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**STRATEGIES USED TO ENHANCE SAFE SCHOOL ENVIRONMENT IN
PUBLIC SECONDARY SCHOOLS IN AWENDO DISTRICT, MIGORI
COUNTY, KENYA**

BY

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THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY**

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DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for certification. This research proposal has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

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DEDICATION

This research work is dedicated to my mum, son and friends. You have accorded the great support during the time of writing this project.

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I wish to thank the following people who were helpful in writing this project. First, I thank my supervisors Dr. Nyerere and Dr. Mungai for their continued guidance and shaping of this project.

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ABBREVIATIONS AND ACRONYMS

BoM	-	Board of Management
CFS	-	Child Friendly School
DEO	-	District Education Officer
DVD	-	Dissociated Vertical Deviation
FPE	-	Free primary Education
FSE	-	Free secondary Education
HIV	-	Human Immuno –Deficiency Virus
ID	-	Identity Card
KCSE	-	Kenya Certificate of Secondary Education
MOH	-	Ministry of Health
MOE	-	Ministry of Education
NGO	-	Non-Governmental Organizations
SONY	-	South Nyanza Sugar Company
SPSS	-	Statistical Package for Social Sciences
UNICEF	-	United Nations Children Education Funds
UNAIDS	-	United Nations Agencies for HIV/AIDS
UNESCO	-	United Nations Educational Science and Culture Organization
UNHCR	-	United Nations High Commissioner for Refugees

ABSTRACT

The study sought to establish strategies schools should employ towards ensuring students' safety in public secondary schools with particular reference to Awendo District in Migori County. Based on the purpose of the study, it was to determine how schools are prepared in ensuring the safety of the students, considering the safety as stipulated by the Ministry of Education. For this study, the objectives were to identify indicators for safe school environment, determine factors leading to unsafe school environment and to establish strategies for promoting safe school environment with particular reference to secondary schools in Awendo District. A descriptive survey design was employed to conduct this study. The target population constituted 22 public secondary schools, 360 Teachers, 22 Principals and 6,852 students Awendo District. The sample of the respondents was 48 Teachers, 8 Principals and 160 students. Data was collected using questionnaires and observation schedules and presented in simple tables. When a pilot study was carried out in one of the secondary schools, a correlation of 0.79 was obtained hence the instruments were considered reliable. Data was analyzed qualitatively and quantitatively. Qualitative analysis used descriptive technique and data narrations and quantitative analysis used SPSS, statistical technique, graphical and measuring of numerical values to organize data. The findings of the study indicate that even though a regular spot-check was undertaken, health and medical attention was inadequate in the school schools. The findings from observation schedule reveal that drainage systems in secondary schools were poorly managed since canals of unclean water were observed. It was evident that possible causes of unsafe school environment by respondents included inadequate cleaning sanitation facilities such as gloves, inadequate trained teacher in health education, and lack of regular inspection of water points by the health and education ministries, inadequate safe water for drinking and consumption of food outside the school by students.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, problem statement, purpose of the study, research questions, research objectives, assumptions of the study, limitations and delimitations, theoretical framework and conceptual framework of the study.

1.1 Background of the Study

To an extended level, the future of this nation depends on the quality of education and training children are enabled to receive. It is in this perception that the government has dedicated itself to provide quality education. However, safe and secure learning and teaching hasn't been achieved for learners and teachers respectively. As observed by Makenzi and Rutto (2008), since 1997, Kenya schools have seen an epidemic of violence. As never before learners are assaulting and killing other learners. A number of learners have died or have been wounded in the hands of their fellow learners. There have also been the number of schools burnt and property destroyed which runs into millions of shillings. Hence an escalation of violence in schools environment.

The safety of learners is the most essential measure towards effective teaching and learning activities in majority of schools. In most cases, students spend most of their valuable time in schools. In Kenya due to staff competition for academic excellence, schools extend students' learning time through holiday and weekend tuition programmes. With this changing academic life-style, learners appear in their homes like visitors. This reverse in school-home roles therefore calls for school administration to put in measures

to enhance environmental safety. School safety should be treated as priority by promoting safety measures to reduce accidents. In the recent past, the country has witnessed incidences of fire outbreaks in some schools, for instance, the fire outbreak which occurred at Asumbi Girls Boarding in August, 2012 where eight students were burnt to death in their dormitory. Another incident of fire outbreak was at Maranda High School a month later. Such incidences would have been avoided if the school had put in place proper safety measures. These are just but some few examples of schools which have had fire incidences and it is a reminder that most public boarding schools are disasters in waiting. Some secondary schools in Awendo have experienced some minor fire outbreaks which have been put out before they could cause great damage. Other past incidences that have occurred in secondary schools in Kenya confirm how unsafe the schools environments have been are as follows:

In the year 1991, male students at Kiziti High School allegedly set dormitory ablaze and forcefully defiled over 70 girls of tender age of less than 16 years (Simatwa, 2007). He also noted that a similar case occurred in 1999 where male students in Nyeri High School instantly killed four prefects through petrol after locking them up in their cubicles at night. As well, a worst incident occurred when 68 students at Kyanguli Secondary school were allegedly burnt to death by 2 boys who petrol bombed the school (Owinyo, 2008). Other documented arson attacks are those of Nandi's Lelmokwo and Cherangany Schools, Coastal Shimo la Tewa, Kuria's Isebania and Ramba in Nyanza. (Ouko, PPA News, 2003). In 2006 again, approximately over 15 girls, in a girls' school, were raped as students staged a protest march in the cold night (Owinyo, 2008). All the above

mentioned incidences have made the Kenyan Secondary schools to be considered to unsafe environments for learning.

Such reasons as overloaded curriculum, drugs abuse, poor conditions of living in schools, lack of effective Guidance and Counseling services, academic pressure, adolescence, mass media and perfection of parental responsibility were the major reasons advanced by different stakeholders as the underlying root causes of these damages. In order to calm the situation, the Education Minister listed a ban of mobile phones in schools, and expulsion of student victims of crime, and obviously holiday tuition was banned. However, this step did not appear to address the real cause of strikes in schools. The act against corporal punishment also created an impression amongst the students that they could just break rules of the school and go scot-free (Makenzi and Rutto, 2008).

Another intervening measure that Education Ministry has employed is the introduction of Child Friendly School initiative which was launched in 2002 by the Ministry of Education and UNICEF. This was an initiative to improve the quality of learning and management in schools, creating a child-friendly environment. In trying to harmonize basic quality education, schools have been facing challenges of providing safety conditions in schools that will aid in qualitative education that will ensure good health and produce creative and confident and peace loving citizens (UNICEF, 2010).

Practically, the media does not report all unsafe incidences in schools. Some occur quietly creating an assumption that all is well in our educational institutions, which is not true. This is a pointer to the fact that strategies used to enhance safe environment is an

issue of concern in our schools to avoid regrets when problems occur. Therefore this study sought to establish strategies used to enhance safe school environment in secondary schools with particular reference to Awendo District, Migori County.

1.2 Statement of the Problem

UNICEF –Kenya (2010) noted that children have diverse needs and therefore they should be provided with an environment that does not discriminate and be provided with competent and skilled teachers. A safe school environment is a learner friendly environment which ensures that every student has an environment that is physically safe, emotionally secure and psychologically enabling. It is clear that stakeholders in the Ministry of Education foster safety in order to secure the environment of school and facilitate quality education through improved retention and completion rate. Therefore immediate actions are required to ensure that achievement gained in education are retained and that effective and quality education ensured throughout the country by having safe school environments. This study therefore aimed at identifying strategies that would enhance safe school environment in secondary schools in Awendo District, Migori County which had not been done before.

1.3 Purpose of the Study

The purpose of this study was to establish the strategies used to enhance safe school environment in secondary schools in Awendo District, Migori County, Kenya.

1.4 Research Objectives

The following objectives guided the study

- i. To identify indicators of safe school environment
- ii. To determine factors leading to unsafe school environment
- iii. To establish strategies for promoting safe school environment

1.5 Research Questions

Based on the above objectives, the following questions were answered by the study:

1. What are the indicators of safe school environment?
2. What are the factors that lead to unsafe school environment?
3. What are the strategies for promoting safe school environment?

1.6 Significance of the Study

The findings of this study would be of significance to a number of stakeholders in education sector. Firstly, education planners might appreciate the influence of unsafe school environment on the learners and hence take appropriate measures to reverse the situation in schools. Secondly, it is hoped that the school managers may strive to improve performance by improving the school environment. It is also hoped that the school managers would use the findings to sensitize learners, teachers and general public on the influence of unsafe environment on academic performance of students. Thirdly, the findings would also replenish the data bank on school environment and safety, and students' academic performance. Lastly, findings of the study might stimulate interest of future researchers to undertake further investigations in this field to come up with more solutions to the problems.

1.7 Assumptions of the study

- i. All students in secondary schools in Awendo District were provided with similar learning environments.
- ii. All the interviewees were cooperative and reliable in providing the sought answers.

1.8 Limitations of the Study

A major limitation of study was that school administrators were unwilling to reveal information related to school safety because it is sensitive topic. Some schools were difficult to access due to poor roads and long distances and also insufficient funds and limited time inhibited full scale research.

1.9 Delimitations of the Study

The study was limited to 8 public secondary schools only. Only those teachers and students present during data collection day were used in the sample. Those absent were not included even though their contribution would have been useful. Only schools within the same environment were studied. The data collected consisted of self-reports by head teachers, teachers and students and may not correspond to their true feelings.

1.10 Theoretical Framework of the Study

The study adopted Bloom's longitudinal theory, which states that the environment is a determinant of the extent and kind of change taking place in a particular characteristic (Bloom,1964). According to Bloom, environment promotes stability and change in human characteristics. In this study, the student is assumed to interact with the

environment and in the process of interaction, she/he adapts to the surroundings which affects him/her positively or negatively. Blooms theory advocates that the behavior of the individual may be attributed to factors that are internal to the person. These are traits, which are internal to the individual influencing the individual's response to stimulation from the environment.

Bloom (1964) considered the term "environment" and suggested that it means the external forces and responses that impinge on an individual. These may include physical, intellectual forces and social conditions among learners in the school context. In this study conditions apply to the conditions of the school environment, for instance, conditions of physical facilities, health and hygiene, food, hazards etc. while these conditions which impinge on the individual applies to pressure caused by peer influence which might lead to vices like drug abuse, indiscipline, violence etc. A range of environment is concerned by providing a network of forces which engulf and play on the individual. A safe school environment should address issues of physical, mental and emotional development of the learner.

1.11 Conceptual Framework of the Study

Orodho (2009) defines conceptual framework as a model of presentation where a researcher presents the relationship between interrelated factors, which in this case, variables. Independent and dependent variables are the two most important types of variables (Orodho, 2010). The illustration on figure 1.1 shows that students' safety depends on elaborate school safety framework, influenced by health and physical facilities which are enough and in good state. One has to ensure safety framework is put

in place or safe strategies put in place to enhance safety for students in schools. As a result, safety framework effectively acts as independent variables.

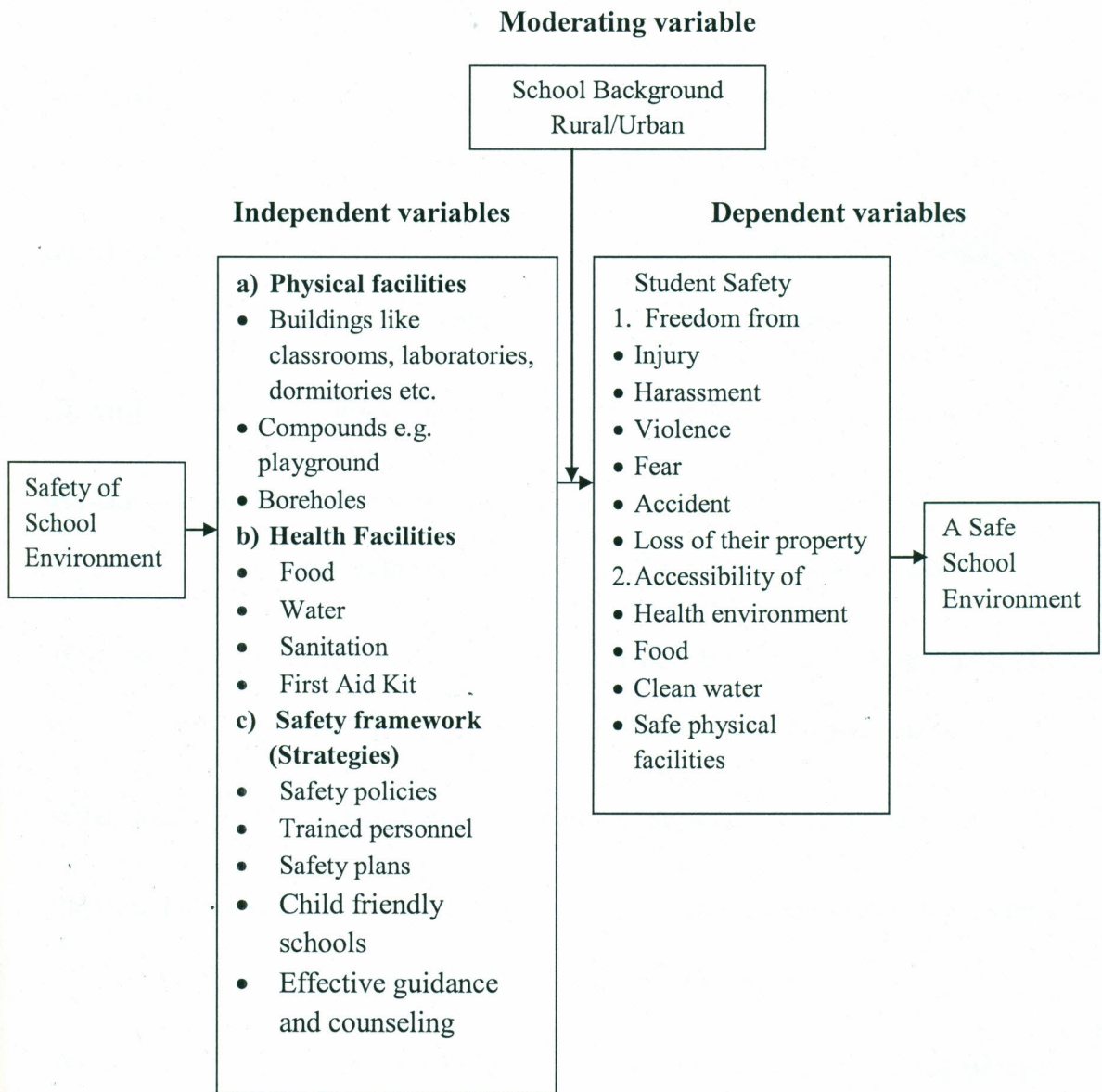


Figure 1.1: Factors Influencing Safe School Environment.

Source: Researcher

1.12 Operational Definitions of Terms

- Disaster** : A sudden accident or natural catastrophe that causes great damage or loss of life.
- Drug Abuse** : Recurrent use of illegal drugs or the misuse of prescription or over the counter drugs with negative consequences.
- Food Safety** : Refers to condition and practices that preserve the quality of food to prevent contamination and foodborne illnesses.
- Hazards** : Something that is dangerous and likely to cause damage.
- Hostile Environment:** It exists when one's behaviour within a workplace creates an environment that is difficult for another person to work in.
- Hygiene** : Refers any practice or activity that you do to keep things healthy and clean e.g. washing hands, coughing into your hands
- Indiscipline** : A situation in which people do not control their behaviour.
- Physical Infrastructure:** Stand for the physical facilities of the school. It is referred to building, grounds, furniture and apparatus.
- Safety** : The condition of being safe, freedom from danger, risk or injury.
- Violence** : Behaviour involving physical force intended to hurt damage or kill someone or something

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents definitions and significance of safety and safe school environment, indicators of safe schools, factors leading to unsafe school environment and strategies for promoting safe school environment.

2.2 Definitions of Safety and School Environment

According to an Association for Supervision and Curriculum Development (2004), school safety means the dedication of school systems to create the safest and most secure environment for learning and teaching purpose in any given situation. Safety means a condition of being free from danger, discomfort including conditions that risk injuries. For learning and teaching to take place, there is need for creation of safety in schools.

Environmental safety refers to the proper and sustainable management of the physical surroundings of the schools (Safety Standards Manual for Schools in Kenya, 2008). Proper management of the school environment entails appropriate mechanism of waste management, orderly use and replenishment of plants and animals within the school compound and enhancing a sustainable balance of biodiversity. It is therefore vital to promote warm and conducive environment free from intimidation, violence and threats (National school safety centre, 2001).

2.3 Indicators of Safe School Environment

The school is a significant personal and social environment in the lives of its students. Therefore the environment of learning must be conducive to facilitate learning and growth with respect to students' needs and identities (UNICEF, 2010). The ability of a school to be and to call itself child-friendly is directly linked to the support, participation and collaboration it receives from families. The staff members are friendly and welcoming to learners and attend to all their health and safety needs. This is an indication of a safe school environment (KESI, 2011). A steady focus on teaching and learning and high increased rate of completion are indicators of safe school environment. A safe school environment should have clean water, proper fence, adequate physical facilities, first aid kits and the learning environment should be kept free of violence (UNHCR 2007).

According to the health report by World Health Organization (WHO, 2000), Physical school environment has a strong influence on students' health for several reasons. First, the environment is one of the prime determinants of students' health: contaminated water supplies can result in diarrheal disease; air pollution can worsen acute respiratory infections and trigger asthma attacks; and exposure to lead and arsenic solvents can lead to a variety of health effects and even death. WHO (2000) outlined that the behavioural patterns of the young are distinctively different from adults and place at risk from exposure to environmental threats that adults may not face. These behaviours include not washing hands before eating and after visiting toilets. Probably, they lack the experience

to judge risks associated with their behaviours. Hence, adolescents, in particular, are more likely to take risks, such as climbing and jumping from unstable structures.

Why focus efforts through schools? Most young people throughout the world attend school and it is important to the health of these young people that they have clean drinking water, enough water to use for hygiene, adequate sanitation facilities, clean air to breathe, safe and nutritious food, and a safe place to learn and play. A safe school is one in which the total school climate allows students, teachers, administrators, staff and visitors to interact in a positive, non-threatening manner that reflects the educational mission of the school while fostering positive relationships and personal growth (Manning and Bucher 2003). On the other hand Mabie (2003) posits that a safe school is all about the environment. He reported that by providing freedom from violence year and intimidations a safe school fosters acceptance and caring in an environment where expectations for student behaviour are clearly articulated, "Consistently enforced and fairly applied".

According to Kohn and Merrow (2004), school safety encompasses more than just physical safety, it also implies intellectual of emotional safety. With intellectual safety, students know that they can say, "I don't understand," and no one will laugh at them. They also realize that they can think doubt and question what they are learning and even make mistakes in a secure environment.

2.4 Factors Leading to Unsafe School Environment

A hostile school environment is unsafe to the learners and it affects them negatively (UNICEF, 2010). Therefore, an environment that does not take care of children's welfare, disabled learners and others with special needs portrays a non-caring school and hence unsafe environment for learning. There are various factors that lead to unsafe school environment as observed by different scholars. These are as follows:

2.4.1 Drug and Substance Abuse

Drugs are chemicals that change or modify one or more body functions (KIE, 2012). Some of the abused drugs especially in school context include cocaine, marijuana, alcohol and cigarettes (Karechio, 1994). These drugs pose major effects on the learner when abused. In school, students on drugs do not only interfere with their own studies but also disrupt learning for other students. For instance, some students on drugs have been involved in school strikes that have culminated in loss of lives. Drug abusers are likely to exhibit violent behavior towards their fellow students and teachers. This affects the institution's performance and reputation (Kombo, 2005). Such an environment is quite unsafe for learning.

Taking of drugs can lead to poor academic performance in schools. Drug abusers may be shunned and made to feel inferior by the school community. This affects their performance. Drug abuse hampers learning as those on drugs lack concentration. They waste more time thinking on how to acquire more drugs. Poor performance has serious repercussions. It contributes to unemployment leading to social stratification within the education sector and country wide (Hess, 1999).

Drug abuse among students has led to health complications that at times culminated into death. Alcohol and drugs have led to health complications such as damage of major body organs such as the lungs, and liver, cancers and even death. Moreover, Students on drugs are more prone to unprotected sex and therefore more likely to acquire HIV and AIDs and unwanted pregnancies (Kombo, 2005).

2.4.2 Unsafe Physical Infrastructure

Such facilities as classrooms, toilets, office, dormitories, kitchen, water tanks, laboratories and playgrounds are prone to injury-risks if they are not appropriately equipped and properly located in the school environment. The Ministry of Education has provided guidelines on design, construction and management of infrastructure of schools as stipulated in the Safety Standards Manual for Schools, 2008.

2.4.3 Violence in School

Violence refers to the use of physical power against another person (MOE, Safety Standard Manual, 2008), and results in or has a high likelihood of resulting to injury, death, psychological harm, poor physical development or deprivation (Makenzi and Rutto, 2008). According to Owinyo (2008), the incidences of violence in school have been reported in Kenya since 1908 when the first case was reported at Maseno school 1908 (Task Force Report, 2001). Lately, the cases of violence have raised a lot of concern due to the changing nature, characteristics and increase in the number of schools involved in the incidences. In the USA, the National School Safety Centers reported that since the 1992 and 1993 school year, 270 violent death's had occurred at schools across the nation (National School Safety Centre, 2001). School violence has been a concerned for many

new and veteran teachers all over the world. This has made many secondary schools to be unsafe for learning.

2.4.4 Discriminating Children with special needs

When schools fail to effectively implement policies or programmes that support the inclusion of learners, children with special needs are excluded from learning. Inability of teachers to handle learners with special needs or abilities may also be a major contribution to the exclusion of learners. Parents or community members may also be unaware that these children need the education and should attend school.

In Kenya, many school facilities such as steps and stairways are not disability friendly, that is, there are no ramps to aid them in movement to various buildings in the school compound. Such learners are also the ones who drop out of school, because sometimes, class sizes are too large and the teacher is not able to devote enough time to their learning needs. In addition, the curriculum content, teaching methods and even the “language” of instruction (spoken or non-verbal) may not be appropriate for them (UNICEF, 2010).

KESI (2011) noted that, in 1997 schools were directed to provide an inclusive learning and the strategic plan of special education service began to develop from exclusive to inclusive learning. In Kenya and in many African countries, the school environment has not been provided with relevant facilities for learners with special needs and therefore the environment is not safe for them. Therefore the learning environment should be modified to meet the individual needs of learners in school (KESI, 2011).

2.4.5 Indiscipline in School

Community and environment, place excessive demands on teachers and impede academic performance despite the serious problems caused by students through vandalism, harassment, disruptive classroom behaviours and violence (Makenzi and Rutto, 2009). In addition to reducing challenging behaviors, there is need to assist at risk students (secondary prevention) and to stop problems before they occur (primary prevention). Discipline should be done with purpose of correction. If corrections is not achieved the purpose of discipline is lost (Bakhda, 2004). A prevention focus is important because persistent maladjustment among school-age children and adolescent is linked to criminal behavior and incarceration in adult life.

Okumbe (2007) defines discipline as the action by management to enforce organizational standards. However, in trying to enforce organizational standards in school, school administrators have faced a number of challenges. For instance, since 1997, Kenya schools have seen an epidemic of violence. As never before, learners are assaulting and killing other learners Owinyo (2008). A number of learners have died or wounded at the hands of their fellow learners. Clearly an escalation of violence in schools is a compelling reason to look at how we reach out to students. Discipline, according to Docking (1987) is a continuous issue especially in schools.

2.4.6 Hazards in School

These are tragedy events that are potentially capable of causing damage (KIE, 2012). As observed from the wider community there have been environmental hazards like the El Nino, storms and lightening attacks, which impacts heavily on school environment

(Owinyo, 2008). Some of these hazards are accidents and therefore cannot be prevented. According to MOE, Safety Standards Manual (2008), some of the factors that may lead to hazard situations in school are: slippery surfaces, wet greasy spots, cluttered floors, weak furniture, inadequate light regulation, sitting carelessly on benches, rails or balconies, sharp instruments and poor ventilation. A part from the above mentioned factors, a hostile environment is by itself a hazard. It affects the learners negatively (UNICEF, 2010).

2.4.7 Bullying

Makenzi and Rutto (2008) define bullying behavior as, when a child or group of children misuses their power to hurt other children or exclude them. The following three essential elements are always present in bullying behavior; deliberate use of aggression, unbalanced power relationship between the bully and the victim causing of physical pain and or emotional anxiety. Bullying makes the school environment very unsafe for the learners and its consequences are enormously negative. Some of the consequences of bullying are, victims development is affected, causes handicaps, self- esteem problems to victims, feelings of loneliness, social isolation, depression, some victims commit suicide, etc. It is therefore important that some measures are put in place to deal with bullying in schools in- order to create a conducive environment for learning.

2.5 Strategies for Promoting Safe School Environment

According to MOE Safety Standards Manual (2008), there are safety standards and guidelines which schools should utilize in maintaining safety and security of teaching and learning environment. Kombo (2006), points out that these learning environments

influence and determine a learner's acquisition of mental, physical and social knowledge schools should put in place. MOE Safety Standards Manual (2008) clearly outlines guidelines or strategies in certain key areas to enhance child safety. The prioritized areas of concern include hygienic condition, food safety, and safety against child abuse among others.

2.5.1 Safety on School Grounds

MOE Safety Standards Manual (2008) prefers the school grounds to be large and well managed in order to facilitate learning activities, games or sports and other manual activities. In order to ensure safe school grounds the recommended safety standards are that the school ground should be safe for use by learners at all times (MOE Safety Standards manual, 2008).

It further recommends that sharp objects that may cause unnecessary injuries to students during activities should be kept away. The play ground should be properly leveled to facilitate any activities such as sports and physical education in schools. Thus they should be properly supervised and inspected before any activity takes place to prevent injuries.

2.5.2 Safety in Physical Infrastructure

These include classrooms, offices, toilets, dormitories, libraries, laboratories and playground facilities.

Classrooms

With regards to class rooms, it is important for schools to observe safety requirements as recommended by MOE Safety Standards Manual (2008). These facilities are critical to

students' environment since they spend most of their time in them. Therefore the school should have adequate classrooms to accommodate all classes (Bakhda, 2004).

According to specification by the Ministry of Education, doorways should be constructed for emergency purposes like fire outbreak. For disability cases, the corridors of the building should be well lit and ventilated, should be wide to enable learners walk along without difficulties. Furniture should also be arranged in an orderly manner to facilitate easy movement of learners and teachers in classroom.

Dormitories

Another important physical infrastructure is dormitories. It is recommended that all doorways should be wide enough to allow easy passage in and out and should open outwards. According to MOE (2008), effective fire extinguishing equipment should be placed at the entrance and exit of the facility. Further, proper and regular inspection should be done by the teachers and the administration especially before the learners retire to bed.

Sanitation infrastructure

These facilities should be constructed away from tuition and boarding facilities to prevent the possible contamination that might occur. As well, high degree of cleanliness must be maintained and should be given consideration with separate provision for ladies and gentlemen. Proper protective measures must be put in place for washing hands after visiting of toilets.

Libraries

Libraries are also classified under physical infrastructure and therefore should meet the Ministry of Education's requirements. MOE Safety Standards Manual (2008) refers to the library as the centre of academic life of the school. Hence, when locating a library, it should be in a quiet place, have adequate space and well ventilated to prevent suffocation especially during crowding.

2.5.3 Health and Hygiene

It is obvious that effective teaching and learning in the school context requires good health and nutrition (UNICEF, 2010). Learners concentrate and can easily grasp concepts during teaching/learning process due to good health. Therefore it is the responsibility of the school organization to provide learners with safe and healthful needs that would make them have a supportive learning environment.

2.5.4 Safety in School Environment

This is the proper and sustainable management of the surrounding of the school. Safety Standards Manual for schools in Kenya (MOE, 2008) provides that in order to develop learners' social skills, there is needed to promote their concentration on learning through providing safe environment.

2.5.5 Food Safety

Food safety aids in consuming a wholesome food that promotes better body function among students which in turn promotes effective learning. (KIE, 1997). According to

UNICEF (2010), learners who consume a safe and balanced diet food are more likely to enjoy and become successful in their learning.

For a learner to have access to safe food such crucial strategies as ensuring that illegal vending of food to school children are prohibited and ensuring that areas where food are prepared are cleaned at all times. Teachers should also encourage learners to observe basic hygiene especially hand washing, before and after meals and toilet visits.

2.5.6. Safety against Drugs and Substance Abuse

Any substance that affects body functions is a drug (Karechio, 1994). According to Jary and Jary (1999), abusing drugs involves using the drugs for the purpose it is not intended. As a major concern, the issue of drug abuse has been a growing problem in most secondary schools that make learners involve in serious vandalism and violence. And this might result from influence of family members, media and peers (KIE, 1997).

Kombo (2005) asserted that some of these drugs can be smoked, taken orally, inhaled or injected. The major effects of these drugs on students include poor mental health, violence, hallucinations, anxiety and vandalism. As a result, abuse of drugs among learners adversely affects their academic performance. The school must therefore create a caring and safe environment where learners and staff know the bad effects of these drugs and try to set the school as a drug-free zone.

2.5.7 Teaching and Learning Environment

The conditions under which teaching and learning occur are the teaching and learning environment. Albeit much of the learning occurs inside the classroom, part of it takes

place in libraries, workshops and playing grounds (UNIEF, 2010). Hence the teacher-learner relationship is more critical tool to the teaching and learning process. The United Nations Convention on the Rights of the Child (CRC) provides the Children's Act (2001) which promotes the child rights through teachers' control and monitoring of schools' safety, and by enhancing the relationship between the children and teachers.

2.5.8 Socio-Cultural Environment of the School

Generally safety in schools need a joint support from all key school stakeholders including staff, school administrators, learners, parents, Ministry of Education officials and school sponsors. This would aid in promotion of full development among learners in school based on learning and talent nurturing. Interpersonal relationship among stakeholders must be observed in order to promote a safe socio-cultural environment of the school. This strategy requires behavioural responses, for instance, all learners and school personnel should exhibit safe and caring attitudes towards one another. According to Lines (2006), learners should be trained to be respectful and school administrators should set up guidance and counseling programmes and must be accessible to both learners and staff.

2.5.9 Disaster Risk Management

Disaster Risk Management (DRM) involves a systematic development and application of policies towards minimizing disaster risks through preparedness, prevention and mitigation of severe impacts of hazards which can either be natural or man-made disasters (KIE, 2012). Natural disasters occur without human involvement and include

earthquakes, drought, floods, landslides and windstorms while the man-made ones are caused by direct or indirect human actions.

Owinyo (2005) opines that it is important to make a note of the knowledge that all disasters are sudden and thus careful monitoring and early warning are useful for knowing the potentially dangerous events that might occur. Therefore it is recommended that the school management should create mechanisms and procedures that ensure stakeholder are comprehensively aware of measures needed to prevent occurrence of disasters. Hence schools must be safe from natural and human made disasters by observing the safety of their operating environment.

2.6 Summary of Literature Review

From the literature review, it can be concluded that, a safe, inclusive and accepting school environment is a necessity conditions for student success. Students cannot be expected to reach their potential in an environment where they feel insecure and intimidated. It is also noted that schools experience many challenges related top discipline issues which greatly affect the school environment, making it unsafe for the learners. However, there are various strategies that can be put in place to enhance safe school environment which promotes learning. Since not much has been done on this in secondary schools in Awendo District, hence the need for this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research methodology which was used to come up with strategies for enhancing safe school environment in Awendo District. The chapter includes research design, locate, target populations, data collection procedures and data analysis.

3.2 Research Design

A descriptive survey design used to conduct this study. This design was used in order to access attitudes, and opinions about events, individuals or procedures. Survey design is suitable for this study as it involves problem statement where the problems under investigation must have some impact on the population (Orodho, 2004). Criteria to be used are to consider the status and types of schools e.g. girls or boys, mixed and also their geographical positions, that is, urban and town. This is due to the fact that schools are situated in different environments which are unique to each locality and cannot be easily generalized as eliciting uniform responses.

3.3 Locale

The study was conducted in Awendo District. Awendo District is situated in Southern Nyanza, in Migori County. It is approximately 4900 km squared. It has 22 secondary schools, 360 teachers and 6852 students. The District is within the sugar cane belt of Sony Sugar Company. Due to a lot of sugar cane activities in the area, there have been a lot of interference with the school environments e.g. during dry seasons the environment

is polluted by dust caused by moving sugarcane tractors, rendering them unsafe. The area was selected because there were various reported incidence of unsafe school environment and no research related to safety measures has been conducted in the area.

3.4 Target Population

Population is the entire groups of individuals having a common characteristic that can be observed. The study targeted 22 public secondary schools in Awendo District and comprised of 360 teachers who work in various school environments. Teachers were targeted to give details in their schools concerning strategies they use to promote safe school environment. According to the AEO's record in Awendo District (March, 2013), there were 22 public secondary schools and approximately 360 teachers, 22 principals and 6852 students.

3.5 Sampling Techniques and Sample Size

For the purpose of this study, out of 22 public secondary schools, 8 schools were included in the sample. According to Sisker (2001), a proportion of at least 20% of the total population of less than 100 is an acceptable sample in descriptive research. This sample accounted for 40% of the total population which enhanced the study representation. Simple random sampling was used to achieve the desire representation of the population. The sample in groups was selected from each sub-group (Mugenda and Mugenda, 1999). The 22 schools were categorized into Girls Boarding, Boys Boarding and Mixed Day Secondary Schools. This was to ensure gender differentiation. Simple random sampling was used to select 3 boys' boarding, 2 mixed day and 3 girls boarding secondary schools. The target population was 6852 students, 360 teachers and 22

headteachers. For the study, the researcher sampled 160 students, 48 teachers and 8 headteachers respectively. The sample procedure involved numbering students' questionnaires from 1 to 160, teachers' questionnaire from 1 to 48 and headteachers' questionnaire from 1 to 8. A sample population size was given questionnaires to collect their views on strategies used to enhance safe school environment in secondary schools in Awendo District. This represented other schools not included for study in the District.

Table 3.1 Sample Frame

Respondents	Population (N)	Target Population	Percentage (%)
Principals	22	8	36.36
Students	3240	324	10.0
Teachers	360	48	13.33
Total	3622	380	10.49

Source: Researcher 2012

3.6 Data Collection tools

For the study, questionnaires and observation checklist were used as research tools.

3.6.1 Questionnaires

This was designed to generate information from the heads of schools, teachers, and students. It was to provide the researcher with information about the school and the safety measures in place. A questionnaire has the ability to collect a large amount of information in a reasonable quick space of time. Questionnaires are standardized and normally are possible as was observed by Orodho (2009). Items in the questionnaires

were structured (closed ended) to measure the objective responses and others were unstructured (open ended) to measure subjective responses and classified objective responses to enhance formulation of useful recommendation to the study. Each questionnaire was designed to collect information on the strategies for safe school environment in Awendo District.

3.6.2 Observation Checklist

Observation is particularly important when the phenomenon being observed cannot communicate back verbally. The data obtained is reliable because it is first-hand information. Willing (2001) reiterates that observation is a sure way of collecting data. This is because it provides information about the environment and its useful description of features (Hancock, 1998). The tool was used by the researcher to observe the environment of the 8 secondary schools which have been selected for the study, leading to coming up with strategies used by schools in Awendo District to enhance safe school environment.

3.7 Piloting of Research Instruments

Once the questionnaire had been constructed, it was tried out in the field. Before the data was collected the research instruments were piloted in one school in Awendo District, which was not included in the final study sample. The aim of the pilot study was to enhance the validity and reliability of the research instruments. It also allowed the researcher to create familiarity with the instrumentation. Piloting is important because it helps in revealing deficiencies in questionnaires (Mugenda and Mugenda, 1999). The researcher then addressed any deficiencies which were revealed by piloting exercise.

3.7.1 Validity of Research Instruments

Validity measures the accuracy and meaningfulness of inferences based on research results. (Orodho, 2010). The validity of the instruments was established by using two different instruments which must measure the same concept and a validity coefficient was computed by correlating measurements from the two instruments. For any instrument to be valid it must be written to cover all areas of study or should have questions from all the objectives of the study. The questionnaire contained questions of indicators of safe school environment, factors leading to unsafe school environment and strategies for promoting safe school environment. In this case data is obtained simultaneously from the same sample (Mugenda and Mugenda, 2003). Research expertise was consulted to advice on the validity of the questionnaire and their advice followed before collection of data.

3.7.2 Reliability of Research Instruments

Reliability measures the degree of consistency based on the results of the instruments after repeated trials. Test-retest is a technique of applying the same test twice to the same group (Mugenda and Mugenda, 2003). The researcher selected a school in the neighbouring Sub-County and administered 5 questionnaires each for teachers and students. The research instruments were administered twice with a one week lapse between the first and second tests. Spearman rank order correlation was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaires were consistent in eliciting the same responses, every time the instruments were administered. A correlation coefficient (r) of 0.8 was obtained hence the instruments were considered reliable and acceptable.

3.8 Data Collection Procedure

A letter was obtained by the researcher from the graduate school Kenyatta University to enable her to get a permit from National Commission for Science, Technology and Innovations (NACOSTI) and letter of Authority from the D.E.O Awendo District to allow her carry out research in the schools. The researcher then visited the eight schools to establish a rapport and sought permission from the headteachers to collect data from their respective schools. Personally, the research administered the questionnaires, on the second visit, to both the teachers and students and the principals were also interviewed. Teachers and students completed filling the questionnaires on the same day. On the third visit, those questionnaires administered to the teachers and students were collected.

3.9 Data Analysis and Presentation

The data was coded and prepared by checking for accuracy before entering it into a computer. The edited data were entered in the computer for analysis with the aid of Statistical Package for Social Sciences. Descriptively, the data were analyzed using frequencies and percentages. Qualitative data analysis was done by organizing single variables into themes. The data were presented through tabular representations of frequency tables, pie-charts and bar-graphs for each variable. This was convenient in giving a general overview of the problem under study. They also made it easy to draw conclusions and make recommendations for the study.

CHAPTER FOUR

DATA PRESENTATIONS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data collected, results and discussion of the study findings on strategies used to enhance safe school environment in secondary schools in Awendo District, Migori County, Kenya. The findings of the study were guided by the following objectives as stated in chapter one.

- a) To identify indicators of safe school environment
- b) To determine factors leading to unsafe school environment
- c) To establish strategies for promoting safe school environment

The data was analyzed based on research questions with the help of Statistical Package for Social Sciences (SPSS). The data was presented and discussed under related sub headings using descriptive statistics such as percentages, frequencies and tables.

4.2 Demographic Information

4.2.1 Teaching Experience of Teachers

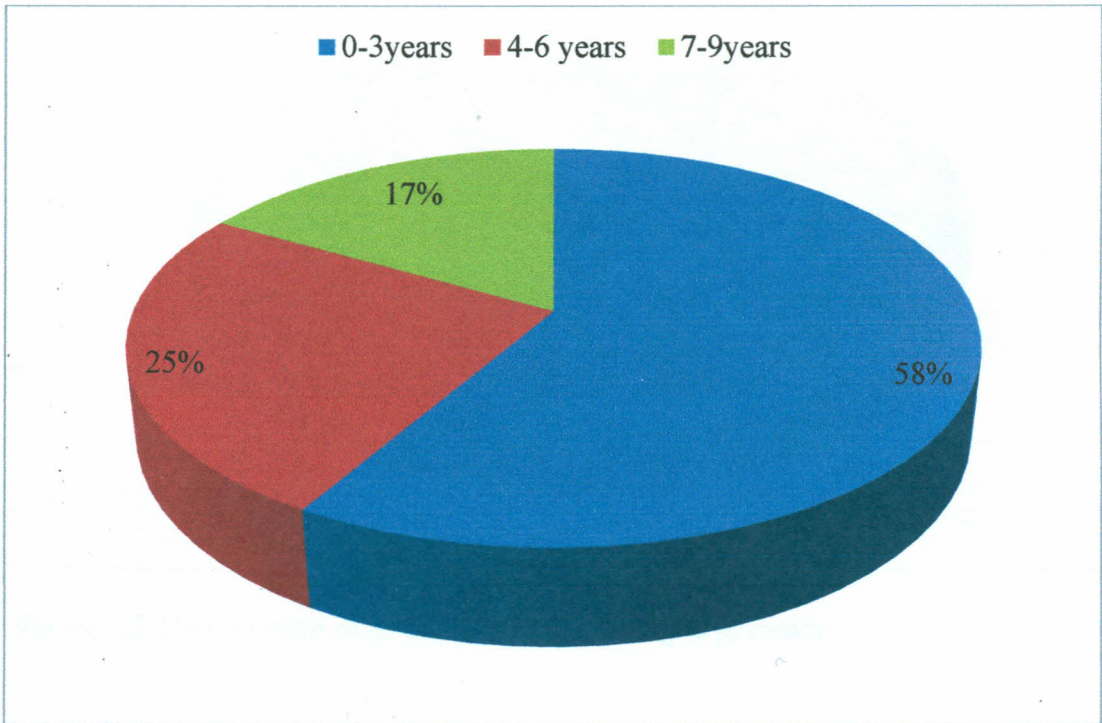


Figure 4.1 Distribution of Teacher by Teaching Experience

From the findings (Figure 4.1) majority (58.33%) of the teachers had teaching experience of 0-3 years; an indication that most teachers were new in their working stations. This implies majority of teachers were less experienced and were likely to fail to develop effective strategies of enhancing security in secondary schools in Awendo District. However, only 16.67% had teaching experience of 7-9 years.

4.2.2 Teaching Experience of Principals

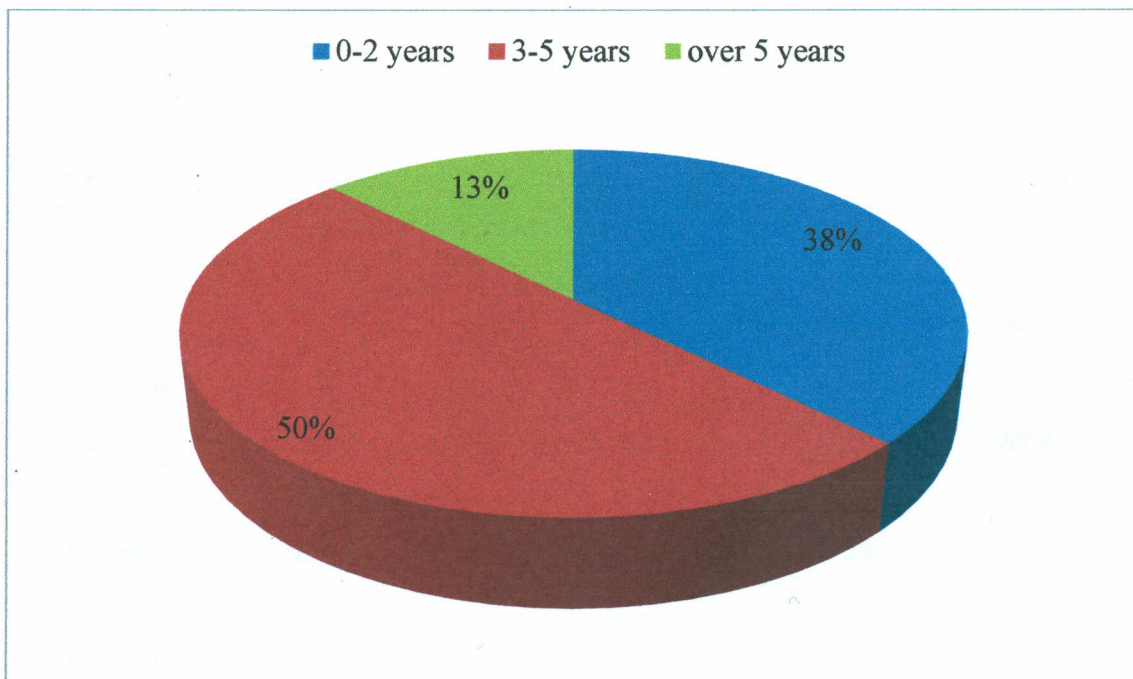


Figure 4.2 Distribution of principals by teaching experience

From the results in Figure 4.2, it is clear that majority (50%) of the principals had teaching experience of 3-5 years; an indication that many head of schools were old enough in their workstations and could effectively develop ways of curbing the issues of insecurity in the school.

4.3 Indicators of Safe School Environment

The first objective was to identify the indicators of safe school environment. The respondents were requested to point out some of the unsafe-related conditions in their schools.

The table below shows indicators of safe school environment as reported by the headteachers and teachers.

Table 4.1 Indicators of safe school environment as reported by Headteachers and teachers

Indicator	Frequent	Percent (%)
1. My school has no disagreement related to the ownership of part or whole of the school grounds.	32	57.14
2. Classroom buildings, halls and stairways are inspected regularly.	48	85.71
3. Regular spot-check is undertaken by the teachers and the administration before learners retire to bed	50	89.29
4. A comprehensive medical data on every learner is kept in school	31	55.36
5. There is a trained school nurse	14	25.00

n=56

The findings in Table 4.1 show that majority 50(89.29%) of the respondents reported that regular spot-check was undertaken by the school authorities before learners go to bed. This was done to ensure that students were secured at night. Even though this was done, health and medical attention was inadequate in the schools and this might be the cause of dismal academic performance among the students. This is indicated by the smallest number (25%) of the respondents who agreed that there were trained school nurse in their schools.

These findings concur with the findings from the report done by UNICEF (2010) in Canada. The report's finding revealed that students are more ready to succeed in academics and social development when they feel safe in the school environment and fully included in teaching and learning activities.

Thus a safe school environment should have a clean, safe, hygiene and attractive infrastructure and compound without causing environmental degradation.

Table 4.2 Indicators of safe school environment as reported by students

Indicator	Frequent	Percent (%)
1. The environment surrounding the school is safe	90	27.8
2. Students with special needs are provided with remedial teaching.	20	6.2
3. Cases of sexual abuse does not occur in our school	13	4.0
4. I use a vehicle as a means of transport from home to school.	35	10.8
5. I use a motorcycle or sometimes trek from home to school.	13	4.0
6. Bullying is discouraged in our school.	119	36.7
7. I regularly see our guidance and counselor in our school	25	7.7
8. I always see my counselor in our school	9	2.8

n=324

The results from the above table reveal that bullying was highly discouraged and thus the environment surrounding was safe; as indicated by majority of the respondents, and 36.7%, 27.8% respectively. In addition, even though some cases of sexual abuse were noted, it rarely occurred. This shows that there was a haven peace that enabled girls and boys to effectively learn.

As well, 38.58% of the respondents indicated that they always see their counselor in schools. This implies that Guidance and counseling was not fully implemented in the secondary schools in Awendo District, hence cases of indiscipline that could lead to

students' riots were common. The findings from observation schedule reveal that drainage systems in secondary schools were poorly managed since canals of unclean water were observed. Open grounds in majority of schools were not well protected as some were left open and this posed dangers of accidents especially in boarding schools. In addition, playgrounds were not fully maintained in almost all the schools since the presence of stones and shrubs were observed. These could cause injuries during sport activities in school. Finally, quite a number of schools (37.5%) were observed to be lacking watchmen at the school gates. This perhaps encouraged the cases of theft and robbery in schools especially at night.

These findings collaborate with the findings of UNICEF (2010) based on key issues affecting learners in schools. According to UNICEF (2010), a safe school environment should be a haven of peace and should address issues of physical, mental and emotional development in a holistic manner. It should be free from abuse, relating to the key issues affecting learners such as drugs, school pregnancy, gender, masculinity and femininity.

Headteachers were further asked to state the frequency at which electrical wire was checked by electricians. The figure below gives a description of the findings based on the electrical wire check-up.

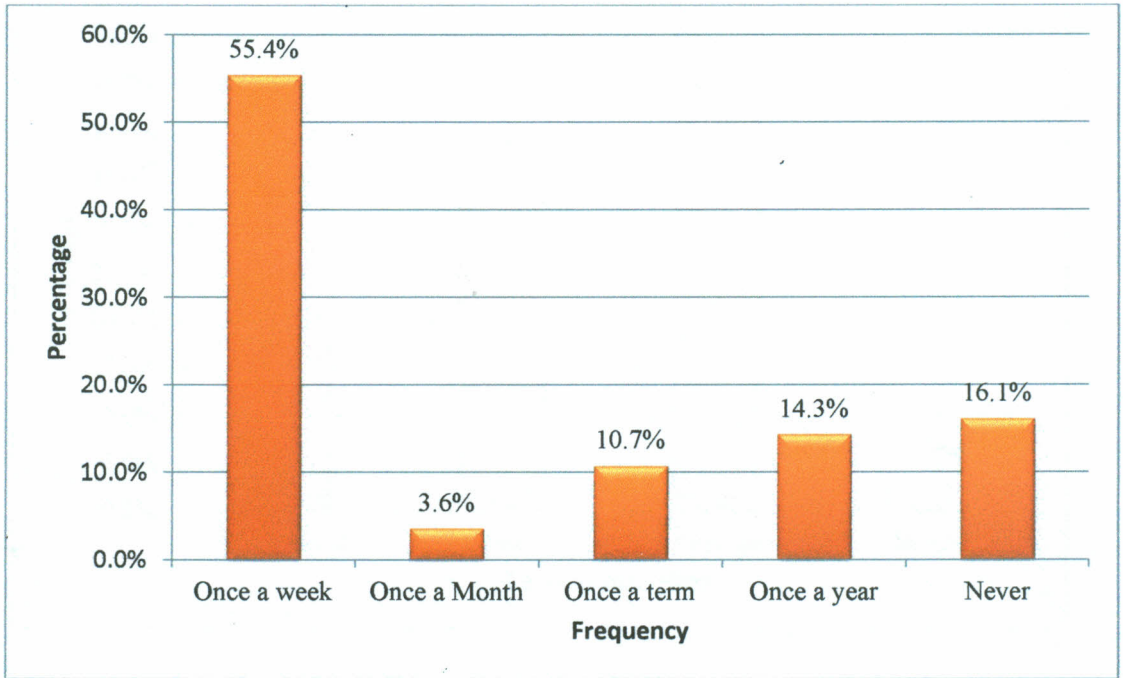


Figure 4.3 Frequency at which electrical wire is checked by electrician as reported by Headteachers and teachers

Figure 4.3 shows that students were not fully safe with the electrical wires due to the fact that they were not checked regularly by electrician. The results revealed that electricity cables might have been ignored and left naked lying hence posing danger of electric shock to students. Headteachers were then asked to rate the level of discipline in the respective secondary schools. The figure below describes the findings.

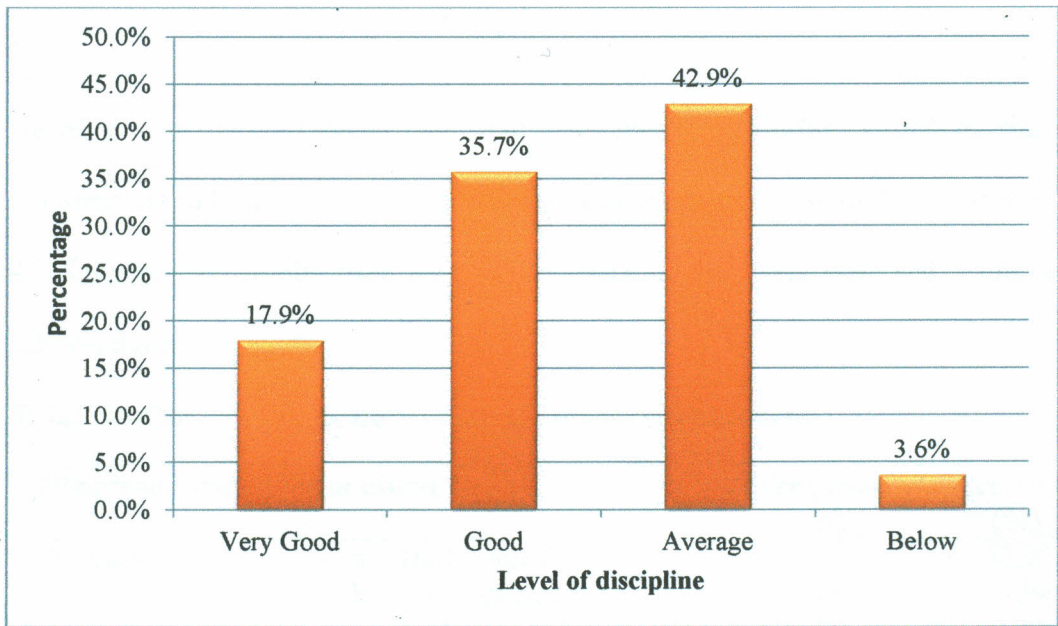


Figure 4.4 Level of discipline among students as reported by headteachers and teachers

The findings from the above table 4.4 show that at least 42.9% level of indiscipline was experienced in the schools. This implies that there were experiences of insecurity in majority of secondary schools due to naughty behaviours of some students who are not disciplined enough. These indiscipline behaviours could include theft, fight and bullying. These findings are supported by Makenzi and Rutto (2009) who found that Student's unbecoming behaviours involving violence, vandalism and harassment are critical problems in secondary schools in this nation. Therefore, control should be taken with purpose of correction if the schools have to perform academically. If corrections is not achieved the purpose of discipline is lost, according to Bakhda (2004). Hence a focused prevention measure is crucial towards improving and transforming young people from naïve boys to useful adult in their life cycles.

Based on the first research objective, the researcher further observed the school environment to find out what could be the indicators of unsafe school environment. Table 4.3 describes the results from observation checklist that were observed in the sampled schools during the study

Table 4.3 Observed indicators of unsafe school environment

Observed items	Condition	Frequency (N)	Percentage (%)
Drainage	a. Half drained	9	40.90
	b. Well drained	13	59.09
	c. Water logged	0	0.00
Open grounds	a. Protected	2	9.09
	b. Some unprotected	14	63.64
	c. Not protected	6	27.27
Playground	a. Well maintained	4	18.18
	b. Fairly maintained	15	68.18
	c. Not maintained	3	13.64
The floor	a. All cemented	7	31.81
	b. Half cemented & broken	15	68.18
	c. Not cemented	0	0.00
Furniture	a. Adequate in all rooms	4	18.18
	b. Adequate in some rooms	13	59.09
	c. Not adequate in all rooms	5	22.73
Compound cleanliness	a. Very clean	0	0.00
	b. Clean	15	68.18
	c. Very dirty	7	31.81
Provision of drinking water	a. Adequately provided	2	9.09
	b. Inadequately provided	20	90.90
	c. Not provided	0	0.00
First Aid Box	a. Available with adequate content	0	0.00
	b. Available with limited content	20	90.90
	c. Not available	2	9.09

N=22

The results in table 4.2 revealed that majority (63.63%) of the schools did not protect some of the open grounds. In addition, even though majority (68.18%) fairly maintained their playgrounds, a proportion of 13.64% did not maintain the playgrounds at all. This could pose risk of injuries to students during games. It was observed that none of the schools was water logged; however, a high proportion (40.90%) of the schools had grounds that were half drained. This implies that the school community was more at risk to diseases like Malaria that could be caused by mosquitoes.

It was evident that majority of schools were not fully equipped with furniture in classrooms; majority (59.09%) had adequate furniture only in some rooms while 22.73% did not have adequate furniture in all rooms. This led to unfriendly environment for learning among students. Clean drinking water was inadequately provided in majority (90.90%) of schools hence students were more vulnerable to outbreak of diseases. Even though First Aid Boxes were available in majority (90.90%) of the schools, they had limited content that could be used to enhance safety in schools.

These findings are in accordance with the Safety Standards Manual for Schools in Kenya (Republic of Kenya, 2008). It provides that a safe school should have higher enrollment rate and reflect better performance in a student's whole educational cycle. The schools environment should also provide a drug-free atmosphere and low cases of indiscipline. Vending and hawking food in school should be illegalized within the school boundaries.

4.4 Factors Leading to Unsafe School Environment

The second objective was to determine the factors leading to unsafe school environment. Headteachers and teachers were asked to provide the factors leading to unsafe environment in their schools. The table below provides the results of the findings.

Table 4.4 Factors leading to unsafe school environment as reported by Headteachers and teachers

Factor	Frequent	Percent (%)
1. Students irresponsibly clean learners' sanitation facilities	50	89.29
2. Cleaners are not provided with gloves	5	8.93
3. The school does not provide skills-based education concerning measures of prevention as well as care of infected and affected.	49	87.5
4. The school has inadequate trained teacher in health education	9	16.07
5. The school has inadequate and unsafe water for drinking and use by learners and staff.	47	83.93
6. Water points are not regularly inspected by the health and education ministries	8	14.29
7. The school does not have guidance and counseling programmes for the students	46	82.14

n=56

Table 4.4 shows factors that led to unsafe secondary school environment. From the results of the study, it was found that students are responsible for cleaning learners' sanitation facilities, as indicated by majority (89.29%). However, the students were not provided with gloves during cleaning. This implies that the most vulnerable group to

communicable diseases was majorly students. In addition, even though a good number (83.93%) reported that their school had sufficient safe drinking water, most water points were not regularly inspected by the health and education ministries since only a few respondents (14.29%) agreed that they were regularly checked. Hence majority of schools were not healthily safe due to lack of water management by school administration and community as a whole.

It is evident from the above findings that majority of learners were unsafe. These results coincide with the results of Karechio, (1994) in his study. He concluded that hostile school environment where there is lack of clean water is unsafe to the learners and it affects them negatively.

Further, students were asked to state the factors leading to unsafe environment in the school. The findings were presented in Table 4.5 below.

Table 4.5 Factors leading to unsafe school environment as reported by students

Factor	Frequent	Percent (%)
1. There is inadequate and unsafe water for drinking and use by learners.	300	92.59
2. We are allowed to buy food outside the school which could not be hygienically prepared	250	77.16
3. Students are not friendly to students with special needs	20	15.43

n=324

The results from the findings indicate that there was inadequate and unsafe water for drinking and use by learners as reported by the majority (92.59%) of the students. This

was followed by a high proportion (77.16%) of respondents who reported that they were allowed to buy food outside. This could pose a health hazard such as food poisoning and maybe drug abuse particularly to day school students hence this promoted unsafe school environment.

The findings from the observation schedule disclosed that building walls had some cracks hence were weaker anticipating that they could fall down anytime and causing loss of lives in the school. Even though most walls were cemented, floors were half cemented and some were broken. It was observed that some doors did not have shutters and door ramps for the disabled. Rooms and furniture were also inadequate in majority of secondary schools hence students and staff were observed to be using weaker chairs and tables that could cause accidents.

The findings also revealed a negative result on health and sanitation levels in secondary schools. It was observed that latrines in majority of schools were close to classes and not clean hence hindered students' concentration on learning due to bad odour. Even though majority of the respondents reported that water was adequately supplied, the water was not fully safe for drinking. Medical personnel were available but not trained. These findings reveal that majority of the schools were not safe. UNICEF (2010) recommended that a safe school environment should have a clean, safe, hygiene and attractive infrastructure and compound without causing environmental degradation. The school compound should be free from hazardous risk materials/buildings etc, which can cause accidents to learners and teachers.

These findings are supported by Kombo (2005) who did a research in selected schools in Kenya and found that influence of drug abuse among students is determined by the type of school one attends; for instance according to him, one is more likely to get influenced by drugs and substance use in day schools than in boarding schools.

In their study, Makenzi and Rutto (2008) itemize the most common form of indiscipline inschools as follows: bullying, vandalism, alcohol and substance abuse, truancy, inability and unwillingness to do assigned class work or homework, refuse to take given orders, teasing of other learners, disrespecting educators or other learners, carrying dangerous weapons in the school, threatening other learners with dangerous weapons, assaulting other learners, murdering other learners or educators, viewing pornographic materials at school and indecent dressing. Okumbe (2007) found out school administrators have faced a number of challenges. He further states that strikes, theft of properties by students, sneaking, fighting among students, rioting and tress passes are among the challenges faced by secondary schools.

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

4.5 Strategies for Promoting Safe School Environment

The third objective was to establish strategies for promoting safe school environment. Headteachers and teachers were asked to provide the strategies that were used towards promoting safe environment in their schools

Table 4.6 Strategies for Promoting Safe School Environment as Reported by Headteachers and Teachers

Strategy	Frequent	Percent (%)
1. Strategies of resolving conflicts like committees are in school.	54	96.43
2. There is a school bus for safe transportation	40	71.43
3. The school provides extra session for teaching preventive measures of unsafe conditions in school environment.	49	87.5
4. The driver has the Public Service Vehicle qualifications to drive the school bus	56	100.00
5. Games master regularly checks safety of school playgrounds	43	76.79
6. Brocken desks and lockers are regularly repaired	24	42.86
7. Dormitories are regularly inspected for safety by matron/patron	42	75.00
8. Health department provides disinfectants used in pit latrines	28	50.00
9. Guidance and counseling department provides directions in case of drug abuse cases	37	66.07

n=56

In promoting safe environment in secondary schools, all the secondary school administrators (100%) suggested that it is better to employ a driver with Public Service

Vehicle qualifications to drive the school bus in order to avoid possible accidents that may cause loss of students' lives due to ignorance. Even though this statement was supported, some secondary schools lacked school buses for safe transportation. Other strategies that were suggested by the respondents include; the school should provide extra session for teaching preventive measures of unsafe conditions in school environment; school playgrounds should be regularly checked for safety games; broken desks and lockers should be regularly repaired, sanitary department should provide disinfectants for pit latrines; and finally students should be counsel against drug and substance abuse.

These findings are supported by Kombo (2006) who argued that variety of practices should be implemented and adopted as a way of promoting safety of students and staff in the school environment. Such common practices include gates should be locked and monitored to limit and control access to school and security cameras like CCTV and metal detectors should be placed in designated places in order to restrict students' and visitors' behaviours in the secondary schools and higher learning institutions.

Other safety and security measures that were recommended are: schools need visitors to sign in and check in and students should wear uniforms made with school badges and must always carry identity card that bear their current photo. From the findings of Gikonyo (2005), departments of guidance and counseling were run by teachers who did not have skills in psychology in majority of schools (89.9%). Further, he found that the use of suggestion boxes was the major control measure employed by secondary school headteachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section presents the summary of the study, draws conclusion and makes recommendations and suggestions for further research.

5.2 Summary of Findings

The study obtained information from 8 secondary schools, 324 students, 48 teachers and 8 principals making a total of 380 respondents. Questionnaires were used on headteachers, teachers and students. The main objective of this study was to establish strategies used to enhance safe school environment in secondary schools in Awendo District, Migori County, Kenya. Below is the summary of findings based on the objectives of the study.

The first objective of the study was to establish the indicators of safe school environment in the public secondary schools in Awendo District, Migori, Kenya. It was established that even though a regular spot-check was undertaken by the authorities in schools, health and medical attention was inadequate in the schools. The findings from observation schedule revealed that drainage systems in secondary schools were poorly managed since canals of unclean water were observed. Open grounds in majority of schools were not well protected as some were left open and this posed dangers of accidents especially in boarding schools.

The second objective sought to assess the causes of unsafe school environment in secondary schools in Awendo District, Migori County, Kenya. According to the

findings, it was evident that major cause of unsafe school environment by respondents was inadequate safe water for drinking. Other causes included inadequate cleaning sanitation facilities such as gloves, untrained teacher in health education, and lack of regular inspection of water points by the health and education ministries. Inadequate safe water for drinking and consumption of food outside the school by students also contributed to unsafe school environment. Health related factors such as untrained medical personnel, dirty latrines and broken floors were reported to be possible causes of outbreak of diseases. This was reported by less than half of the respondents which interpretively meant it was not a major cause of disasters in public secondary schools.

The third objective was to explore the major strategies put in place to prevent the occurrence of disasters in public secondary schools in Awendo District, Migori County, Kenya. Majority of the respondents disagreed that: schools had been fitted with sufficient First Aids Kits, had a reliable alarm system, had a well maintained school bus and maintained school emergency kits. It was revealed by majority of respondents that rarely: are school facilities and equipment inspected, students consult counselors, schools conduct fire drills and schools invite trained medical personnel to educate on safety measures.

5.3 Conclusion of the Study

The study aimed to establish the strategies used to enhance safe school environment in secondary schools in Awendo District, Migori County, Kenya. The findings showed that a majority of schools had partially implemented most safety standards and guide lines in these schools. No single schools were found to have implemented all the safety standards and guidelines. The study concluded that safety was inadequate because in most schools majority of the respondents disagreed that: schools had safe drinking water, schools had been fitted with sufficient First Aids Kits, had a reliable alarm system, had a well maintained school bus, school had emergency kits, all door ways in the school open outwards and are not bolted from outside, windows in the schools were without grills and the school had constructed a strong and effective safety committee. In addition the school rarely repaired the infrastructure, maintained and serviced them; the school safety sub-committee rarely briefed the principal of the school on safety status and rarely students reported on any spotted risk situation in the school. Finally some schools experienced theft and vandalism in schools. The study further concludes that consumption of unsafe food among students was prevalent since students were allowed to buy food outside of schools. Generally, schools need to effectively implement the safety guides as recommended by the Ministry of Education.

5.4 Recommendations of the Study

Based on the above findings and conclusions, it was recommended that the following measures be undertaken to make implementation of Safety Standards and guidelines successful in schools:

1. Majority of secondary schools in Kenya do not have adequate safe water for drinking and domestic purpose. Hence, the school management, through the Ministry of Education, should install reliable water supplies in school. The principals should also take advantage of technological advances and install security cameras that assist to detect learners' indiscipline.
2. The Ministry of Education should provide all schools in Awendo District with funds to implement safety standards and guidelines and improve on the coordination and follow up of all stakeholders in the safety policy implementation process. In addition the Ministry of Education should integrate safety education in the curriculum and explore possibility of insuring school property to allow for compensation incase of a disaster.
3. To strengthen the security matters in secondary schools, the fire brigade department and trained medical personnel should regularly inspect schools and buildings and recommend changes to assure safety and help promote protection activities.

5.5 Suggestions for Further Research

1. This study was carried out in only one district; therefore the findings cannot be generalized to other districts in the county. Further study should be extended to other districts to enhance generalizability of the findings to validate them.
2. Further research should be conducted on strategies used to enhance safe school environment in private schools which were not included in this study.
3. A similar study should be conducted in public primary schools which were not studied to determine implementation of Safety Standards and Guidelines at primary school level.
4. Research should be conducted to examine the roles of students in implementation of safety standards and guidelines.

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APPENDICES

APPENDIX A: INTRODUCTORY LETTER TO RESPONDENTS

I am carrying out a research in secondary schools in Awendo District. The title of the research is “Strategies used to enhance safe school environment in secondary schools in Awendo District”.

You are kindly requested to complete all parts of this questionnaire. The researcher would like to assure you that the information given will strictly be confidential and only meant for research purposes. No references were made to individuals or schools. Please omit the name of the institution.

Thank you.

APPENDIX B: QUESTIONNAIRE FOR THE HEADTEACHER

a) For blank spaces provided fill the required answer according to your choice.

b) For Yes / No indicate your choice by a tick.

1. How long have you served as a headteacher of this particular school?
_____ years.
2. Does your school have a title-deed?
Yes No
3. does your school have disagreement in relation to the ownership of the school grounds
Yes No
4. How often do you inspect classroom buildings, halls and stairways?
Regularly
Rarely
5. Is there regular spot- check undertaken by the school security authorities?
Yes No
6. Who is responsible for cleaning learners' sanitation facilities?
Students Support staff
If students are responsible, are they provided with gloves?
Yes No
7. Do you keep comprehensive medical data on every learner in the school?
Yes No
8. Does the school have an adequate trained teacher in health education?
Yes No

9. Does the school have a functioning First Aid Kits for emergency?

Yes No

10. Is there sufficient drinking and safe water in the school?

Yes No

If there is, does it get regular inspection by the Ministry of Health and Ministry of Education?

Yes No

11. Does the school have Guidance and counseling programmes for the students?

Yes No

How often does Guidance and counseling committee meet? _____

12. Has your school established measures towards conflict resolution such as committees?

Yes No

13. Does your school have a school bus?

Yes No

If Yes, Does the driver have driving qualifications?

Yes No

14. How often is the electrical wiring checked by an electrician and replacement done for weak, broken or worn out wires?

Once a week

Once a month

Once a term

Once a year

15. How would you rate the level of discipline among your students?

Very good

Good

Average

Below average

16. Is there a trained school nurse?

Yes No

APPENDIX C: QUESTIONNAIRE FOR THE TEACHERS

Indicate your choice by a tick for Yes/No

For blank spaces provided fill the required answer according to your choice

1. For how long have you taught in this school? _____
2. Do you enlighten learners about drugs and dangers of drugs in the subject you teach?

Yes No

3. Does the school have any health teacher?

Yes No

If there is, how often does she/he meet with students?

Weekly

Fortnightly

Monthly

Whenever there is need

4. Does the school have trained Guidance and counseling teacher(s)?

Yes No

If there is how often do they meet the students?

Whenever there is need

No meeting takes place

5. Have you been in serviced on issues related to special needs children?

Yes No

6. How well do students respond to counseling in your school?

Freely

Fairly freely

Poorly

Very poor

7. How would you rate the level of discipline among your students?

Very good

Good

Average

Below average

8. Is there regular spot-check undertaken by teachers before learners retire to bed?

Yes No

9. Is there sufficient drinking and safe water in the school?

Yes No

If there is, does it get regular inspection by Ministry of Health and Ministry of Education?

Yes No

10. Have you been trained in First Aid skills?

Yes No

APPENDIX D: QUESTIONNAIRE FOR THE STUDENTS

a) For blank spaces provided fill the required answer according to your choice

b) For Yes/No indicate your choice by a tick.

1. Is there sufficient drinking and safe water in the school?

Yes No

2. Are you allowed to buy food outside the school?

Yes No

3. How safe is the environment surrounding the school?

Very safe

Fairly safe

Not safe

4. Are students with special needs provided with remedial teaching?

Yes No

5. Are other students friendly to students with special needs?

Yes No

6. Has any student been sexually abused in your school?

Yes No

If Yes, by who _____

7. What means of transport do you use from home to school and vice versa?

Vehicle

Bicycle

Motorcycle (BodaBoda)

On foot

8. Do you think Guidance and Counseling would help students to change their behavior?

Yes No

9. Approximately how many times do you see your councilor in your school per term?

a) Once in a week

b) Twice in a week

c) It depends

d) Any other _____

APPENDIX E: OBSERVATION SCHEDULE

Circle the applicable number.

The researcher will observe the item on the schedule and score appropriately i.e.

- a) V.Good
- b) Good
- c) Poor

Observed items	Condition	Score
Drainage	a. Half drained	
	b. Well drained	
	c. Water logged	
Open grounds	a. Protected	
	b. Some unprotected	
	c. Not protected	
Playground	a. Well maintained	
	b. Fairly maintained	
	c. Not maintained	
The floor	a. All cemented	
	b. Half cemented & broken	
	c. Not cemented	
Furniture	a. Adequate in all rooms	
	b. Adequate in some rooms	
	c. Not adequate in all rooms	
Compound cleanliness	a. Very clean	
	b. Clean	
	c. Very dirty	
Provision of drinking water	a. Adequately provided	
	b. Inadequately provided	
	c. Not provided	
First Aid Box	a. Available with adequate content	
	b. Available with limited content	
	c. Not available	

APPENDIX F: BUDGET ESTIMATES

Collecting preliminary information	6 trips x 120	7200
Typing services and correction for 4 copies @ 1500	4 x 1500	6000
Photocopying services 87 pages x 4	261 x 4	1044
Binding 4 copies @ 150	4 x 150	600
Production of the project		
Piloting and data collection		2500
Computer services		2, 000
Typing and correction		
Photocopying services		4,000
Binding of 4 copies		3,000
Miscellaneous		6,000
TOTAL		32,344

APPENDIX G: RESEARCH PERMIT


**THIS IS TO CERTIFY THAT:
MS. MILDRED AOKO AGUTU
of KENYATTA UNIVERSITY, 400-40400
AWENDO, has been permitted to conduct
research in Migori County**

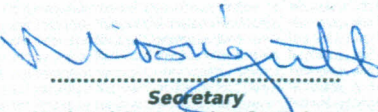
**Permit No : NACOSTI/P/14/1914/3858
Date Of Issue : 3rd November,2014
Fee Received :Ksh 1,000**

**on the topic: STRAGIES USED TO
ENHANCE SAFE SCHOOL ENVIRONMENT
IN SECONDARY SCHOOLS IN AWENDO
DISTRICT, MIGORI COUNTY, KENYA**

**for the period ending:
19th December,2014**




.....
**Applicant's
Signature**


.....
**Secretary
National Commission for Science,
Technology & Innovation**

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

**RESEARCH CLEARANCE
PERMIT**

Serial No. A **2784**

CONDITIONS: see back page

APPENDIX H: AUTHORIZATION LETTER (NACOSTI)



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

3rd November, 2014

NACOSTI/P/14/1914/3858

Mildred Aoko Agutu
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Strategies used to enhance safe school environment in secondary schools in Awendo District, Migori County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Migori County** for a period ending **19th December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Migori County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Migori County.

APPENDIX I: AUTHORIZATION LETTER



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/22834/2010

DATE: 21st September 2014

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION MILDRED AOKO AGUTU- REG. NO. E55/CE/22834/2010

I write to introduce Ms. Mildred Aoko Agutu who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Education Management, Policy and Curriculum Studies.

Ms. Aoko intends to conduct research for an M.Ed. Proposal entitled, "Strategies Used to Enhance Safe School Environment in Secondary Schools in Awendo District, Migori County Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in black ink, appearing to be 'LJC. N. MBAABU', written over a horizontal line.

**MRS. LJC. N. MBAABU
FOR: DEAN, GRADUATE SCHOOL**