identified and omitted from analysis. Eight indicators were proposed to measure challenges faced by administration in implementing safety policy. The KMO value of incidences of challenges faced by administration in implementing safety policy was 0.722 indicating that sampling was adequate. The significant chi-square value for Bartlett's test of sphericity (χ^2 = 165.787, p<0.05) confirmed that data collected for challenges faced by administration in implementing safety policy was adequate (Table 4.23). Results show that component one (1) had an eigenvalue of 3.917 explaining variance of 48.959%. The second component in Table 4.23 indicated eigenvalue of 1.716, with a percentage variance of 21.445%. All the eight indictors were retained, computed for further analysis. The items extracted loaded highly on two-dimension factors, with component one having five indicators, component two having three indicators.

Table 4.23

Kaiser-Meyer-Olkin and Variance Results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.722
Bartlett's Test of Sphericity	Chi-Square		165.787
	df		28
	Significance		.000
Items of factors extracted	Eigen Values	% Variance	Total %
Component 1	3.917	48.959	48.959
Component 2	1.716	21.445	70.404

Table 4.24

Rotated Component Matrix[a]

	Component	
	1	**2**
There are financial constraints which compromises the physical facilities standards in schools.	.829	
Lack of training on safety measures affects the implementation process.	.783	
Lack of supervision on the construction of the physical facilities brings the standard down	.781	
Lack of knowledge and skill compromises the implementation of the safety policy.	.703	
Lack of community involvement in the implementation process leads to many accidents in schools.	.695	
Lack of proper implementation strategies has led to many accidents in schools.		.901
Management and maintenance from all stakeholders are not in place.		.870
Safety committees lack awareness on safety measures		.822

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 3 iterations.

4.11 Multiple Regression Assumptions Test

Multiple regression assumptions were run prior to conducting a regression model. The assumptions of regression run were; linearity, homoscedasticity, normality, multicollinearity and autocorrelation assumptions.

4.11.1 Test of Linearity

Correlation analysis was used in testing of linearity of the data. If there is a significant correlation between independent variables and dependent variable it implies that there is a linear relationship between the variables. If the correlation coefficient is significantly not different from zero it implies that there is no significant linear relationship between independent variables and dependent variable. The test for linearity results is presented in Table 4.25.

Table 4.25

Linearity Test

Variables	Learner's Safety	Sig
Safety standard measures put in place	.967**	.000
Stakeholder's level of awareness	.978**	.000
Role management	.972**	.000
Incidences of insecurity	.957**	.000

**. Correlation is significant at the 0.01 level (2-tailed).

Results presented in Table 4.25 revealed that safety standard measures put in place had a correlation coefficient of 0.967. Stakeholder's level of awareness had a correlation coefficient of 0.978. Role management had a correlation coefficient of 0.972. Incidences of insecurity had a correlation coefficient of 0.957. These implied that the correlation coefficient values for the four study variables were different from zero indicating that the linearity assumption was made. This gave an implication that the data used were linear.

4.11.2 Homoscedasticity Assumption

Levene's test of equality of error variances was used to homoscedasticity assumption. The assumption test results are presented in Table 4.26.

Table 4.26

Homoscedasticity Assumption

F	df1	df2	Sig.
1.783	63	61	.231

The study results in Table 4.26 indicated that the p-value in Levene's test was .231 which was above 0.05. Thus, the homoscedasticity assumption was made showing that data used had no heteroscedasticity.

4.11.3 Autocorrelation Test

Auto-correlation as noted by Tabachnick and Fidell (2013) is a measure of correlation among regression residuals. Occasionally, the assumption of independence of errors is violated when factors such as time and distance are associated with the order in which cases are taken. Independence of errors was therefore tested using the Durbin-Watson statistic which is regarded as a measure of autocorrelation of errors when the order of cases is factored in (Tabachnick & Fidell, 2013). Under this test, the critical values of $1.5 < d < 2.5$ were used to examine the presence of autocorrelation.

Table 4.27

Durbin-Watson Test Results

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.986[a]	.973	.970	.17921	2.039

The Durbin-Watson statistic was lying within the two critical values and deemed to signify lack of first order linear auto-correlation in our multiple linear regression data. Table 4.27 revealed that the Durbin-Watson statistic d=2.039 was between the two critical values and hence there was no first order linear auto-correlation in the multiple linear regression data.

4.11.4 Multicollinearity Test

Multicollinearity is identified as a situation where independent variables or predictors are highly correlated among themselves (Vatcheva et al., 2016). In such a situation, the regression model includes many factors that correlated with, not only, the dependent variable, but also, among themselves. To test for multicollinearity, the Variance Inflation Factor (VIF) and tolerance was used. The rule of thumb for a large VIF value

is ten and tolerance should be greater than 0.1 (Crawford & Garthwaite, 2012) as shown in Table 4.28.

Table 4.28

Multicollinearity Diagnostics

Variables	Tolerance	VIF
Safety standard measures put in place	.101	8.871
Stakeholder's level of awareness	.129	7.371
Role management	.116	8.630
Incidences of insecurity	.132	7.586

Results presented show that all the VIF values were below the threshold value of 10 indicating that multicollinearity was not an issue in the present study.

4.12 Inferential Analysis

Inferential analysis used in this section was correlation and multiple regression models. Correlation and multiple regression analysis showed the relationship between independent variables and the dependent variable.

4.12.1 Correlation Analysis

Pearson correlation analysis was carried out to show the strength and direction of the association between independent and dependent variables. Table 4.29 present the results.

Table 4.29

Multiple Correlation Analysis Results

		Safety of learners	**Safety standard measures put in place**	**Stakeholder's level of awareness**	**Role management**	**Incidences of insecurity**
Safety of learners	Pearson Correlation	1				
	Sig. (2-tailed)					
Safety standard measures put in place	Pearson Correlation	.967**	1			
	Sig. (2-tailed)	0.00				
Stakeholder's level of awareness	Pearson Correlation	.978**	.966**	1		
	Sig. (2-tailed)	0.00	0.00			
Role management	Pearson Correlation	.972**	.956**	.978**	1	
	Sig. (2-tailed)	0.00	0.00	0.00		
Incidences of insecurity	Pearson Correlation	-.957**	.934**	.943**	.935**	1
	Sig. (2-tailed)	0.00	0.00	0.00	0.00	

The findings in Table 4.29 indicate that safety standard measures put in place and safety of learners had a positive strong and statistically significant correlation (r= 0.967; $p<0.01$). The findings of the study indicate a strong, positive and statistically significant correlation between stakeholder's level of awareness and safety of learners (r=0. 978; $p< 0.01$).

The study established that there exist a strong, positive and statistically correlation between role management and safety of learners (r=0. 972; p< 0.01). The study established that there exist a negative and statistically correlation between incidences of insecurity and safety of learners (r=-0.957; p< 0.01). According Schober, Boer and Schwarte (2018) a strong correlation means that two or more variables have a strong relationship with each other while a weak or low, correlation means that the variables are hardly related. Correlation coefficient can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation while a value of +1.00 represents a perfect positive correlation. A value of 0.00 means that there is no relationship between variables tested.

4.12.2 Results for Multiple Regression Analysis

Multiple regression analysis was run to establish the effect of independent variables on dependent variable.

4.12.3 Model Summary

The coefficient of determination (R^2) and correlation coefficient (R) shows the degree of association between dependent and independent variables. The results are presented in Table 4.30.

Table 4.30

Multiple Regression Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.986[a]	.973	.970	.17921

The results of the regression in Table 4.30 indicate that R^2 value was 0.973 and R value was 0.986. R value of 0.986 gave an indication that there was a strong linear relationship between dependent and independent variables. The R^2 indicates that explanatory power of the independent variables was 0.973. This implied that about 97.3% of the variation in dependent variable is explained by the regression model.

4.12.4 Regression Model Fitness Test

Model fitness was run to find out if model best fit for the data. The study results were presented in Table 4.31.

Table 4.31

Regression Model Fitness Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	41.722	4	10.43	324.771	.000[b]
Residual	1.156	36	0.032		
Total	**42.878**	**40**			

Table 4.31 shows that the respondents F-statistics produced (F =324.771) which was significant at p=0.000 thus confirming the fitness of the model. This implies that the multiple regression model was fit for the data. The F value indicates that all the variables in the equation are important hence the overall regression is significant.

4.12.5 Regression Model Coefficients

Regression model coefficients were run in order to use the regression equation. The results are presented in Table 4.32.

Table 4.32

Regression Model Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.036	0.116		0.314	0.755
Safety standard measures put in place	0.225	0.113	0.222	2.001	0.043
Stakeholder's level of awareness	0.307	0.159	0.301	1.936	0.011
Role management	0.251	0.141	0.24	1.775	0.024
Incidences of insecurity	-0.229	0.082	-0.24	-2.778	0.009

The results in Table 4.32 revealed that there was positive linear effect of safety standard measures put in place on safety of learners (β_1=.225, p=0.043). This reveals that an increase in safety standard measures put in place leads to increase in safety of learners by 0.225 units. The study findings concurred with Williams et al. (2018) who noted that after accounting for demographics and bullying victimization, perceptions of safety increased when students reported positive student and teacher relations, consistent rules, a clean school that is also crowded/noisy, and a sense of school belonging.

It was further established that stakeholder's level of awareness has a positive and significant effect on safety of learners (β_2=.307, p=0.011). This implies that an increase in stakeholder's level of awareness leads to increase in safety of learners by 0.307 units.

The study findings agreed with Loosemore (2019) who cited that the primary purpose of induction training is to set safety standards and to raise awareness about the risks and also explains to pupils on how to manage safety in their workplace.

It was further established that role management have a positive and significant effect on safety of learners (β_3=.251, p=0.024). This implies that an increase in the role of management leads to increase in safety of learners by 0.251 units. The study findings agreed with Darling-Hammond (2018) who noted that stakeholders keep schools safe allows children to look forward to being in an encouraging environment that promotes social and creative learning. When their basic safety needs are not met, children are at risk for not feeling comfortable at school and may stop showing up, or they may remain on edge throughout the day.

Finally, incidences of insecurity were found to have a negative and significant effect on safety of learners (β_4=-.229, p=0.009). This gave an implication that an increase in incidences of insecurity led to decrease in safety of learners by 0.229 units. The study findings agreed with Ojukwu, (2017) findings that insecurity of school environment significantly affects the academic performance of secondary school students.

Thus, the regression equation becomes;

$$\mathbf{Y = 0.036 + 0.225X_1 + 0.307X_2 + 0.251X_3 + 0.229X_4 \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots \text{Equation 4.1}}$$

4.13 Chapter Summary

The chapter has reported the findings of the study. The areas covered included the response rate, the background information of the selected respondents which entailed head teachers, senior teachers, QASO, BOM, public primary pupils' representative, private primary pupils' representative. The study variables are safety standard measures put in place to ensure safety of learners, stakeholder's level of awareness on learner's safety, role of management in implementing safety policy to ensure safety of learners, incidences of insecurity as a result of lack of compliance to safety policy and challenges faced by administration in implementing safety policy. The next chapter provides a summary of the findings, conclusions and suggestions for further research.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter provides the summary of the study findings and conclusion is made in relation to the findings. The chapter also provides the recommendations of the study and suggestions for further study. The study also sought to analyze safety policy compliance on learner's safety in primary boarding schools in the North Rift Region, Kenya. The study was guided by the following specific objectives; to analyze the safety standard measures put in place to ensure safety of learners in primary boarding schools in the North Rift Region, and to assess the stakeholder's level of awareness on learner's safety in primary boarding schools in the North Rift Region, Kenya. Another objective was to analyze the role of management in implementing safety policy to ensure safety of learners in primary boarding schools in the North Rift Region. On top of that, objective four sought to establish the incidences of insecurity as a result of lack of compliance to safety policy in primary boarding schools in the North Rift Region, Kenya and to examine challenges faced by administration in implementing safety policy.

5.2 Summary of the Findings

5.2.1 Safety Standard Measures Put in Place to Ensure Safety of Learners

The first study objective sought to analyze the Safety standard measures Put in Place to Ensure Safety of Learners in Primary Boarding Schools in the North Rift Region, Kenya. The respondents agreed with all aspects of all safety of learners. 78(90.7%) of the participants agreed that; the schools have no fire extinguishers in place to ensure safety in case of fire also 71(87.2%) of the respondents agreed that there were no emergency doors in all physical facilities to cater for emergencies also 67(77.9%) of the respondents agreed that the school had no first aid kit to cater for accidents. 77(89.3%)

agreed that windows are without grills and are open outwards. 78(90.7%)of the respondents further agreed that there was the provision of rubbish / dust bins at strategic points to avoid littering of dangerous objects alsofire.61(70.9%) of the respondents further indicated that other security alarms were not placed strategically and 70(81.6%) agreed that the schools do not have well trained security guards to ensure safety in case of outside attacks. 55(63.9%) of the respondents also agreed there were no school nurse to cater for emergencies. Further, 73(84.9%) of the respondents agreed that there were matrons and housekeepers to cater for security of learners in the dormitories and 51(59.2%) stated that there were lighting arrestors appropriately placed in the various physical facilities and lastly 79(91.7%) of the respondents agreed that the school had fenced compounds to avoid intruders.

5.2.2 Stakeholder's Level of Awareness on Learner's Safety

The second study objective sought to assess the stakeholder's level of awareness on learner's safety in primary boarding schools in the North Rift Region, Kenya. The respondents agreed with all aspects of stakeholder's level of awareness. 72(83.7%) of the respondents agreed that all the stakeholders were not involved in decision making regarding the implementation of the safety policy and also agreement training and 62(72.1%) of the respondents agreed that induction courses for the safety in schools were not conducted to all stakeholders. 73(84.9%) of the respondents further agreed that schools reminded all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people also for the safety of pupils and members of the public. Further 70(81.3%) of the respondents agreed that every stakeholder was aware of his/her responsibility in ensuring health and safely in school. 66(76.7%) of the respondents also agreed that schools availed the safety manuals and circulars from the Ministry of Education on safety and standards to every stakeholder in

school. Furthermore, 68(79.1%) of the respondents agreed that monitoring and evaluation of the physical facilities in the school was done by every stakeholder to ensure standards and safety measures were in place. 65(75.8%)of the respondents also agreed that school drivers always supervised pupils on board to ensure that they were safe when travelling and school drivers were aware of appropriate time when they should travel and when transporting pupils. 59(68.6%) of the respondents further agreed that security guards knew the time pupils were supposed to be at every place in order to avoid safety issues. Lastly, 76(88.4%) respondents finally agreed that cooks observed hygiene and were aware of the medical inspections required of them.

5.2.3 Role of Management in Implementing Safety Policy to Ensure Safety of Learners

The third objective sought to analyze the role of management in implementing safety policy to ensure safety of learners in Primary Boarding Schools in the North Rift Region, Kenya. The respondents agreed with all aspects on role of management. 75(87.2%) agreed that the school physical infrastructure is constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department).79(91.8%) also agreed that schools adhered to appropriate wiring procedures to avoid electrocution. Further 68(79.1%) of the respondents agreed that windows in the school were without grills and wire mesh.

78(90.7%)of the respondents agreed that there was proper ventilation in the rooms. Further, 75(87.2%) of the respondents agreed that there was proper plumping to ensure sufficient water supply in the school. 86(99.9%) of the respondents agreed that there were inadequate recreational facilities in the school. 70(81.3%) also agreed that the recreational facilities were safe for play for children. Further, 80(93.0%) of the

respondents agreed that the school had taken proper care of general safety of learners in the school. 77(89.5%) of the respondents also agreed that all doorways in the school opened outwards and were not bolted from outside. Lastly, 71(82.5%) also agreed that school had ensured that their compound was well fenced to deter unauthorized entry into the compound by intruders with only one entry point to the compound manned by security guards.

5.2.4 Incidences of Insecurity as a Result of Lack of Compliance to Safety Policy

The fourth objective sought to establish the incidences of insecurity as a result of lack of compliance to safety policy in Primary Boarding Schools in the North Rift Region, Kenya. The respondents agreed with all aspects of incidences of insecurity as a result of lack of compliance. 71(82.4%)of the respondents agreed that all the stakeholders are not involved in decision making regarding the implementation of the safety policy, 73(84.8%) also the school safety committee briefs the head teacher of the school about safety situation. Further 71(82.5%) the respondents agreed pupil's report on any spotted risk situations in the school, also 74(86.0%) of the respondents agreed that the school environment is inspected by the Ministry of Education officials. Furthermore 66(76.7%) of the respondents agreed that ministry of education inspects the school infrastructure in order to ensure maintenance and repair, also 80(93.0%) of the respondents agreed that any accident in school is reported to relevant authorities for the action. 77(89.5%) stated that in case of suspected outbreak of contagious diseases the school administrations always inform the school nurse and the public health officers, on top 71(82.5%) of that the respondents agreed that the school have the log book to write down any safety incidence, 72(83.7%) stated that any complains raised by the pupils concerning their welfare is acted upon promptly and finally 71(82.5%) the respondents also agreed that in case of any terror attack in the school the school administration report immediately to

the relevant authority and that 24(27.9%) of the schools have installed Closed-circuit television (CCTV) cameras to ensure monitoring movements in the school.

5.2.5 Challenges Faced by the Administration in Implementing Safety Policy

The last study objective sought to examine challenges faced by administration in implementing safety policy. The respondents agreed with all aspects of challenges faced by administration in implementing safety policy. At least 26(63.4%)agreed that there are financial constraints which compromises the physical facilities standards in schools while 30(73.2%) stated that lack of training on safety measures affects the implementation process. Further 26(63.4%) stated that lack of supervision on the construction of the physical facilities brings the standard down. Moreover, 26(63.4%) stated that lack of community involvement in the implementation process leads to many accidents in schools also the other challenge stated that 21(51.2%) agreed that lack of proper implementation strategies has led to many accidents in schools further 15(36.6%) stated that management and maintenance from all stakeholders are not in place and lastly, 16(39.1%) agreed that safety committees lack awareness on safety measures.

5.3 Conclusions

The study concluded that, safety standard measures have not been adequately put in place to ensure safety of learners in primary boarding schools in the North Rift Region**.** In addition, fire extinguishers have not been put in place to ensure safety in case of fire, there are no emergency doors in all physical facilities to cater for emergencies. Similarly, there is no first aid kit to cater for accidents, on top of that provision of rubbish/dust bins at strategic points to avoid littering of dangerous objects. Fire and other security alarms are not placed strategically for use. Also, there is no well-trained

security guards to ensure safety in case of outside attacks. Furthermore, school nurse to cater for emergencies further matrons and housekeepers to cater for security of learners in the dormitories and lighting arrestors have not been appropriately placed in the various physical facilities and fenced compound to avoid intrusion.

The study furthermore concluded that all stakeholders have not been involved in decision-making regarding the implementation of the safety policy. Also, the school safety committee do not frequently brief the head teacher of the school about the safety situation. On top of that, pupils do not report any spotted risk situations in the school. Also, the school environment is not regularly inspected by the Ministry of Education officials. Further Ministry of Education do not regularly examine the school infrastructure in order to ensure maintenance and repair.

Moreover, any accident in school is not reported to the relevant authorities for action. Also, In case of a suspected outbreak of contagious diseases further, the school administrations always inform the school nurse and the public health officers. Also, the school have a log book to write down any safety incidence, and Any complaints raised by the pupils concerning their welfare is acted upon promptly. Further, In case of any terror attack in the school, the school administration report immediately to the relevant authority. The schools have installed CCTV cameras to monitor the school's movements.

The study finally concluded that the challenges faced by the administration in implementing safety policy for learners in primary boarding schools in The North Rift Region include; financial constraints which compromise the physical facilities standards in schools also lack of training on safety measures, affecting the implementation process

further lack of supervision on the construction of the physical facilities brings the standard down, and lack of community involvement in the implementation process leads to many accidents in schools and lack of proper implementation strategies has led to many accidents in schools.

5.4 Recommendations

The Ministry of Education and the Public Works and Health Ministry through their officers in the counties should ensure that as schools are built also the required sanitation facilities to be constructed alongside the classes. Further, enforcement of the set public health and safety standards and guidelines should be made part of the performance contracts of the officers to ensure vigilance and enable adherence. Provision should be made for special needs pupils and staff to ensure their needs are catered for.

The Safety Standards Manual for Schools being a Ministry of Education publication should be availed to all school heads. This can be easily done during the annual school heads meetings and in addition the Education Officers in the counties should ensure those unable to attend get copies.

Water availability is a great challenge for schools in the region, thus the Ministry of Water should ensure water is availed just in the same way as the Ministry of Energy through KPLC has to ensure all schools have electricity.

The Ministry of Education in collaboration with the Ministry of Health and other partners should ensure there is a specific vote for water and sanitation so that this important aspect is properly catered for. The County government, well-wishers and the

local community should also increase their support for school infrastructure especially sanitation facilities.

5.5 Suggestions for Further Studies

Further in-depth studies should be carried out in this and other parts of the country to inform the status of sanitation facilities in schools in Kenya. This will enable the country know where we stand in regards to the Millennium Development Goals as well as Vision 2030.

Moreover, a study could be carried out in order to find out the effects of the school physical facilities on teaching and learning process. Further since this study was done in one region, there's need for a similar study to be replicated in other regions of Kenya so that generalizations could be made on safety policy compliance on learner's safety in primary boarding schools.

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APPENDICES

APPENDIX I: INTRODUCTORY AND INFROMED CONSENT LETTER

MOI UNIVERSITY
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY STUDIES

.

Dear Participant

RE: PARTICIPATION IN MY STUDY

I am a post graduate student pursuing Doctor of Philosophy degree programme in the Department of Educational Management and Policy Studies, Moi University. I am currently conducting research for my Doctor of Philosophy' thesis entiltled *A Situational Analysis of Safety Policy Compliance on Learner's Safety in Primary Boarding Schools in The North Rift Region, Kenya*. May I kindly request you to participate in my study? Your responses to the items in the questionnaire will be treated with utmost confidentiality, and not be used for any other purposes except this study. You are free to withdraw from this study at any time you deem fit. You may also request the researcher to inform you about the findings of this study.

Thank you very much for accepting to participate in this study. Please sign in the space provided on this letter.

Yours Faithfully,

Korir Milka Jepkemboi

---------- ----------

Participant Date

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS

Section A: BACKGROUND INFORMATION

Indicate by a tick (√) your correct response.

1) Type of school: - Boys only [] Girls only [] Mixed school []

3) Gender Male [] Female []

4) Academic qualification: - SI /Diploma [] BED [] BSC/BA with PGDE []

MED [] Untrained []PI []

6. How long have you been in this school as Headteacher?

   1-4 years [ ] 5- 9 years [ ] 10 > years

Section B: Safety Standard Measures Put in Place to Ensure Safety of Learners in Primary Boarding Schools in The North Rift Region

The following are strategies applied to ensure the safety of learners in Public and Private Primary Boarding Schools in the North Rift Region, Kenya. Using a √ indicate where your view is most appropriate from the following options.

	Statements	SA	A	U	D	SD
1	The schools have no the fire extinguishers in place to ensure safety in case of fire					
2	There are no emergency doors in all physical facilities to cater for emergencies.					
3	The school has no first aid kit to cater for accidents					
4	The windows are not fitted with grills and are open outwards.					
5	There's the provision of rubbish / dust bins at strategic points to avoid littering of dangerous objects.					
6	Fire and other security alarms are not placed strategically for use					
7	The school does not have well trained security guards to ensure safety in case of outside attacks					
8	There's a school nurse to cater for emergencies.					
9	There are matrons and housekeepers to cater for security of learners in the dormitories					
10	Lighting arrestors have been appropriately placed in the various physical facilities.					
11	The school has fenced compound to avoid inversion					

Give recommendations that may be applied in order to ensure the security of learners in schools .----------

Section C; Stakeholder's Level of Awareness on Learner's Safety in Primary Boarding Schools in the North Rift Region

The following are some of the characteristics of the stakeholders' level of awareness on safety policy in education of Public and Private Primary Boarding Schools in the North Rift Region, Kenya. Using a (√) indicate where your view best suits in the responses below.

	Statements	SA	A	U	D	SD
1	All the stakeholders are not involved in decision making regarding the implementation of the safety policy					
2	Training and induction courses for the safety in school is not conducted to all stakeholders.					
3	School reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public					
4	Every stakeholder is aware of his/her responsibility in ensuring health and safely in school.					
5	The school avail the safety manuals and circulars from the ministry on safety and standards to every stakeholder in school.					
6	Monitoring and evaluation of the physical facilities in the school is done by every stakeholder to ensure standards and safety measures are in place.					
7	School drivers always supervise pupils on board to ensure they are safe when travelling.					
8	School drivers are aware of appropriate time they should travel when transporting pupils.					
9	Security guards knows the time pupils are supposed to be at every place in order to avoid safety issues.					
10	The cooks observe hygiene and are aware of the medical inspections required of them.					

Section D; Role of Management in Implementing Safety Policy to Ensure Safety of Learners in Primary Boarding Schools in The North Rift Region

The following are some of the characteristics that degree to with schools adheres to the safety policy in education of public boarding primary school. Using a (√) indicate where your view best suits in the responses below.

	Statements	SA	A	U	D	SD
1	The school physical infrastructure is constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department)					
2	Schools have adhered to proper wiring to avoid electrocution.					
3	Windows in the school are without grills and wire mesh.					
4	There's proper ventilation in the rooms.					
5	There is proper plumping to ensure sufficient water supply in the schools.					
6	There are no adequate recreational facilities in the school.					
7	The recreational facilities are safe for play for children.					
8	The school has taken proper care of general safety of learners in the school.					
9	All doorways in the school open outwards and are not bolted from outside.					
10	The school have ensured that their compound is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards					

Give recommendations that can be adopted to enable schools adhere to the required standard measures_____

Section E; Incidences of Insecurity as a Result of Lack of Compliance to Safety Policy in Primary Boarding Schools in the North Rift Region

The following are some of the accident reporting incidences in education of Public and Private Primary Boarding Schools in this North Rift Region, Kenya. Using a (√) indicate where your view best suits in the responses below.

	Statements	SA	A	U	D	SD
1	All the stakeholders are not involved in decision making regarding the implementation of the safety policy					
2	The school safety committee briefs the head teacher of the school about safety situation.					
3	Pupils report on any spotted risk situations in the school.					
4	The school environment is inspected by the Ministry of Education officials.					
5	Ministry of education inspects the school infrastructure in order to ensure maintenance and repair					
6	Any accident in school is reported to relevant authorities for the action					
7	In case of suspected outbreak of contagious diseases, the school administrations always inform the school nurse and the public health officers.					
8	The school have the log book to write down any safety incidence					
9	Any complains raised by the pupils concerning their welfare is acted upon promptly					
10	In case of any terror attack in the school the school administration report immediately to the relevant authority					
11	The schools have installed CCTV cameras to ensure monitoring movements in the school					

Section V: Challenges Faced by Administration in Implementing Safety Policy

The following are challenges faced by administration in implementing safety policy. Using (√) indicate the responses that best describe your view from the following options. Strongly Agree (SA) (5), Agree (A) (4), Undecided (U) (3). Disagree (D) (2). Strongly Disagree (SD) (1).

	Statements	**SA**	**A**	**U**	**D**	**SD**
1	There are financial constraints which compromises the physical facilities standards in schools.					
2	Lack of training on safety measures affects the implementation process.					
3	Lack of supervision on the construction of the physical facilities brings the standard down					
4	Lack of knowledge and skill compromises the implementation of the safety policy.					
5	Lack of community involvement in the implementation process leads to many accidents in schools.					
6	Lack of proper implementation strategies has led to many accidents in schools.					
7	Management and maintenance from all stakeholders are not in place.					
8	Safety committees lack awareness on safety measures					

APPENDIX III: QUESTIONNAIRE FOR SENIOR TEACHERS

Section A: BACKGROUND INFORMATION

Indicate by a tick (√) your correct response.

1) My school is: - Boys school [ ] Girls school[] Mixed school []

3) I am Male [] Female []

4) My qualification is: - SI /Diploma [] BA/BSC [] BED [] BSC/BA with PGDE []

MED/MPHIL ED [] Untrained []PI []

5. Designation; Head Teacher [] Teacher []

6. Teacher in charge of: - Games Facilities [] Boarding facilities []

Sanitation []Classrooms []

Section B: Safety Standard Measures Put in Place to Ensure Safety of Learners in Primary Boarding Schools in The North Rift Region

The following are strategies applied to ensure the safety of learners in Public and Private Primary Boarding Schools in the North Rift Region, Kenya. Using a √ indicate where your view is most appropriate from the following options.

	Statements	SA	A	U	D	SD
1	The schools have no the fire extinguishers in place to ensure safety in case of fire					
2	There are no emergency doors in all physical facilities to cater for emergencies.					
3	The school has no first aid kit to cater for accidents					
4	The windows are not fitted with grills and are open outwards.					
5	There's the provision of rubbish / dust bins at strategic points to avoid littering of dangerous objects.					
6	Fire and other security alarms are not placed strategically for use					
7	The school does not have well trained security guards to ensure safety in case of outside attacks					
8	There's a school nurse to cater for emergencies.					
9	There are matrons and housekeepers to cater for security of learners in the dormitories					
10	Lighting arrestors have been appropriately placed in the various physical facilities.					
11	The school has fenced compound to avoid inversion					

Give recommendations that may be applied in order to ensure the security of learners in schools. ----------

Section C; Stakeholder's Level of Awareness on Learner's Safety in Primary Boarding Schools in the North Rift Region

The following are some of the characteristics of the stakeholders' level of awareness on safety policy in education of Public and Private Primary Boarding Schools in the North Rift Region, Kenya. Using a (√) indicate where your view best suits in the responses below.

	Statements	SA	A	U	D	SD
1	All the stakeholders are not involved in decision making regarding the implementation of the safety policy					
2	Training and induction courses for the safety in school is not conducted to all stakeholders.					
3	School reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public					
4	Every stakeholder is aware of his/her responsibility in ensuring health and safely in school.					
5	The school avail the safety manuals and circulars from the ministry on safety and standards to every stakeholder in school.					
6	Monitoring and evaluation of the physical facilities in the school is done by every stakeholder to ensure standards and safety measures are in place.					
7	School drivers always supervise pupils on board to ensure they are safe when travelling.					
8	School drivers are aware of appropriate time they should travel when transporting pupils.					
9	Security guards knows the time pupils are supposed to be at every place in order to avoid safety issues.					
10	The cooks observe hygiene and are aware of the medical inspections required of them.					

Section D; Role of Management in Implementing Safety Policy to Ensure Safety of Learners in Primary Boarding Schools in The North Rift Region

The following are some of the characteristics that degree to with schools adheres to the safety policy in education of public boarding primary school. Using a (√) indicate where your view best suits in the responses below.

	Statements	SA	A	U	D	SD
1	The school physical infrastructure is constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department)					
2	Schools have adhered to proper wiring to avoid electrocution.					
3	Windows in the school are without grills and wire mesh.					
4	There's proper ventilation in the rooms.					
5	There is proper plumping to ensure sufficient water supply in the schools.					
6	There are no adequate recreational facilities in the school.					
7	The recreational facilities are safe for play for children.					
8	The school has taken proper care of general safety of learners in the school.					
9	All doorways in the school open outwards and are not bolted from outside.					
10	The school have ensured that their compound is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards					

Give recommendations that can be adopted to enable schools adhere to the required standard measures_____

Section E; Incidences of Insecurity as a Result of Lack of Compliance to Safety Policy in Primary Boarding Schools in the North Rift Region

The following are some of the accident reporting incidences in education of Public and Private Primary Boarding Schools in this North Rift Region, Kenya. Using a (√) indicate where your view best suits in the responses below.

	Statements	SA	A	U	D	SD
1	All the stakeholders are not involved in decision making regarding the implementation of the safety policy					
2	The school safety committee briefs the head teacher of the school about safety situation.					
3	Pupils report on any spotted risk situations in the school.					
4	The school environment is inspected by the Ministry of Education officials.					
5	Ministry of education inspects the school infrastructure in order to ensure maintenance and repair					
6	Any accident in school is reported to relevant authorities for the action					
7	In case of suspected outbreak of contagious diseases, the school administrations always inform the school nurse and the public health officers.					
8	The school have the log book to write down any safety incidence					
9	Any complains raised by the pupils concerning their welfare is acted upon promptly					
10	In case of any terror attack in the school the school administration report immediately to the relevant authority					
11	The schools have installed CCTV cameras to ensure monitoring movements in the school					

APPENDIX IV: FOCUS GROUP DISCUSSION FOR PUPILS

What strategies have been applied by the school to ensure there is safety of learners in your school?

……

……

Has there been incidence of insecurity is the school? Explain

……

……

How did the school management take action to curb such incidences?

……

……

What are the challenges faced during curbing of safety incidences?

……

……

THANK YOU FOR PARTICIPATING IN THIS STUDY.

APPENDIX V: INTERVIEW SCHEDULE FOR QASO OFFICERS

1. Are there safety policy strategies in place to ensure safety of learners in Public and Private Primary Boarding Schools in the North Rift Region, Kenya within the area of your work? Yes( ) No ( )
   If yes what is this safety policy strategies in place?.....
2. Have you attended any in-service training for inspection concerning school safety? Yes [] N o []
3. Who organize for this in-service training?

MOE [] DEO [ ] Any other

4. Do you organize in-service training courses for Public Primary Schools Head teachers and teachers on school physical facilities?

Yes [] No []

5. How often do you carry out school inspection/supervision of the quality of the school physical facilities? Once per term[]Twice per term[] Any other
6. During inspections how was the degree of schools adherence to the safety policy in education of public boarding primary school?
7. Are all the schools stakeholders' aware of the safety policy in education of Public and Private Primary Boarding Schools in the North Rift Region, Kenya? Yes ( )No( )
8. Do schools report and record any safety incidents?
9. What cases of insecurity are reported to your office from school?
10. What are the challenges that affect the implementation of the safety policy in schools?
11. What recommendation do you give about the challenges of the safety?

APPENDIX VI: INTERVIEW SCHEDULE FOR BOM CHAIRPERSON

1. Are you aware of safety policy strategies in place to ensure safety of learners in the schools you manage? Yes( ) No ( )
   If yes what is this safety policy strategies in place?.....
2. Have you attended any in-service training for inspection concerning school safety? Yes [] N o[]
3. Who organize for this in-service training?

MOE [] DEO [ ] Any other

4. During school development projects do you consult the safety experts?

Yes [] No []

5. Are you always involved in school inspection/supervision in matters pertaining safety measures in school?

   Yes [] No []

   If the answer is yes what is the extend to school adhere to the safety policy?
   .....
   .....
6. Do the school inform you of any safety issues?
   Yes [] No []
7. What cases of insecurity have been experienced in the school you are managing?
   .....
   .....
8. What are the challenges that affect the implementation of safety policy in school?
   .....
   .....
9. What recommendation do you give about the challenges of safety policy in school?

APPENDIX VII: OBSERVATION CHECKLIST

School_____Date_____Time _____

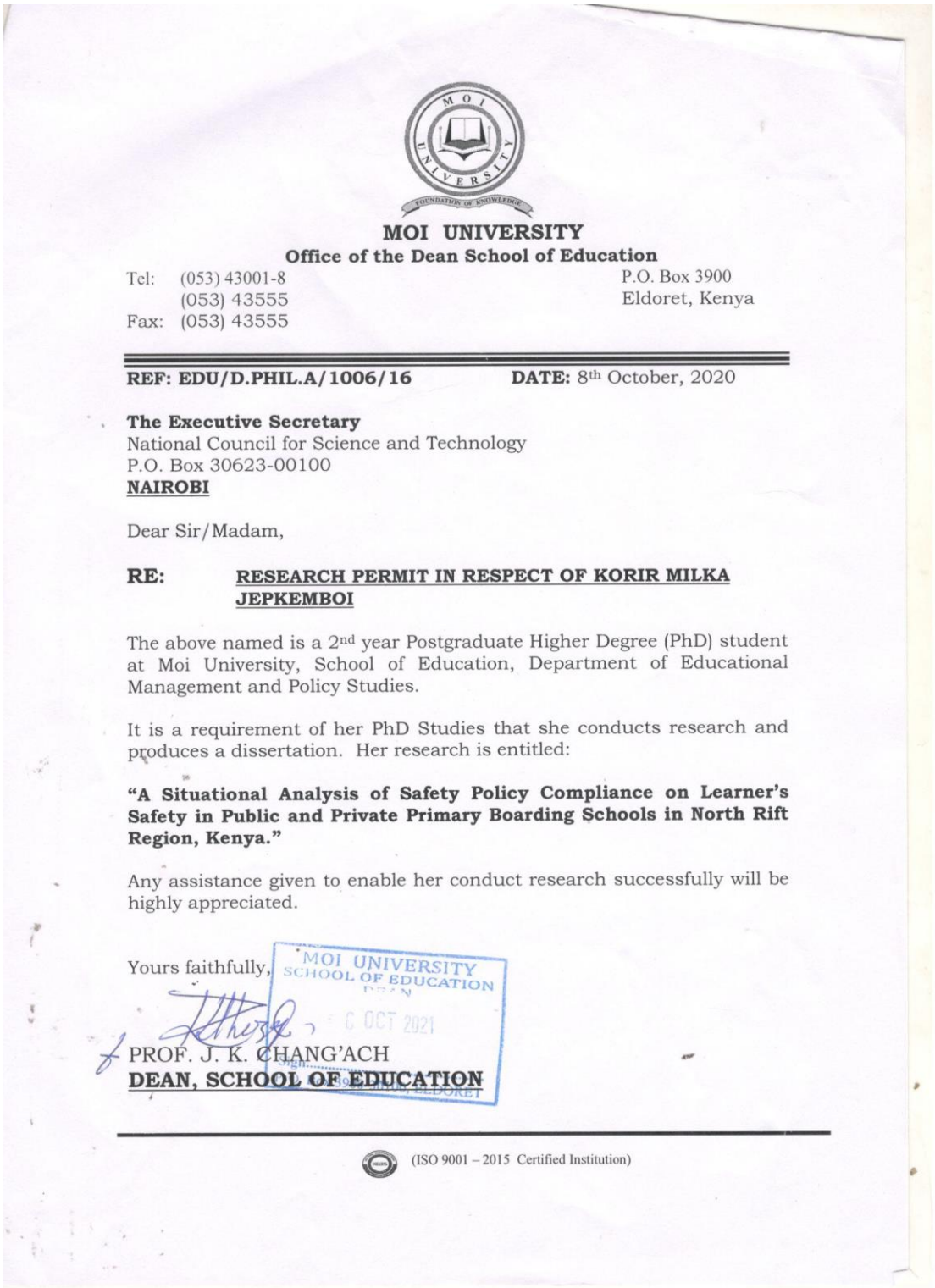
Section A: State of the physical facilities

Facility	**State**	
	According to standard	Not according to standard
Classroom		
Toilets		
Dormitories		
Kitchen		
Lighting		
Ventilations		
Bath rooms		
General safety of the school		

Section B: Other safety facilities in school

Facility	**Available**	**Not available**
Gate keeper		
Fire extinguishers		
lighting arrestors		
Play ground		
safety manual		
Safety circulars from MOE		
A copy of the education Acts		
A copy of the public health act		
Inspection minutes from QASO		
Latest minutes of the safety committee in school		

APPENDIX VIII: PERMIT APPLICATION LETTER FROM MOI UNIVERSITY



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
(053) 43555
Fax: (053) 43555

P.O. Box 3900
Eldoret, Kenya

REF: EDU/D.PHIL.A/1006/16 **DATE:** 8th October, 2020

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF KORIR MILKA JEPKEMBOI

The above named is a 2nd year Postgraduate Higher Degree (PhD) student at Moi University, School of Education, Department of Educational Management and Policy Studies.

It is a requirement of her PhD Studies that she conducts research and produces a dissertation. Her research is entitled:

"A Situational Analysis of Safety Policy Compliance on Learner's Safety in Public and Private Primary Boarding Schools in North Rift Region, Kenya."

Any assistance given to enable her conduct research successfully will be highly appreciated.

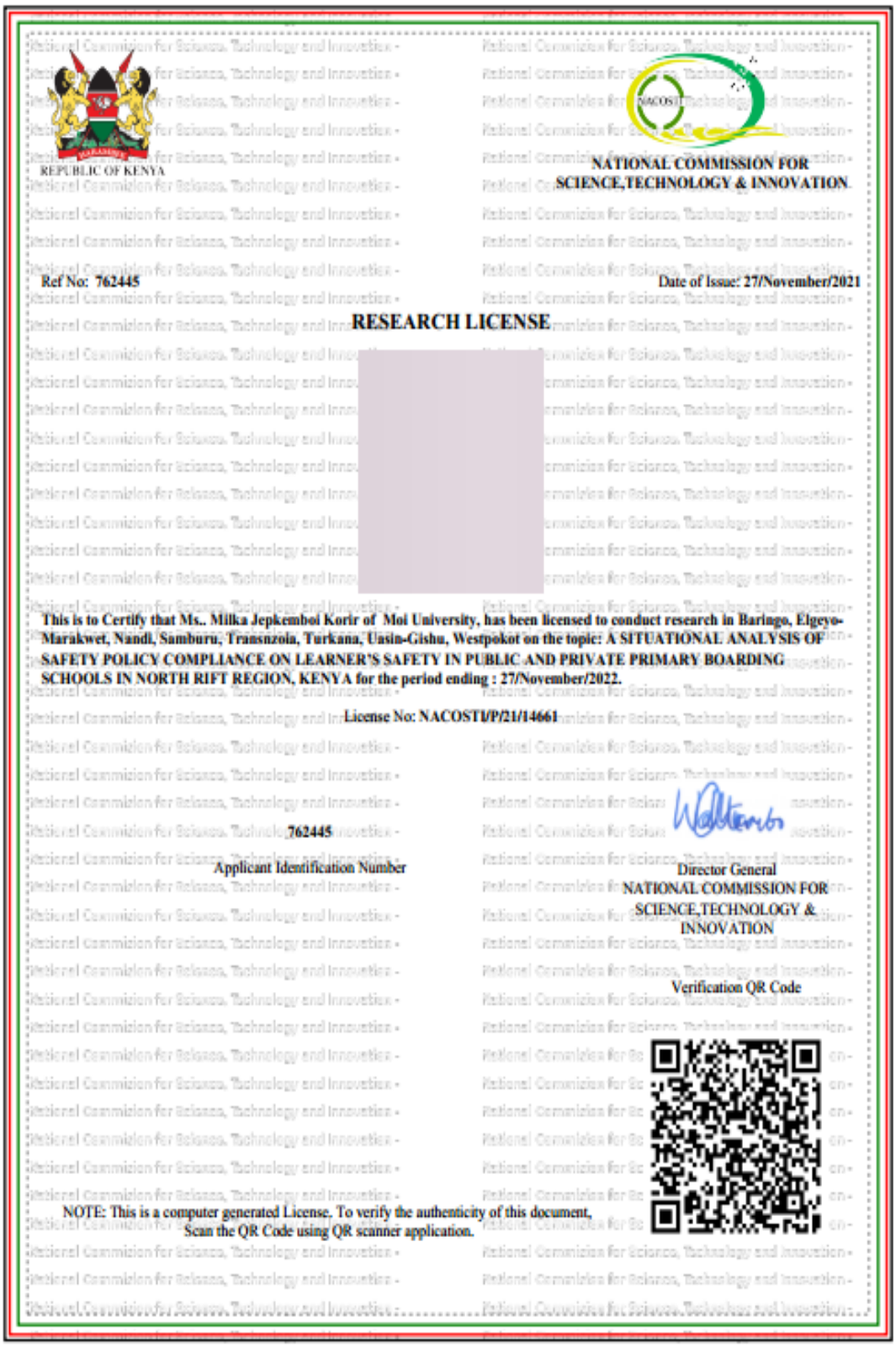
Yours faithfully,

MOI UNIVERSITY SCHOOL OF EDUCATION DEAN 6 OCT 2021 P.O. BOX 3900, ELDORET

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION

(ISO 9001 – 2015 Certified Institution)

APPENDIX IX: NACOSTI RESEARCH LICENSE



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 762445

Date of Issue: 27/November/2021

RESEARCH LICENSE

This is to Certify that Ms.. Milka Jepkemboi Korir of Moi University, has been licensed to conduct research in Baringo, Elgeyo-Marakwet, Nandi, Samburu, Transnzoia, Turkana, Uasin-Gishu, Westpokot on the topic: A SITUATIONAL ANALYSIS OF SAFETY POLICY COMPLIANCE ON LEARNER'S SAFETY IN PUBLIC AND PRIVATE PRIMARY BOARDING SCHOOLS IN NORTH RIFT REGION, KENYA for the period ending : 27/November/2022.

License No: NACOSTI/P/21/14661

762445

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX X: MINISTRY OF EDUCATION AUTHORIZATION LETTER ELGEYO MARAKWET COUNTY

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

TELEGRAM:.....
TELEPHONE NO: 0534142207
WHEN REPYLING PLEASE QUOTE OUR REFERENCE
EMAIL: *cdeelgeyomarakwet@gmail.com*

COUNTY DIRECTOR OF EDUCATION
ELGEYO MARAKWET COUNTY
P.O. BOX 214-30700
ITEN

DATE: 7th December, 2021

REF No: *CDE/EMC/R/26/VOL.III/(58)*

Milka Jepkemboi Korir
Moi University
Office of the Dean School of Education
P.O. Box 3900
Eldoret -Kenya

RE: RESEARCH AUTHORIZATION- MILKA JEPKEMBOI KORIR

Following the authorization by the National Commission for Science, Technology and Innovation **(NACOSTI)** to carry out research in **Elgeyo Marakwet County** Vide Authority letter **Ref. No. NACOSTI/P/ 21/14661** dated **27th November, 2021** you are hereby formally granted authority by this office to proceed with your study on ***"A situational Analysis of safety Policy Compliance* on *Learners' Safety in Public and Private Primary Boarding Schools in North Rift Region,* Kenya *in Elgeyo Marakwet County for*** a period ending **27th November, 2022.**

You are further required to report to the Sub-County Directors of Education –Elgeyo Marakwet County.

FOR: COUNTY DIRECTOR OF EDUCATION
ELGEYO MARAKWET
P. O. Box 214 - 30700,
ITEN.

Kiprop Cheruiyot
For: County Director of Education
ELGEYO MARAKWET

Copy to:-
1. The Director General/CEO -NACOSTI
2. The Sub-County Directors of Education- **Elgeyo Marakwet County**

ISO 9001 SYSTEM CERTIFICATION SGS

APPENDIX XI: ELGEYO MARAKWET COUNTY COMMISSIONER AUTHORIZATION LETTER

THE PRESIDENCY
MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE,
ELGEYO-MARAKWET COUNTY,
P.O. BOX 200-30700
ITEN

Telephone: (053) 42007
Fax : (053) 42289
E-mail: ccelgeyomarakwet@yahoo.com
ccelgeyomarakwet@gmail.com
When replying please quote

PUB.CC.24/2 VOL.III/83 **7th December, 2021**

Ref..... Date.....

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

Milka Jepkemboi Korir

This is to confirm that the above named has been authorized to carry out a research on "***A Situational analysis of safety Policy compliance on learner's safety in Public and private primary boarding schools in North Rift Region, Kenya in Elgeyo Marakwet county).***" for a period ending 27th November, 2022.

Please accord her the necessary assistance.

COUNTY COMMISSIONER
ELGEYO MARAKWET COUNTY

Eric N. Chege
For: County Commissioner,
ELGEYO MARAKWET.

c.c. All Deputy County Commissioners
Elgeyo Marakwet.

APPENDIX XII: MINISTRY OF EDUCATION AUTHORIZATION LETTER NANDI COUNTY

REPUBLIC OF KENYA

MINISTRY OF EDUCATION STATE DEPARTMENT FOR EARLY LEARNING AND BASIC EDUCATION

Email: cdenandicounty@yahoo.com
Telephone: 0773044624
When replying please quote

Ref: NDI/CDE/RESEARCH/1/VOL.111/5

County Director of Education
NANDI COUNTY,
P. O. Box 36-30300,
KAPSABET.

Date: 6th December, 2021

Ms. Milka Jepkemboi Korir
Moi University,
P.O Box 3900
ELDORET.

RE: RESEARCH AUTHORISATION

Reference is made to the National Commission for Science, Technology and Innovation's letter Ref: No. **NACOSTI/P/21/14661** dated 27th December, 2021.

The above named person has been granted permission by the County Director of Education to carry out research on ***"A situational Analysis of Safety Policy Compliance on Learner's Safety in Public and Private Primary Boarding Schools in North Rift Region, Nandi County*** for the period ending **27th December, 2022.**

Kindly provide her all necessary support she requires.

For: County Director of Education
NANDI COUNTY

Clare Kusa
For: County Director of Education,
NANDI COUNTY.

APPENDIX XIII: NANDI COUNTY COMMISSIONER AUTHORIZATION LETTER

OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Tel: 053 5252621, 5252003, Kapsabet
Fax No. 053 – 5252503
E-mail:
nandlcountycommissioner@gmail.com
When replying, please quote

Ref: No. NC.EDU/4/3/VOL.1/(118)

County Commissioner's Office,
Nandi County
P.O. Box 30,
KAPSABET.

6th December, 2021

Ms. Milka Jepkemboi Korir
Moi University
P.O. Box 3900 - 30100
ELDORET.

RE: RESEARCH AUTHORIZATION

This is in reference to Research License No. NACOSTI/P/21/14661 dated 27th November, 2021 from the Director General, National Commission for Science, Technology and Innovation on the above subject matter.

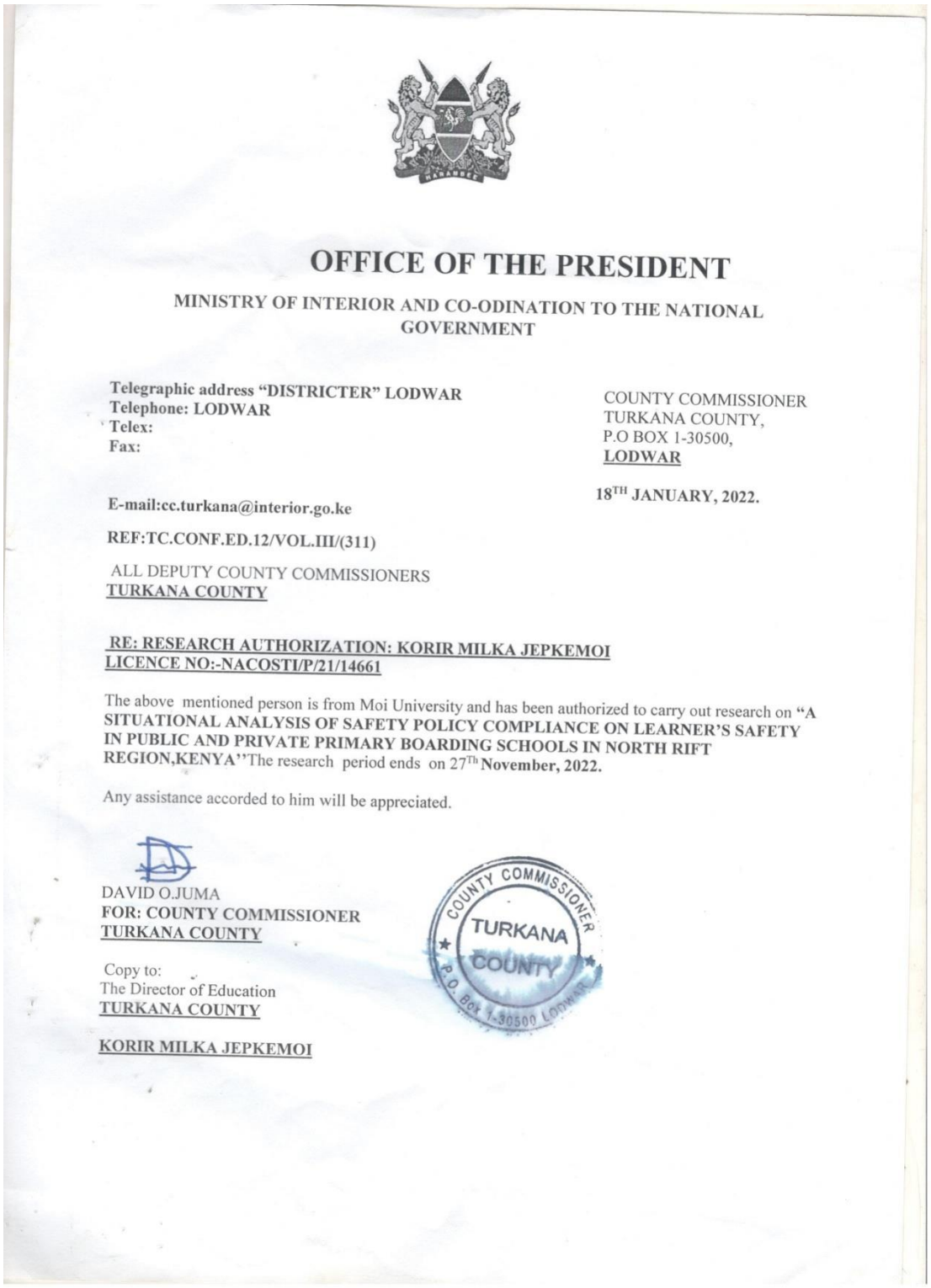
You are hereby authorized to conduct a research on **"A situational analysis of safety policy compliance on learner's safety in Public and Private Primary Boarding Schools in North Rift Region"** for the period ending 27th November, 2022.

Wishing you all the best.

THE COUNTY COMMISSIONER NANDI.

OBED MOSE
For: COUNTY COMMISSIONER
NANDI.

APPENDIX XIV: MINISTRY OF EDUCATION AUTHORIZATION LETTER TURKANA COUNTY



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND CO-ODINATION TO THE NATIONAL GOVERNMENT

Telegraphic address "DISTRICTER" LODWAR
Telephone: LODWAR
Telex:
Fax:

E-mail:cc.turkana@interior.go.ke

COUNTY COMMISSIONER
TURKANA COUNTY,
P.O BOX 1-30500,
LODWAR

18TH JANUARY, 2022.

REF:TC.CONF.ED.12/VOL.III/(311)

ALL DEPUTY COUNTY COMMISSIONERS
TURKANA COUNTY

RE: RESEARCH AUTHORIZATION: KORIR MILKA JEPKEMOI
LICENCE NO:-NACOSTI/P/21/14661

The above mentioned person is from Moi University and has been authorized to carry out research on **"A SITUATIONAL ANALYSIS OF SAFETY POLICY COMPLIANCE ON LEARNER'S SAFETY IN PUBLIC AND PRIVATE PRIMARY BOARDING SCHOOLS IN NORTH RIFT REGION,KENYA"**The research period ends on 27Th **November, 2022.**

Any assistance accorded to him will be appreciated.

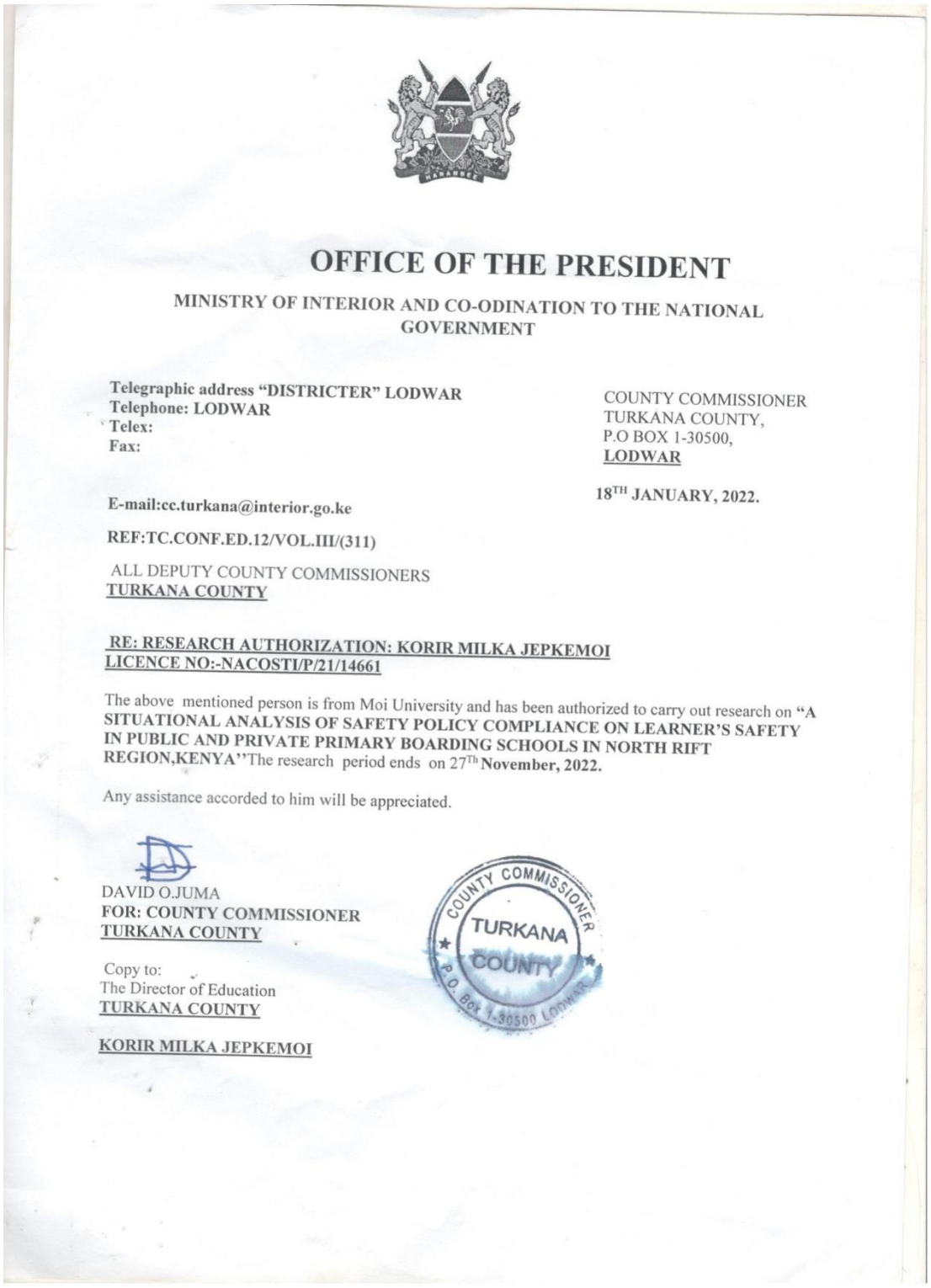
DAVID O.JUMA
FOR: COUNTY COMMISSIONER
TURKANA COUNTY

COUNTY COMMISSIONER TURKANA COUNTY P.O. Box 1-30500 LODWAR

Copy to:
The Director of Education
TURKANA COUNTY

KORIR MILKA JEPKEMOI

APPENDIX XV: TURKANA COUNTY COMMISSIONER AUTHORIZATION LETTER



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND CO-ODINATION TO THE NATIONAL GOVERNMENT

Telegraphic address "DISTRICTER" LODWAR
Telephone: LODWAR
Telex:
Fax:

E-mail:cc.turkana@interior.go.ke

COUNTY COMMISSIONER
TURKANA COUNTY,
P.O BOX 1-30500,
LODWAR

18TH JANUARY, 2022.

REF:TC.CONF.ED.12/VOL.III/(311)

ALL DEPUTY COUNTY COMMISSIONERS
TURKANA COUNTY

RE: RESEARCH AUTHORIZATION: KORIR MILKA JEPKEMOI
LICENCE NO:-NACOSTI/P/21/14661

The above mentioned person is from Moi University and has been authorized to carry out research on **"A SITUATIONAL ANALYSIS OF SAFETY POLICY COMPLIANCE ON LEARNER'S SAFETY IN PUBLIC AND PRIVATE PRIMARY BOARDING SCHOOLS IN NORTH RIFT REGION,KENYA''**The research period ends on 27Th **November, 2022.**

Any assistance accorded to him will be appreciated.

DAVID O.JUMA
FOR: COUNTY COMMISSIONER
TURKANA COUNTY

COUNTY COMMISSIONER TURKANA COUNTY P.O. Box 1-30500 LODWAR

Copy to:
The Director of Education
TURKANA COUNTY

KORIR MILKA JEPKEMOI

APPENDIX XVI: MINISTRY OF EDUCATION AUTHORIZATION LETTER UASIN GISHU COUNTY

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Email: cdeuasingishucounty@gmail.com
cdeuasingishucounty@yahoo.com
When Replying please quote:

County Director of Education
Uasin Gishu County
P.O. BOX 9843-30100,
ELDORET

Ref: MOEST/UGC/TRN/9/VOL.2/295

7TH DECEMBER, 2021

MS. MILKA JEPKEMBOI KORIR
MOI UNIVERSITY,
P.O BOX 3900
ELDORET.

RE: RESEARCH AUTHORIZATION

In reference to the letter Ref. NACOSTI/P/21/14661 dated 27th November 2021, you have been granted authority to carry out research on, ***"A situational Analysis of safety policy compliance on Learner's safety in public and private primary boarding schools in North Rift Region, Kenya*** " for the period ending 27th November, 2022.

The authorities concerned are requested to give you maximum support.

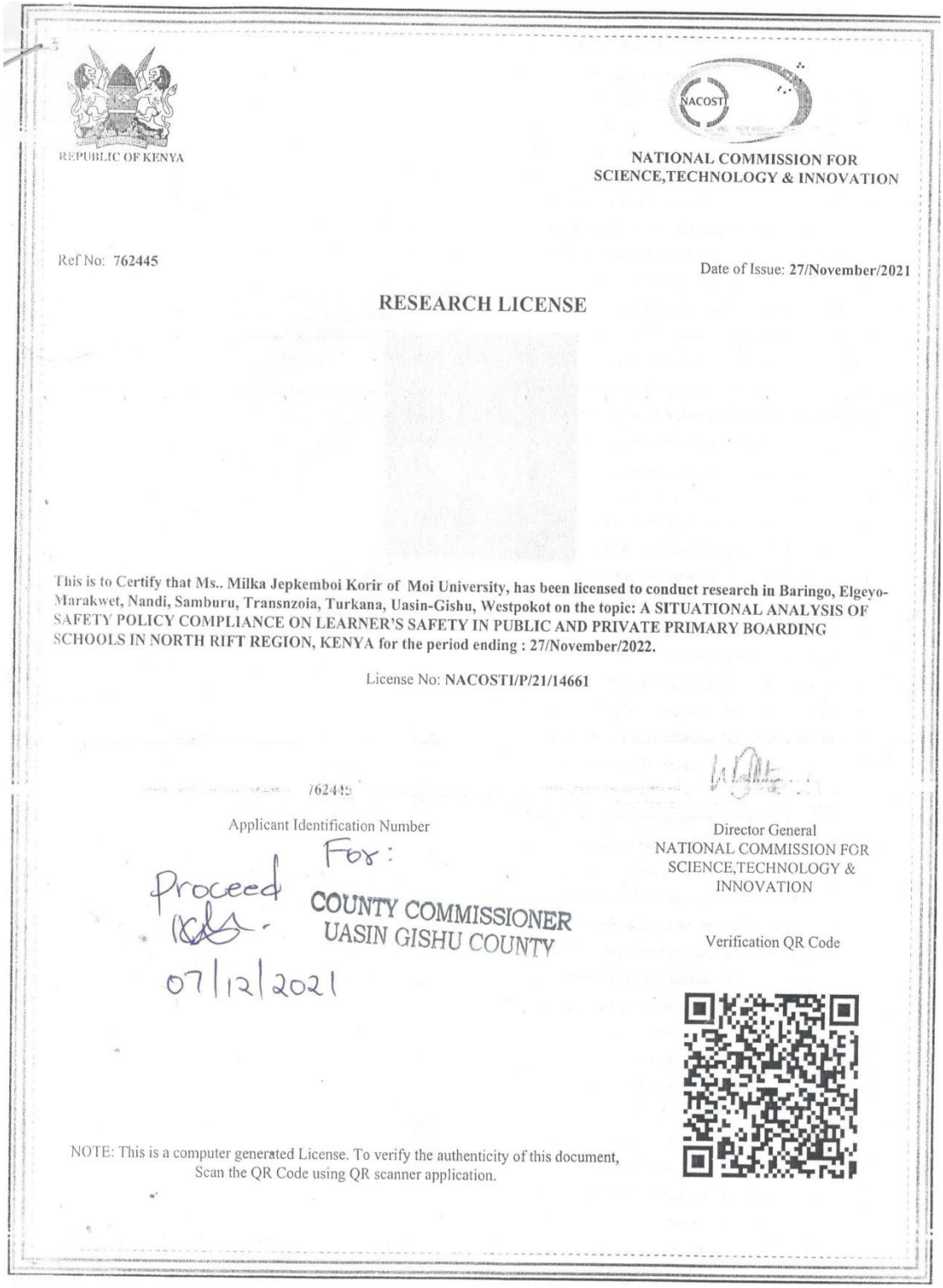
I wish you well during your research.

FOR: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU COUNTY
07 DEC 2021
P.O. Box 9843 - 30100, ELDORET
TEL: 053-2063342 / 0719127212

Samuel Kimaiyo
For: County Director of Education
UASIN GISHU

SGS

APPENDIX XVII: UASIN GISHU COUNTY COMMISSIONER AUTHORIZATION LETTER



REPUBLIC OF KENYA

NACOSTI

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 762445

Date of Issue: 27/November/2021

RESEARCH LICENSE

This is to Certify that Ms.. Milka Jepkemboi Korir of Moi University, has been licensed to conduct research in Baringo, Elgeyo-Marakwet, Nandi, Samburu, Transnzoia, Turkana, Uasin-Gishu, Westpokot on the topic: A SITUATIONAL ANALYSIS OF SAFETY POLICY COMPLIANCE ON LEARNER'S SAFETY IN PUBLIC AND PRIVATE PRIMARY BOARDING SCHOOLS IN NORTH RIFT REGION, KENYA for the period ending : 27/November/2022.

License No: NACOSTI/P/21/14661

762445

Applicant Identification Number

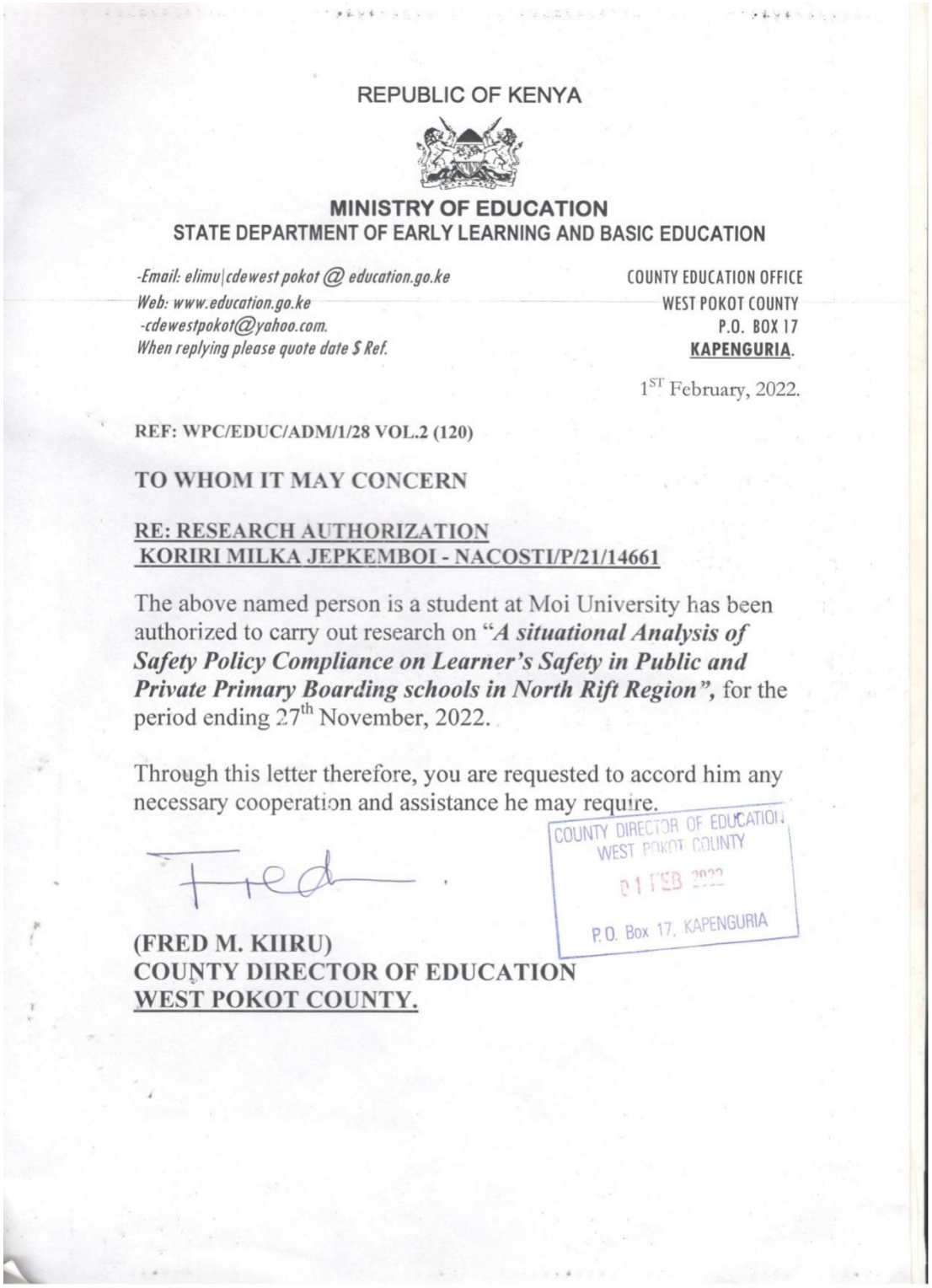
Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

For:
Proceed
COUNTY COMMISSIONER
UASIN GISHU COUNTY
07/12/2021

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX XVIII: MINISTRY OF EDUCATION AUTHORIZATION LETTER WEST POKOT COUNTY



REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

-Email: elimu|cdewest pokot @ education.go.ke
Web: www.education.go.ke
-cdewestpokot@yahoo.com.
When replying please quote date $ Ref.

COUNTY EDUCATION OFFICE
WEST POKOT COUNTY
P.O. BOX 17
KAPENGURIA.

1ST February, 2022.

REF: WPC/EDUC/ADM/1/28 VOL.2 (120)

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
KORIRI MILKA JEPKEMBOI - NACOSTI/P/21/14661

The above named person is a student at Moi University has been authorized to carry out research on "***A situational Analysis of Safety Policy Compliance on Learner's Safety in Public and Private Primary Boarding schools in North Rift Region",*** for the period ending 27th November, 2022.

Through this letter therefore, you are requested to accord him any necessary cooperation and assistance he may require.

COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY
21 FEB 2022
P.O. Box 17, KAPENGURIA

(FRED M. KIIRU)
COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY.

APPENDIX XIX: WEST POKOT COUNTY COMMISSIONER AUTHORIZATION LETTER

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegrams: "DISTRICTER"
COUNTY COMMISSIONER
Telephone
Email: ccwestpokot@gmail.com

County Commissioner
West Pokot County,
P.O BOX 1-30600,
KAPENGURIA.

REF: OOP.CC.ADM.15/14 VOL.II/46

2nd February, 2022

All Deputy County Commissioners
WEST POKOT COUNTY

RE: RESEARCH AUTHORIZATION
KORIR MILKA JEPKEMBOI – LICENSE NO: NACOSTI/P/21/14661

Reference is made to the Director General National Commission for Science, Technology and Innovation letter Ref. No. 762445 of 27th November, 2021 on the above subject.

This is to inform you that the above named person of Moi Univesity has been duly authorized to carry out research on ***"A situational Analysis of Safety Policy Compliance on Learner's Safety in Public and Private Primary Boarding Schools in North Rift Region)"*** *for the period ending* **27th November, 2022.**

The purpose of this letter therefore, is to request you to accord her your cooperation, guidance and necessary assistance she may require during her tour of research.

COUNTY COMMISSIONER
WEST POKOT COUNTY

(A.K. LUNALO)
FOR: COUNTY COMMISSIONER
WEST POKOT COUNTY

Copy to:

COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY

KORIR MILKA JEPKEMBOI

APPENDIX XX: MINISTRY OF EDUCATION AUTHORIZATION LETTER SAMBURU COUNTY

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegram: "EDUCATION", Samburu
Fax No: 06562413
E-mail: cdesamburu@gmail.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
SAMBURU COUNTY
P O BOX 327 - 20600
MARALAL

REF: CDE/SBUC/GEN.8 /VOL.1/3

5th JANUARY, 2022.

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORISATION – KORIR MILKA JEPKEMBOI – LISCENCE NO: NACOSTI/P/21/14661.

Reference is made to the Director General National Commission for Science, Technology and Innovation letter Ref.No. 762445 of 27th November, 2022 on the above subject.

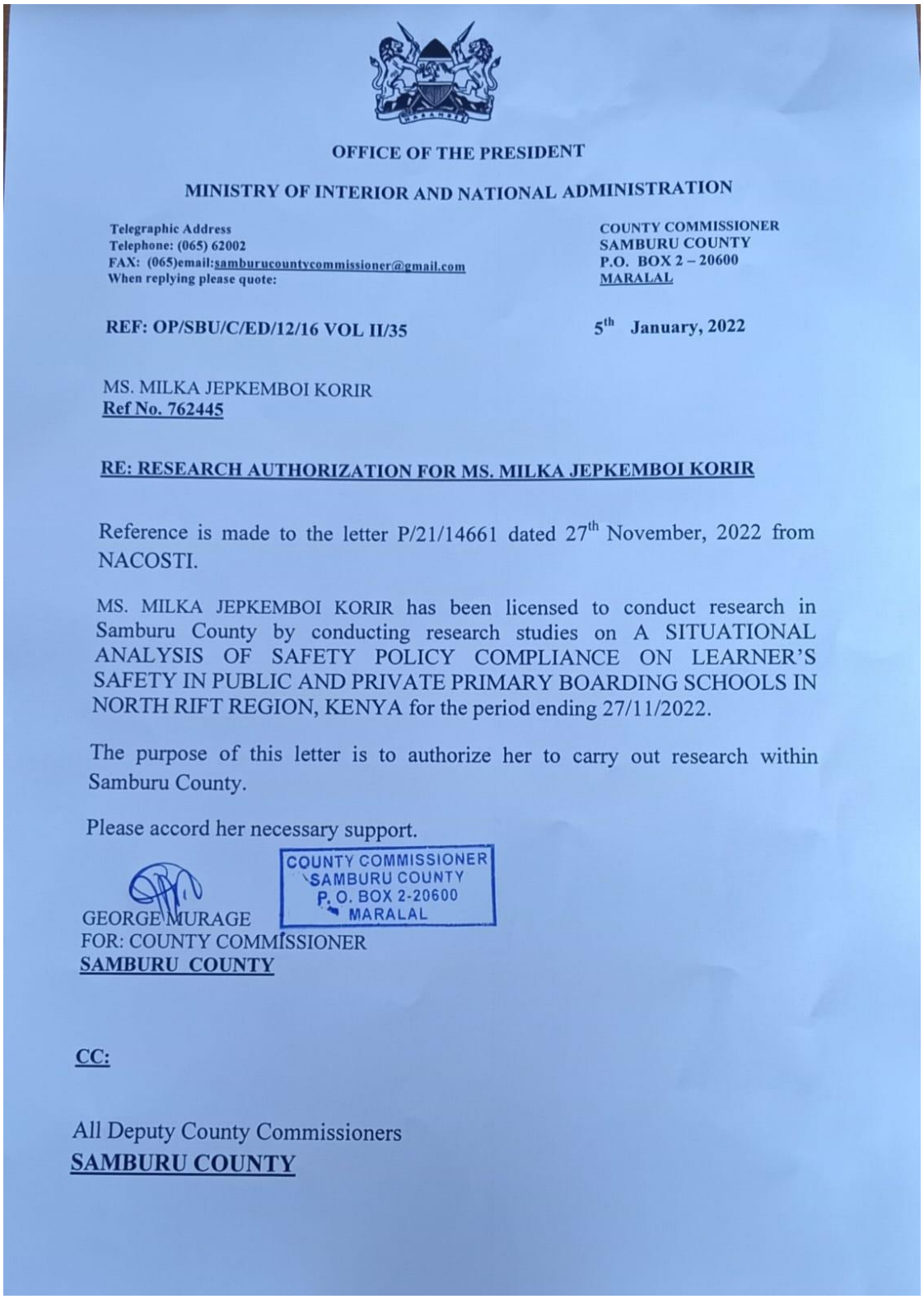
The bearer of this letter Korir Milka Jepkemboi of Moi Universiry has been granted authority to conduct research on the topic: **A SITUATION ANALYSIS OF SAFETY POLICY COMPLIANCE ON LEARNER's SAFETY IN PUBLIC AND PRIVATE PRIMARY BOARDING SCHOOLS IN NORTH RIFT REGION,** for the period ending 27th November 2022.

Kindly accord her the necessary assistance and hopefully she will share her findings with the County Education Office and Samburu County at large.

COUNTY DIRECTOR OF EDUCATION
SAMBURU COUNTY
P.O. BOX 327-20600
MARALAL

DAVID .K. KOECH
COUNTY DIRECTOR OF EDUCATION
SAMBURU COUNTY.

APPENDIX XXI: SAMBURU COUNTY COMMISSIONER AUTHORIZATION LETTER



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Telegraphic Address
Telephone: (065) 62002
FAX: (065)email:samburucountycommissioner@gmail.com
When replying please quote:

COUNTY COMMISSIONER
SAMBURU COUNTY
P.O. BOX 2 – 20600
MARALAL

REF: OP/SBU/C/ED/12/16 VOL II/35

5th January, 2022

MS. MILKA JEPKEMBOI KORIR
Ref No. 762445

RE: RESEARCH AUTHORIZATION FOR MS. MILKA JEPKEMBOI KORIR

Reference is made to the letter P/21/14661 dated 27th November, 2022 from NACOSTI.

MS. MILKA JEPKEMBOI KORIR has been licensed to conduct research in Samburu County by conducting research studies on A SITUATIONAL ANALYSIS OF SAFETY POLICY COMPLIANCE ON LEARNER'S SAFETY IN PUBLIC AND PRIVATE PRIMARY BOARDING SCHOOLS IN NORTH RIFT REGION, KENYA for the period ending 27/11/2022.

The purpose of this letter is to authorize her to carry out research within Samburu County.

Please accord her necessary support.

COUNTY COMMISSIONER
SAMBURU COUNTY
P. O. BOX 2-20600
MARALAL

GEORGE MURAGE
FOR: COUNTY COMMISSIONER
SAMBURU COUNTY

CC:

All Deputy County Commissioners
SAMBURU COUNTY

APPENDIX XXII: MINISTRY OF EDUCATION AUTHORIZATION LETTER BARINGO COUNTY

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

OFFICE OF THE COUNTY DIRECTOR
(**BARINGO COUNTY**).

Our Email: countyedubaringo@gmail.com
Tel / Fax: 053/21282

P.O. BOX 664
KABARNET

REF: CDE/BAR/RESEARCH.GEN/VOL..I/2022

29/11/2022

Ms. Milka Jepkemboi Korir
Moi University

RE : RESEARCH AUTHORIZATION

Reference is made to your request letter Ref. No. 762445 dated 27/11/2021 on the above subject.

I am pleased to inform you that you have been authorized to carry out research on ***"A situational analysis of safety policy compliance on learner's safety in public and private primary boarding schools in North Rift Region"*** *for* a period ending 27/11/2022.

Thank you.

For: COUNTY DIRECTOR OF EDUCATION
BARINGO
P. O. Box 664 - 30400
KABARNET

George Ngao
For : County Director of Education
Baringo County

APPENDIX XXIII: BARINGO COUNTY COMMISSIONER AUTHORIZATION LETTER

OFFICE OF THE PRESIDENT

Telephone. 053-21285
Fax. (053)-21285
E-Mail:
baringocountycommissioner@yahoo.com
baringocountycommissioner@gmail.com

When replying please quote:

REF.NO: **ADM.18/2 VOL.III/48**

MINISTRY OF INTERIOR
AND CO-ORDINATION
OF
NATIONAL GOVERNMENT

COUNTY COMMISSIONER'S OFFICE,
BARINGO COUNTY,
P.O. BOX 1 - 30400
KABARNET.

20TH JANUARY, 2022

All Deputy County Commissioners
BARINGO COUNTY

RE: RESEARCH AUTHORIZATION

Reference is made to letter Ref. No.762445 dated 27th November, 2021 from the Director General, National Commission for Science Technology and Innovation.

This is to confirm that **Ms. Milka Jepkemboi** of **Moi University** has been licenced to conduct research in Baringo County on the topic "***A Situational Analysis of Safety Policy Compliance on Learner's Safety in Public and Private Primary Boarding Schools in North Rift Region***" for the period ending 15th November, 2022.

Please accord her necessary support.

R. M. RATEMO
For: COUNTY COMMISSIONER
BARINGO COUNTY

COUNTY COMMISSIONER
BARINGO COUNTY
P. O. Box 1 - 30400, KABARNET

CC:

Ms. Milka Jepkemoi
MOI UNIVERSITY

APPENDIX XXIV: MINISTRY OF EDUCATION AUTHORIZATION LETTER TRAN ZOIA COUNTY

REPUBLIC OF KENYA
Ministry of Education
State Department of Early Learning and Basic Education

Telegrams: .....
Telephone: Kitale 054-31653 – 30200
Fax: 054-31109
Email: transnzoiacde@gmail.com
When replying please quote:

County Director of Education
Trans Nzoia
P.O. Box 2024 – 30200
KITALE

Ref. No. TNZ/CNT/CDE/R.GEN/1/VOL.II/135

Date: 8th December, 2021

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – MILKA JEPKEMBOI KORIR

This office acknowledges receipt of a letter on the above subject Ref. No. **762445** dated **27th November, 2021.**

Milka Jepkemboi Korir of Moi University is authorized to carry out research on **"A Situational Analysis of Safety Policy Compliance on Learner's Safety in Public and Private Primary Boarding Schools"** in Trans-Nzoia County for a period ending **27th November, 2022.**

The purpose of the letter is to request you to accord her the necessary assistance.

DR. S. W. MAINA (PhD)
COUNTY DIRECTOR OF EDUCATION
TRANS-NZOIA COUNTY

APPENDIX XXV: TRAN ZOIA COUNTY COMMISSIONER AUTHORIZATION LETTER

THE PRESIDENCY

MINISTRY OF INTERIOR
AND
CO-ORDINATION OF
NATIONAL GOVERNMENT

Telephone: 054 – 30020
Fax No: 054 – 30030
E-mail: cctransnzoiacounty@yahoo.com
When replying please quote:

COUNTY COMMISSIONER'S OFFICE
TRANS NZOIA COUNTY
P.O Box 11
KITALE

TNZC/CONF/ED/12/2/VOL.IV(114)

8th December, 2021

ALL DEPUTY COUNTY COMMISSIONERS
TRANS NZOIA COUNTY

RESEARCH AUTHORIZATION

This is to inform you that **Ms. Milka Jepkemboi Korir of Moi University** has been authorized by National Commission for Science, Technology and Innovation to carry out research on **"A Situational Analysis of Safety Policy Compliance on Learner's Safety in Public and Private Primary Boarding Schools in Trans Nzoia County"** for the period ending **27th November, 2022.**

Kindly accord her the necessary assistance that she may require.

COUNTY COMMISSIONER
TRANS-NZOIA COUNTY
P. O. Box 11 - 30200 KITALE

POLINE GAKIP
FOR: COUNTY COMMISSIONER
TRANS NZOIA

Cc
County Director of Education
TRAN NZOIA

County Secretary
COUNTY GOVERNMENT OF TRANS NZOIA