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**ISSUES ON STUDENTS' SAFETY IN SECONDARY
SCHOOLS IN KURIA WEST DISTRICT, NYANZA
PROVINCE, KENYA**

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safety in Secondary*



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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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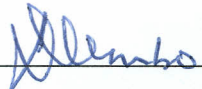
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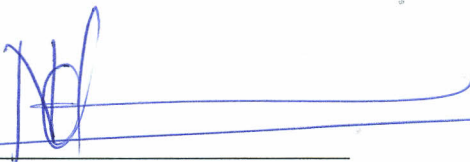
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DEDICATION

This work is dedicated to the Omnipotent God in whom I have put all my trust. He has promised that when I call him, He will answer me and tell me great and unsearchable things which I don't know.

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The completion of this thesis was made very possible by the support I was accorded by a number of people. I understand that I am because they are; I am not an island of my own. They steered me on this journey. I will mention quite a number in my appreciation.

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ABBREVIATIONS AND ACRONYMS

BBC	-	British Broadcasting Corporation
EFA	-	Education for All
KBC	-	Kenya Broadcasting Corporation
KESSP	-	Kenya Education Support Sector Programme
MOE	-	Ministry of Education
UNESCO	-	United Nations Educational Scientific and Cultural Organization.

ABSTRACT

Management of students' safety in schools has been an uphill task for most secondary school managers the world over. Lack of safety in schools is traced to the year 1261 and has continued to be a challenge today. This study aimed at establishing issues on students' safety in secondary schools in Kuria West district; Nyanza province. The objectives of the study were to establish the status of student's safety in secondary Schools in Kuria West District; assess the implications of lack of safety to students' learning process; explore ways of overcoming the challenges to the students' safety in secondary schools. The target population was 4126. To achieve this, the study adopted a descriptive survey in which all the 9 out of the 15 secondary schools in Kuria West District were purposively sampled. All the head teachers in the sampled schools were selected for the study and simple random sampling techniques used to select 180 out of 2937 students. The study then used systematic sampling technique in getting 3 teachers in each of the 9 sampled schools. 27 teachers out of 156 were selected from the 9 schools sampled. Questionnaires and interview schedules were used to collect data which were then administered. Data was analyzed using frequency distributions and percentages. The study established that even though majority of the schools reported not to have experienced violence, there existed some form of violence for instance bullying which come in many forms, beating and severe punishment. Social ostracism existed in schools though majority of respondents (59%) indicated no existence. The study established that though lack of safety in schools did not directly result to student dropping out of school, it impacted negatively on the performance of students. The challenges the schools faced in dealing with implementation of school safety was lack of funds to purchase of safety equipments and ignorance among the students on the safety issues in the schools. The study, therefore, recommended that the government allocate more resources to the schools for the purchase of safety equipment. The study further recommended that the schools enforce the school rules and regulations to curb violence such as bullying in schools. Safety education should be stepped up in schools to remove ignorance among the students.

CHAPTER ONE

1.0. Introduction

This section introduces: background information from the international point of view and at the national level, statement of the problem, purpose of the study, objectives of the study, research questions, assumptions, significance of the study, limitation, delimitations of the study, theoretical framework, conceptual framework and definition of operational terms.

1.1 Background of the study

History shows that schools have not been safe places for students for many centuries. Curtis cited in Mcmanus (1989) indicates that in 1261 at Cambridge University, whose students were equivalent to today's secondary students a fight took place among students. This led to plunder and burning. At Oxford on St Scholastica's Day in 1354 a pub-fight ended with many students dead and many others wounded. Another riot broke out in 1381 in Cambridge which also left many students wounded. Waller (1932), as in Schostak (1986), argues that teachers and pupils are hostile to each other. He goes on to stipulate that feelings of hostility may be reduced by other teachers, while on the other hand, increased by others. This hostility is a pointer to lack of safety in schools. Some students feel threatened by the teachers to an extent that they may refuse to attend school. Students can also be violent to each other. According to Schostak (1986), a student hit another one for calling him names in England. The former was suspended due to that offence. This incident indicates that students are not quite safe among themselves.

Franklin (2005), states that there are a myriad of tragedies that befall schools. In one school in America, for instance, a group of high school students drank themselves silly in an

evening. At 5 a.m some of them went mountain climbing and one student slipped and fell 100 feet to his death. Incidentally, the school was not prepared to deal with this type of incident.

In Kenya, students' safety has not been totally upheld. Kariuki (2000), points out that in Kenya, violence in secondary schools dates back to 1908, when the first student strike was reported in Maseno School. Since then there have been many incidences of lack of students' safety. It is definitely observed that parents and guardians and, of course, the whole nation would be happy to know that their children are safe in schools. It should be prerogative for all the schools to ensure students' safety.

On March 26, 2001 at Kyanguli Boys' Secondary School in Kenya fire killed 58 teenage students (Rowan, 2001). It was reported that 28 more were being treated for serious injuries. When firefighters broke through the building, they found the bodies of boys ages 15 to 19 piled in front of the only exit that was open. Many of the victims had been crushed in an attempt to flee the burning building. A padlock on one of the two doors and iron bars on the windows prevented escape through those openings. The number of students who died rose to 64.

It was reported by Mwangi, (2008) that the headteacher of Kiriani Secondary School in Nyeri, Kenya sent 20 boys home to protect them from being bullied because they were not circumcised. Most tribes in Kenya practice circumcision as a transition from boyhood to manhood. Those not circumcised are considered lesser men. The 20 boys were being subjected to bullying and all sorts of mistreatment for not being circumcised. According to the headteacher of that school, joining secondary school before being circumcised is a taboo among the Meru Community.

1.2 Statement of the Problem

Education is a human right by law globally. It is postulated that, education can help ensure a safe, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic, cultural progress, tolerance and international co-operation (UNESCO, 1990). Unfortunately, most schools the world over are not safe. This study has cited many examples of lack of students' safety. Many students have lost their lives due to lack of safety in many schools internationally.

This is a time when schools are profoundly affected by fires, bullying, violence, poor sanitation, dilapidated buildings and poor health services in schools. Schools are supposed to be places of safety and sanctuary of learning. When this sanctuary is violated, the impact is felt by the whole community. Property worth millions of shillings is destroyed and lives lost. Kenya has faced this problem for many years. This, therefore, leaves so much to be desired. The main problem in the study is students' safety; how can the students be assured of safety in school?

The Secondary schools in Kuria West District are not entirely safe havens for students. Some of these schools have experienced various safety problems, for instance, violence, bullying and arson. The most recent cases are those of Isibania Boys Secondary school arson of 2010. Father Angelo Mixed Secondary school arson of 2010. In both schools, the students set dormitories ablaze. Property was destroyed worth thousands of shillings. There was, therefore, the need to undertake this study in the district. No study has been carried out in the district on students' safety. There is need to bridge this gap; ensuring there are no arson cases, bullying, violence and the others.

1.3 Purpose of the Study

The purpose of the study was to investigate the safety situation of students in secondary schools within Kuria West District.

1.4 Objectives of the study

This study was guided by the following objectives:-

- (i) To establish the status of students' safety in secondary schools in Kuria West District.
- (ii) To assess the implications of lack of safety to students' learning process.
- (iii) To explore ways of curbing insecurity in secondary schools in Kuria West District.
- (iv) To find out the challenges to the implementation of safety guidelines in schools in Kuria West District.
- (v) Suggestions on the ways of overcoming the challenges to the students' safety in secondary schools in Kuria West District.

1.5 Research Questions

- (i) What is the status of students' safety in secondary schools in Kuria West District?
- (ii) What are the implications of students' insecurity in their learning process?
- (iii) What are the possible ways of curbing safety problems in the school?
- (iv) What are the challenges facing the implementation of safety guidelines in secondary schools?
- (v) What would you suggest to be done to overcome the challenges facing the implementation of safety guidelines in schools?

1.6 Significance of the Study (Rationale)

The research findings are expected to be of great importance and use to policy makers, school administrators, education stakeholders, teachers and parents in the following ways:-

- (i) Assist educational policy makers to formulate strategic policies which would help to boost students' safety in schools in Kuria West District.
- (ii) Assist school administrators to curtail safety problems in the schools in Kuria West District.
- (iii) The findings would form part of the relevant educational data for future research and may be used to eliminate school enrolment problems in Kuria West District.

1.7 Limitations of the study

- (i) Inaccurate school records were a barrier in collecting information of the number of students who dropped out due to safety problems.
- (ii) Some teachers were unwilling to volunteer information on safety problems in the schools.

1.8 Delimitation of the study

- (i) The study was further delimited due to the number of schools to be investigated. It took into account only 9 schools out of 15 in the district. Furthermore only 216 respondents were sampled.

1.9 Assumptions of the Study

- (a) School administrators, teachers and students volunteered true information.
- (b) That the teachers worked together in helping students feel safe in schools
- (c) It was assumed that students' needs were met according to Maslow's Hierarchy of Needs. (1948).

1.10 Theoretical Framework of the Study

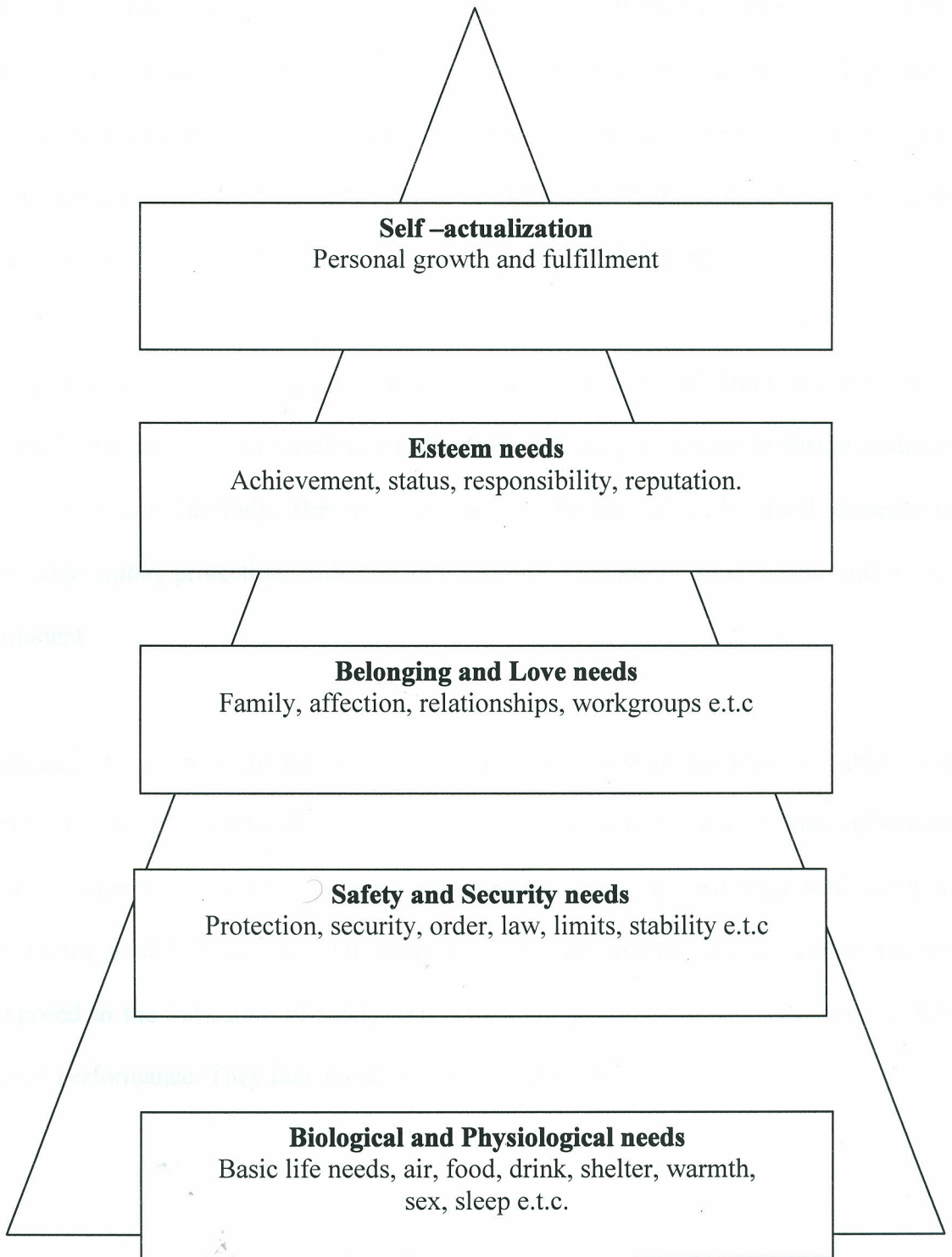
The theoretical framework was derived from Abraham Maslow's Hierarchy of Needs Model (Maslow, 1948). Maslow (1948) stipulates that each of us is motivated by needs. Maslow's hierarchy of needs shows five levels of needs: the first is Biological and physiological needs, the second is Safety and Security needs, the third is Belonging and Love needs, the fourth is Esteem needs, and finally the fifth is about Self – Actualization. The study focused on the Safety and Security needs of the students. These are issues on violence, bullying, fires and

arson, health and sanitation. Peoples' most basic needs are inborn, having evolved over tens of thousands of years. Maslow's hierarchy of needs states that, each need must be satisfied in turn, starting with the first, which deals with the most obvious needs for survival itself, namely food, air, sleep, warmth and shelter. When the lower order needs of physical and emotional well-being are satisfied then concern focuses on higher order needs of influence and personal development. Conversely, if the things of lower order needs are swept away, we are no longer concerned about the maintenance of higher order needs.

It is true that people move up or down the hierarchy, depending on what's happening to them in their lives. It is also true that most people's motivational 'set' at any time comprises elements of all the motivational drives. This theory was applicable in the study as far as the students' safety needs are concerned. The students must be assured of their safety while in school. Their security is paramount in a school organization. They also move up the hierarchy of needs. Having achieved the basic needs at the bottom and second order of needs, these students then move into the third hierarchy of needs. Here is where there is the sense of belonging and love needs. In a school situation the students are classified into different forms that are form one to four. They also get involved in teams of sports, clubs, religious organizations and friendships. Thus, they move up to esteem needs where there is achievement, responsibility and reputation.

Later on in life they can be self-actualized. The school serves the society by producing individuals who are all rounded; well developed. This will all be achieved by assuring students of their safety. The researcher investigated the safety issues that lead to the development of students according to this hierarchy of needs.

Figure 1.1 A model of Hierarchy of needs.



Source: Maslow, A.(1948)

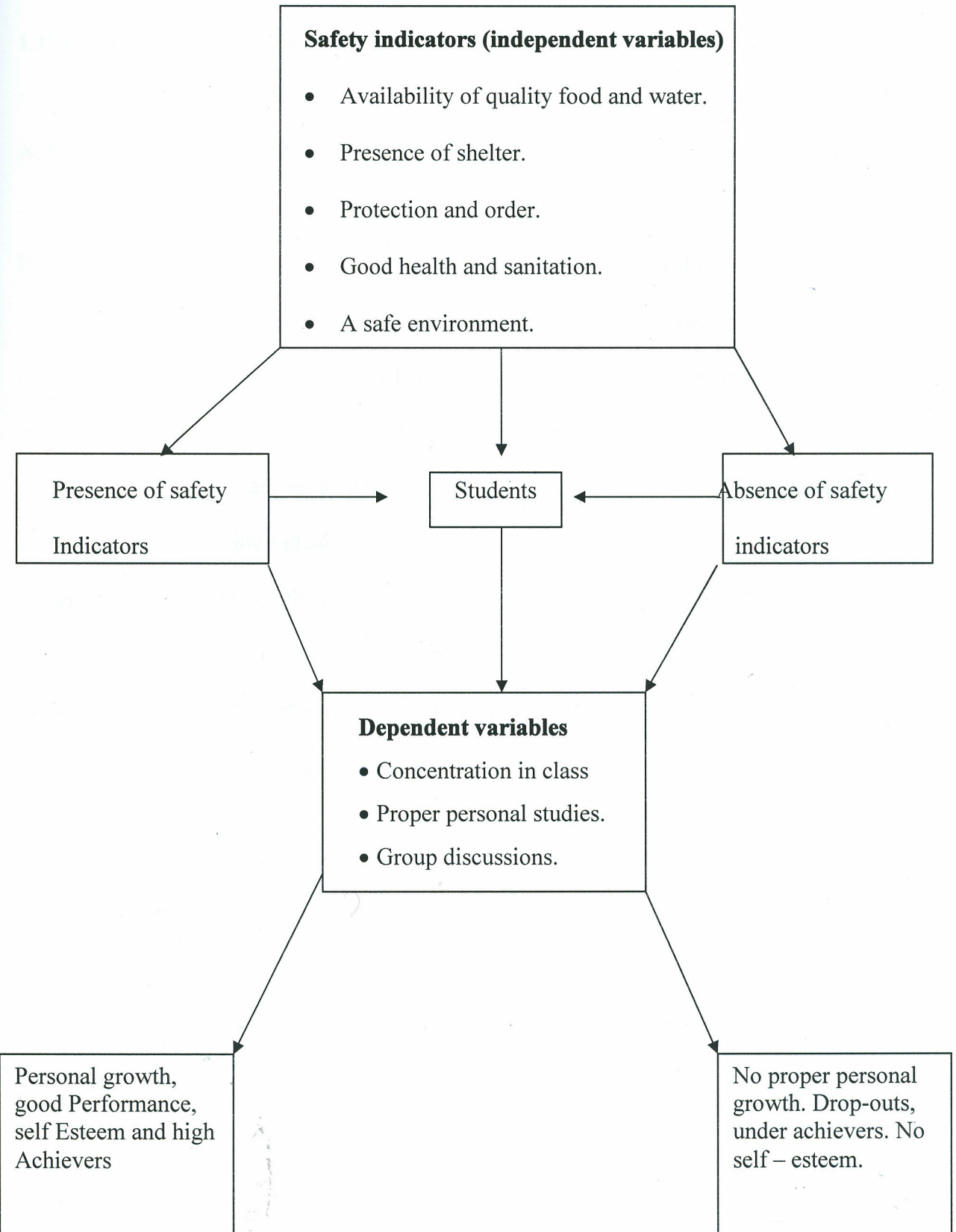
1.11 Conceptual Framework

The conceptual framework figure 1.2 indicates that safety indicators (independent variables) are: availability of quality food and water, presence of shelter, protection and order, good health and sanitation and safe environment. When all the indicators of safety are available, the students' personal growth and fulfillment is achieved, whereas the absence of safety indicators leads to under-achiever; no personal growth and fulfillment.

This is, therefore, the conceptual framework that was derived from the theoretical framework. The independent variables are the inputs that are put in place to ensure students' safety in this particular study. The inputs here are: availability of quality food, presence of shelter, safe water, protection, order, limits, stability, sanitation, good health and a safe environment.

The dependent variables are the outputs that depend on the independent variables. The students who are exposed to all indicators of safety are likely to develop into individuals who attain better results in their academic performance. They will also attain self-esteem as shown on the model of Maslow's hierarchy of needs. On the other hand, students who are not exposed to the indicators of safety are most likely going to be low achievers in their academic performance. They may not also attain self-esteem.

Fig 1.2: A model of the Conceptual framework



1.12 Operational Definition of Terms

- Achievement:** These are the gains of education that a student gets while in school and thereafter.
- Bullying:** This is the act of threatening a weaker person/student by use of derogatory remarks, harassment and even beating.
- Environment:** These are circumstances that are surrounding the school either making it comfortable or uncomfortable for the inhabitants.
- Health:** This is a state of physical, mental and social well-being of an individual.
- Safety:** This is the condition of being protected against physical, social and Emotional effects on the students.
- Sanitation:** Systems that protect students' health, especially disposing of refuse and human waste.
- Violence:** Unlawful use of physical force against another person.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, literature related to the area of study is reviewed under the following sub-headings; status of students' safety, implications of lack of students' safety, ways of curbing safety problems, safety guidelines by the Ministry of Education and finally challenges in the implementation of safety guidelines.

2.1 Status of students' safety in schools

2.1.1 Violence in schools.

Many studies abound on students' safety in schools. In the developed world students have for along time experienced violence in schools. Levin (2003) stipulates that students in America are finding the World to be a dangerous place, which definitely spill over to the school situation. Students are scared of violence since September 11, 2001 incident in America. They are more curious about other incidences that they hear from other sources. Students need reassurance that they are safe. Teachers should provide information to clear up misconceptions and try to bring up alternative solutions to the violence in schools. This way the students will feel safe and climb up the hierarchy of needs developed by Maslow (1948)

According to Conn, (2004), school officials should treat threats on safety with the seriousness they deserve. She observes that school personnel must take all threats or suspected threats seriously. Investigators have documented that many of the publicized episodes of school violence, such as those at Jonesboro and Columbine, were preceded by

warning or threats by the student perpetrators. All school personnel should be trained to recognize warning signs. Conn's study shows that there is a gap that needs bridging. The study investigated on possible ways of training school personnel to be able to detect warning signs to students' safety well in advance; for a stitch in time will save nine others.

School officials have a great responsibility of assuring students of their safety. A study in America conducted by (Robert, 2006), indicates that school officials deal with violence, weapons, bombs and shooting. He observes that one of the obstacles of keeping schools from achieving a secure environment is the "it can't happen here" syndrome. It is the observation of the current researcher that violence can occur in any school and, therefore, there is need to be prepared for any eventuality. Lack of reporting incidences, fear of disrupting daily routines, or fear of being alarmists curtails any security efforts. Robert (2006) further states that parents are insistent upon tighter security measures. He, therefore, suggests some of the protective measures such as; security cameras, metal detectors and pass keys be effectively monitored. Diligent staff should be put in place to operate these devices to their fullest capacity. Security officers should enforce rules of law, educate and counsel students and teachers.

A study conducted in France by Smith (2003), shows that students' safety is not guaranteed. Accurate records of violent offences and infringement were started in 1993, mainly because of increasing number of assaults against students; 771 aggravated assaults on students. The perpetrators identified were mainly students from the same school. Since 1993, the problem of violence in school has been considered a public concern in France. Research teams were launched in 1994 to undertake research on this problem. In 1999, a

total of 240,000 incidents of violence of all sorts were registered in secondary schools. In a bid to tackle this problem, the government and ministry of education created a new position in schools called aide education (educating assistants).

They are supposed to assist in relationships between adults and students in the schools, to help with some education problems, and to act as mediators. This has reduced violence in schools to some extent. The study sought to investigate on possible solutions to violence especially creating a position of mediators in schools; borrowing a leaf from France.

A world conference on Education for all was held in Jomtein , 1990 in Thailand : The participants noted that education is a human right , though hampered by a myriad of problems among which are wars and civil strife. It was observed that, these problems, among people prevent societies from addressing such problems with strength and purpose. They further stated that, education can help ensure a safer, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic, cultural progress, tolerance and international cooperation (UNESCO, 1990). Thus, there is a gap pertaining to students' safety. The researcher was set to find ways of attaining safety in schools so that all children can attain education as it is a human right.

In the year 2000, the world Education forum was held in Dakar, Senegal. This was an important event in education to steer off the new century. During the conference, the participants agreed to be committed in attaining education for all by the year 2015. They acknowledged the right to education even under unsafe circumstances. The humanitarian law demands the protection of children from abuse, which requires the protection of schools. It should be noted here that, the participants wouldn't be talking of safety if there was safety. It is, therefore, upon member countries to put safety measures in place to safeguard students'

lives (UNESCO, 2000). The researcher investigated on ways of bridging the gap of lack of safety in schools. Though studies have been conducted in students' safety there still exists gaps which require additional studies students still experience violence in school; they assault each other. This problem needs to be addressed

2.1.2 Fires and Arson in Schools

Student's safety in schools in Uganda is not guaranteed. Oloyo (2008), laments about lack of students' safety. He cites an example of Budo Junior School which was gutted by fire on April 4, 2008 which led to loss of 20 young lives. The parents demanded to know the state of fire safety preparedness in Ugandan schools. Oloyo further states that, fire has become the major threat to the safety of all students in primary and secondary schools in the country. In the last five years, there were at least 33 fires in Ugandan schools that took lives as well as destroying property worth billions of shillings. He recommended that schools think of fire prevention as well as fire evacuation plans in the event of fire. This example shows that there is a gap that needs bridging.

In Kenya, there have been many incidences of fires gutting schools. A case of arson occurred in Pride Nyeri High School on May 24, 1999. The students set the prefects' cubicle ablaze using petrol. This inferno caused serious injuries on the head boy, the deputy head boy and two other prefects, who finally succumbed in Kenyatta National Hospital Kariuki, (1999). This shows that students are not safe among themselves and more so the prefects. This arson was due to suspension punishment meted on some students; arsonists. The arsonists had a personal vendetta against the prefects on whom they wrecked their vengeance.

After the Nyeri incident, there was another tragedy in Kirinyaga High School (Amutabi, 2002). The deputy captain's cube was attacked with a petrol bomb which led to 10% burns on the boy. It was alleged that this was also revenge by fellow students. This indicates that students' safety is not guaranteed in schools. In Nakuru Blanket Secondary School, a student was attacked on the night of May 28, 1999 by fellow students. The student was a prefect in that school. The students, whom he had given directives to be in full school uniform, set his clothes and books ablaze (Waihenya, 2001). This is a pointer to the fact that there is lack of students' safety in schools. The researcher investigated on ways to make the schools safe havens for students.

Another incident of arson occurred at Mbiuni High School, Machakos District Nyutu (2008), reported this incident of a student who was burnt to death in a dormitory. The boy was asleep when his colleagues went on the rampage and torched the dormitories, classrooms and food stores using petrol bombs. Property worth over 3 million was destroyed.

In Meru District there were several cases of fires burning dormitories in unclear circumstances. Three schools were affected. The hardest hit was Ikuu Girls' High School in Meru South District. The others were Katheri Secondary and Jediel Kiraithe Academy. At Ikuu Girls' High School, fire gutted two dormitories and two weeks later fire burnt the remaining two dormitories. In the first incident, property worth over 2 Million shillings was destroyed when fire gutted two dormitories (Ngare, 2008).

2.1.3 Bullying in Schools

Bullying is another aspect that makes students feel unsafe in schools. Besag (1994), observes that bullying in schools is one of the dark, hidden areas of social interaction which has thrived on a bed of secrecy and neglected by professional investigation. It should be brought out for examination and discussion. She avers that the problem is covert, well hidden from the staff in the school. It may take the form of social ostracism, name calling, malicious gossips or a competitive academic approach. It has far reaching repercussions on the bullies and the victims. This gap should be bridged so that the students feel safe and protected in the schools. The researcher investigated on ways of Curbing bullying in schools in Kuria West District.

A study conducted in Belgium by (Hugbregts, Vettenburg & Mayers, 2003) indicates that there is the prevalence of bullying in secondary schools in Belgium. The most frequent form of bullying is ridiculing (60 percent of those bullied). Name calling (22.4percent) and social exclusion (20.5 percent) are quite frequent, followed by hitting, pushing around (11.7 percent) and threatening (9.8 percent). He went further to give a few measures of curbing the problem. First there was introduction of broader learning objectives such as group work, as instrumental in imparting values and social skills to students. Secondly, there was reorganization of the inspection system to visit schools to examine performance of schools as a whole. Thirdly, the action plan aimed at enhancing a positive school climate and feelings of success and well-being in students.

Saitoti (2005), in his speech, as the then Minister for Education, Science and Technology impressed upon headteachers to instill discipline in the schools. This was during the

launching of 2005 form one selection exercise. He asked them to address the unbecoming culture of bullying which raises its ugly head after the reporting of form ones. He stated that the MOE would not tolerate bullying of new comers and it had directed the field officers to deal with this matter firmly. He further asked the headteachers to discuss this matter with their students and stop bullying in schools. The Minister made these remarks because the problem of bullying is in schools. This calls for collective responsibility right from home to school.

The researcher investigated on whether or not, the headteachers discuss the problem of bullying with the students in schools in Kuria West District. Students in Kenya are experiencing higher levels of bullying than the international trend, a development; researchers warn may hurt individual performance and self-esteem. Those being bullied are highly transforming themselves into bullies, increasing the prevalence in secondary schools (African Women and Child Feature Service, 2007). This is a problem that has to be addressed by the school administrators and other stakeholders. The researcher investigated on possible ways of curtailing this vice so that the students can grow into individuals with self-esteem.

An incident of bullying at Koelel Secondary School in Gilgil, on February 14, 2008 led to the death of one student in the same school. He died due to injuries sustained after severe beatings from his schoolmates on a bullying frenzy they loved to call graduation ceremony (Mwangi, 2008). This incident clearly shows that there is a big gap in students' safety in schools. How come teachers were oblivious of the graduation ceremony? It is high time teachers made a follow up of students' lives right to their dormitories.

2.1.4 Health and Sanitation

Health care for students in secondary schools is an emerging problem. The school nurses are the professional resource called upon to manage student health, and their responsibilities include the storage, administration and supervision of use of medications. Unfortunately, many schools don't have nurses to perform these functions. Medication management activities are often delegated to non – licensed personnel or left to the students themselves Reutzel, Patel & Myers, (2001). When proper medication management practices are not in place in secondary schools, suboptimal drug therapy is more likely. Therapy may be less effective, or even dangerous, putting the child's health and welfare at risk. This will inevitably lead to the child being unable to concentrate in his education. There is, therefore, need for research that will bring interventions on improving medication management in secondary schools.

A study carried out in schools in Zambia indicates that students' health is quite wanting (Willey (2007)). The classrooms are in a pathetic condition with window panes broken. Students complain of dust blowing into the classrooms and this causes health problems; communicable diseases are widespread due to these problems. They also complain of unhygienic toilets and lack of good sanitation. Some complain that toilets lack doors an issue of safety and privacy.

Redican (1986) posits that school maintenance focuses on providing the students with a healthful school environment and supporting an optimum health status. The school administrators, teachers and workers have a responsibility of meeting these goals. The result of the joint effort of these people should be a school plant that is well maintained and that is conducive to the growth and development of the students. The study investigated on whether the school community works jointly to maintain students' health.

Redican (1986), further illustrates that illumination is very vital in the school. A school that is well lighted enhances the efficiency and effectiveness of its daily activities. A school that has adequate light contributes to students' health, well-being, learning and successful performance in academic work. Ventilation, heating and air conditioning are also important factors to a healthful classroom environment. They affect the comfort and sense of well-being of the students in the school. Acoustics: hearing that is free of noise is important for good performance in the school. Thus, hearing that is free of noise makes students feel safe. The researcher investigated on whether or not the schools in Kuria West District have safe classrooms; safe for the students' health.

Food sanitation is another important factor for the safety of students Redican (1986) stipulates that in USA, the U.S department of agriculture ,the government agency responsible for overseeing federally mandated and supported nutrition program , established a priority of school food services , the meals that are balanced , nutritionally sound and fit for human consumption . The aim here is that , because good nutrition promotes health and health affects learning, those students who are the recipients of sound school food programs will have a much more enjoyable and successful learning experience . This is where there is a big problem. Many students go on rampage because of poor diet.

Water supply and disposal is very vital in the school. Water is a basic human need. It is, therefore, the responsibility of the school to provide a safe water system. Water should be checked and analyzed for bacteria and other contaminants at least once a month. It should be provided to the schools in sufficient quantity (Redican, 1986). Contaminated water can lead to a number of health problems among them, dysentery, typhoid and cholera. In order to maintain a safe environment for the students, refuse or solid waste should be disposed in a proper manner. A site that is free of hazards, rodents and insects requires a sufficient number of dumpsters. The study was set to find out whether the schools in kuria west have sufficient and clean water for students' safety.

Inspection of school building is of paramount importance to USA. For instance, RDF department (2008), indicates that inspection of health/life safety in each of Illinious is done annually, according to building specifications on health and safety in public schools. By law, school districts must maintain public schools to the minimum standards Annual inspections

results from each building are available at the regional office of education. Kenya should borrow a leaf from USA on inspection of school building each year.

For students' it is indicated that secondary schools in Portugal require renovation and /or repair work as well as improvement of their operating. The facilities suffer from construction anomalies, physical deterioration which affects their environmental comfort, usefulness and image Heitor & Tscolar (2008). Portugal's modernization programme provides for improvements for 330 public school buildings by the year twenty fifteen. The purpose is to provide safe, accessible and inclusive spaces that provide users with a healthy environment. Kenya should emulate what Portugal is doing. It is high time Kenyans took renovation of schools seriously to curb the recent upsurge of strikes.

2.2 Implications of lack of Students' Safety

Lack of safety in School has led to death of students Leavitt, Spellings & Gonzales (2007), wrote on the shootings that occurred in Virginia Polytechnic Institute where 33 students were shot dead. The implication here is that when schools are not vigilant on the safety of students, some of them can be murdered by fellow students. It is due to this that the study was carried out to find ways that student safety can be assured. In Kenya, many students have lost their lives in various circumstances. An example is that of Kyanguli Boys' Secondary School where 64 students died. The study investigated on possible ways of ensuring no death occurs in schools due to negligence by school administrators.

Another implication of lack of safety in schools is loss of property. In Uganda, for instance, 33 fires in Ugandan schools destroyed property worth billions of shillings Olaya (2008). Property worth over 3 Million shillings was destroyed in Mbiuni High school, when students torched dormitories, classrooms and a food store. (East African Standard Tuesday, July 20, 2004). The researcher looked into ways of protecting students' property and also the school buildings such as classrooms. When classrooms are destroyed learning cannot take place.

Some students drop-out due to lack of safety. David & Charton (1986), assert that students drop-out of school due to bullying. A study by U.S Centre for Diseases Control and prevention found that students are more likely to miss school because they feel unsafe (Carter, 2004). According to KESSP Report (2002), the overall policy goal for the government is to achieve Education for All (EFA). The priority is to ensure equitable access and improvements in quality and efficiency at all levels of education. The policy for secondary school level is to expand opportunities available in order to improve access and enrolments. This is a goal intended for the period 2005 – 2010. This study intends to contribute to student's retention in school by ensuring their safety.

Poor performance and lack of concentration is caused by lack of safety. This can be due to poor health and contaminated food, Maslow (1948), in his hierarchy of needs, indicates that there are human needs that must be met for sustenance. Basic needs here include food, water, clothing and shelter. Redican (1986) posits that if students are not in good health they will not learn successfully.

2.3 Ways of Curbing Safety Problems

Prosocial behavior is one of the ways of curtailing safety problems in the schools. Carter (2004), Kidron & Fleischman (2006), assert that saying a kind word to a classmate, acknowledging other students' feelings, sharing books and advice, defending a victim of bullying are some of the prosocial behaviors that can enhance students' social and academic lives at school. When students are taught how to relate positively to each other then they develop feelings of safety. This study investigated whether or not students in Kuria West District are taught prosocial behavior.

Communication in a school organization is a vital factor of curbing safety problems.

Communication provides a release for emotional expression of feelings and for fulfillment as is stipulated by Griffins, (1994: 73)

No subject is prohibited up to and including my own conduct of the school. The system rests on the assumption, perfectly understood by everybody, that barazas is privileged and what is said within it cannot give rise to recrimination, reward or victimization outside.

These are the words of the late director of Starehe Boys Centre, Griffins. Starehe Boys is a model school that should be emulated by other schools. If this is done, the current strikes in schools would be minimized. The researcher mentioned this school in every school that investigation on safety was carried out. It is hoped that if schools have open communication coupled with other factors, student safety will be attained.

Motivation is an important factor that makes students feel safe. Skinner's theory of motivation as elaborated in Orodho, (1996). Skinner's posited motivation theory of learning whose central argument is that students' motivation to undertake a task depends on expected

reward. In this regard, a positive perceived reward induces positive motivation and subsequently realized high achievement.

It is also implicit that students' high performance is influenced by the teaching experience of the teacher, available resources and teaching strategies. The interaction strategies will translate into students' high performance.

2.4 Safety Guidelines by the Ministry of Education.

Pertaining to the violence and bullying that students' encounter in schools, the MOE has given some of the following guidelines. Teachers should advise pupils /students against walking in secluded places where they can be harassed by fellow students or strangers. MOE (2007), The students should report cases of violence to the teachers.

The ministry of education has stipulated the following guidelines for fire safety: That pupils /students should not play with matches because this can cause fire. The use of hurricane lamps in the dormitories should be regulated. Students should not use candles. All types of rubbish should be discarded as these can easily catch fire. Inflammable substances such as paints, petroleum and chemicals should be stored carefully and away from any source of heat. An electrician should check electrical wiring regularly and replace any that is worn out. The teachers should sensitize students about the dangers of fire .The schools can invite local fire departments to give talks and demonstrations to pupils about fire prevention. The staff and students should undertake fire drills twice a term. Fire extinguishers should be located in strategic places in the school MOE (2007).

Concerning students' health, MOE (2007) stipulates that schools should put in place a mechanism; such as regular medical check –ups of students, for early detection and management of diseases in collaboration with health service providers. Schools should at least have people trained on medication. The gap here is whether or not these schools actually have trained teachers on medication. Another problem concerns the transfers of such a teacher. Another guidelines, is that schools should promote environmental sanitation and hygiene practices. They should have First Aid Kits and facilities to provide emergency care.

Schools should manage an environment that is free of insects and other vectors and create conditions less conducive to transmission of diseases such as cholera, malaria and typhoid. Schools should provide safe water sanitation with health and hygiene promoting education materials. Provide adequate latrines which are sensitive to gender. Promote healthy eating. These among others, are the safety guidelines given by (MOE, 2005). The question here is whether or not, the schools are adhering to these safety guidelines. To this end, the researcher carried out an investigation to put more impetus on students' safety in Kuria West District.

2.5 Challenges in the Implementation of Safety in Schools

Trump (2007), postulates that there are still gaps in school safety. One of this is funding. He states that congress had cut funding on schools emergency preparedness. He did ask congress to restore this funding. This is not a problem in America only. Kenyan schools also have that gap of funding. Putting security measures in place requires finance. Purchasing all the facilities needed for the maintenance of students' safety requires funding Hiring adequate personnel to maintain students' safety requires finance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents research design and methodology. The following are discussed: research design, locale of the study, target population, sampling technique, instrumentation, data collection procedure, piloting of instruments and data analysis plan.

3.1 Research Design

The study adopted a descriptive survey design. The survey emphasizes the frequency or number of answers to the same question by different people, (Orodho, 2005). The survey was appropriate for this study because it portrays better literature from many respondents, as is in this study. Sproull (1988), observes that descriptive survey explore the relationship between variables in their natural setting. This type of design yields a sizeable volume of data that can be classified by type and frequency indicated. Miller (1991), Gay (1976), Mugenda & Mugenda , (1985), and Mutai (2001) noted that descriptive study involves finding out what people are doing, thinking and then gathering information from them by use of questionnaires and interview schedules.

Bless & Achola (1990) and Mutai (2007), indicate that the purpose of descriptive study is to give an accurate account of a particular phenomenon, situation, community or person. It also includes the estimate of how frequent some events occur or the proportion of people within a certain population sharing certain views. In this case, the researcher studied students' safety in secondary schools in Kuria West District. Gay (1976) and (Marion & Cohen, 1985), state that the survey design is appropriate because it allows the use of research instruments like interview schedules and questionnaires.

3.2 Locale of the Study

The study was conducted in Kuria West District, Nyanza Province, Kenya. This district comprises of three divisions namely: Kehancha, Maberu and Masaba. The researcher chose Kuria West District because she is familiar with it. Singleton (1993), observes that the ideal setting for any study should be easily accessible to the researcher. The performance in KCSE in the district is low. The researcher wanted to establish if the low performance was attributed to safety problems. It is argued that the ideal setting for a study is one that is directly related to the researcher's interest and one that allows the development of an immediate rapport with the participants (Singleton 1993). The researcher easily developed rapport with the respondents.

3.3 Target Population

The population of the study consisted of fifteen public secondary schools in the district. The distribution was as follows: two girls boarding secondary schools, two boys boarding secondary schools, three mixed day and boarding secondary and eight mixed day schools. The population is shown in table 3.1 This study was concerned with students' safety in the said schools, and, the Ministry of Education safety guidelines.

Table 3.1 Total number of secondary schools, teachers and students in Kuria West District.

Type of school	No. of school	Head teachers	Teachers	Students
Boys boarding	2	2	56	1173
Girls boarding	2	2	47	997
Mixed day and boarding	3	3	41	834
Mixed day	8	8	74	1122
Grand total	15	15	218	4126

Source: Kuria West District quarterly returns 2009.

3.4 Sampling Techniques

The researcher purposively sampled nine secondary schools, that is, three schools from each division. Nine head teachers were purposively sampled from the nine schools. The general strategy of using purposive sampling was to identify important sources of variation or criteria in the population and then to select a sample that reflects this variation (type of school, boarding status and sex) (Orodho, 2005). According to Kathuri (1993), Wamahiu (1995) and Mutai (2001) , in purposive sampling, the researcher handpicks the cases to be included in her sample on the basis of her judgment of their typicality.

The researcher used systematic (interval) sampling technique in getting three teachers in each of the nine sampled schools. This technique entails selection of elements at equal intervals, starting with randomly selected elements on the population list. The teachers' registers were used to arrive at the required sample. The sample size is chosen and the sampling constant 'K' determined. The formula is as follows:

Sampling constant, $K = \frac{\text{population}}{\text{Sample size}}$

This is the technique that yielded the 27 teachers from the 9 sampled schools.

The researcher used simple random sampling technique in arriving at 180 students from all the nine

Schools sampled. This number was out of 2937 students; population of the nine schools.

Singleton and Royce (1975) as in Orodho (2005) indicate that 2,000 – 3, 000 is the extreme upper limit of the sample size, while the extreme lower limit is generally 30 cases for statistical data analysis, although most social researchers recommended at least 100. Thus, the current researcher derived her figure from this school of thought, as the percentages proposed by other authors yield unmanageable sample sizes. The lottery technique was applied whereby papers were folded depending on the number of the form three students on each school. 20 pieces of papers had a tick as a symbol. This yielded the total number of students needed to fill the questionnaires. The researcher used form threes because they are at a level of understanding, and can answer questions appropriately. The percentage of the grand total for headteachers, teachers and students was 11%. Most writers recommend 10% as the appropriate sample, Orodho(2005).

Table 3.2 Total numbers of schools, head teachers, teachers and students sampled

Type of school	No. of school	Head teachers	Teachers	Students	Percent
Boys boarding	2	2	6 out of 56	40 out of 1173	
Girls boarding	2	2	6 out of 40	40 out of 671	
Mixed day and boarding	2	2	6 out of 32	40 out of 685	
Mixed day	3	3	9 out of 28	60 out of 408	
Grand total (N=3102)	9	9	27 out of 156	180 out of 2937	11

3.5 Research Instruments

Data collection was done by use of two instruments namely: questionnaires and interview schedules.

3.5.1 Questionnaire for Teachers

To elicit information from teachers, the researcher used questionnaires. The researcher used structured or close-ended questions, unstructured or open-ended questions and contingency questions in eliciting responses from the teachers. A questionnaire is an instrument that is used to collect data, which allowed measurement for or against a particular viewpoint (Orodho, 2005). This was easily done, because the questionnaires were completed at the informant's own time. Kerlinger (1973) and Manion (1985) assert that informants are free to

offer information on questionnaires because they are assured of anonymity. Questionnaires also cover a wide scope of questions. Kelinger (1973) and Mugenda (1999), indicate that, questionnaires elicit information on appropriate area to which the respondent responded objectively.

3.5.2 Questionnaire for Students

In order to get responses from students, the researcher applied questionnaires. The researcher used close-ended questions to a large extent and a few open-ended questions. The researcher also used contingency questions. The close-ended questions are easy to analyze. The open-ended questions permit the respondent to respond freely. The contingency questions allow more probing Orodho (2005) & Mugenda (2003).

3.5.3 Interview Schedule for Head teachers

An interview guide is a set of questions that an interviewer asks when interviewing respondents Orodho (2005) Wamahiu (1995) & Mutai (2001), stipulate that the interviews elicit in depth information not possible with the questionnaires and reasons for a particular response can be determined. The interview schedule was administered to the head teachers due to limited time of study. The head teachers' time is also so limited, thus, interviews guides were appropriate for them

3.6 Pilot Study

The researcher pre-tested the research instruments before field research. Piloting was conducted in a different school from the nine sampled schools. This was done to ascertain the reliability and validity of the research instrument.

3.6.1 Reliability

Reliability is the extent to which a test gives consistent results after repeated trials (Mugenda & Mugenda 2003). In order to ensure reliability of instruments, questions in the questionnaires and interview schedules were constructed and first pre-tested to ensure consistency in measurement. The test-retest technique of assessing reliability of a research involved administering the same instruments twice to the same group of subjects. This was after a lapse of two weeks. Spearman rank order correction was employed to compute the correction coefficient in order to establish the extent to which the content of the questionnaires were consistent in eliciting the right responses every time the instrument was administered. A correction coefficient (r) of 0.75 was considered high enough in judging the reliability of the instruments.

3.6.2 Validity

Validity answers whether the data collected are accurate enough to reflect the true happenings in a study (Mugenda & Mugenda, 1999). The content validity of the instruments was measured. The researcher's supervisors helped the researcher to assess the concept the instruments were measuring in order to determine whether the set of items accurately represented the items under study. Their recommendations enhanced the validity of the instruments. In order to determine the items measured what they were supposed to measure,

the researcher ensured the item questions covered the breath of the content area and were rendered in a format that was appropriate for those using the instruments.

3.7 Data collection Procedure

The data collection procedure entailed the following:

The researcher got a permit from the National Council of Science and Technology which authorized her to carry out research in Kuria West District. The researcher obtained permission from the Kuria West District Education Officer to visit schools within his area of jurisdiction. The researcher visited the nine sampled schools to inform the head teachers about the study and made arrangements for issuing questionnaires to teachers and students and administer the interview schedules. The researcher distributed the questionnaires to teachers and students and interviewed the head teachers. The researcher collected the questionnaires from the informants

3.8 Data analysis

According to Malusu (1997), data analysis refers to categorization, ordering and summarizing of data to obtain answers to research questions. Gay (1996), states that the most common method of reporting a descriptive survey research is by developing frequency distributions, calculating percentages and tabulating them appropriately. Data was analyzed as follows:

- i. Data collected by interview schedules were categorized according to specific information. The data were then analyzed thematically. This was done according to objectives of the study. This analysis was done in a narrative form.

- ii. The researcher analyzed the quantitative data with the use of SPSS(Statistical Package for Social Sciences). Data were coded and entered into the computer. Frequency distribution were developed, tabulated and percentages calculated accordingly. The researcher used graphs and pie charts in the analysis of the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the data pertaining to the objectives of the study: status of students' safety in secondary schools, the implications of lack of safety to students' learning process, ways of curbing insecurity in secondary schools, the implementation of safety guidelines in schools, challenges in schools and the ways of overcoming the challenges to students' safety in secondary schools.

Table 4.1: Distribution of Respondents by Gender

	Teachers		Students	
	Frequency	percentage	Frequency	Percentage
Female	6	22	60	33
Male	21	78	120	67
Total	27	100	180	100

The study sought to establish the respondents' gender. According to the table 4.1, male respondents were the majority both for the students 120 (67%) and teachers 21 (78%) respondents. The study results show that female teachers were 6 (22%) while the students were 60 (33%).

4.1 Status of students' Safety in Secondary Schools

In this section the study sought to establish the status of students' safety in secondary schools in Kuria West District. The results of the study are presented in the subsequent sections.

Table 4.2: Presence of Violence

	Students		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Yes	45	25	11	41
No	135	75	16	59
Total	180	100	27	100

4.1.1 Presence of Violence

The study sought to establish the safety of students in secondary schools. To achieve this objective, the respondents were asked whether or not they had experienced any form of violence in their schools. The findings showed that 45 students (25%) and 11 teachers (41%) agreed that they had experienced violence in their schools. It was also found that the 135 students (75%) and 16 teachers (59%) had not experienced violence in their schools. The results were as presented in table 4.2

The respondents (students) were also asked to mention some of the types of violence in schools. The response given highlighted the following as the major types of violence in the schools: students working during class hours, caning/ beating, ethnic differences, students fighting with prefects and beatings of students by the prefects.

Table 4.3: Bullying in Schools

Item	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
Yes	65	36	8	30
No	115	64	19	70
Total	180	100	27	100

4.1.2: Bullying in Schools

The study also sought to establish whether bullying was one of the forms of violence in schools. The findings of the study in Table 4.3 revealed that 65 (36%) and 8 (30%) of the students and teachers respectively agreed that bullying was one of the forms of violence in schools. It was also found that 115 (64%) and 19 (70%) of the students and teachers respectively objected that bullying was no longer a form of child abuse in secondary schools. These findings agree with Besag's (1994) view that bullying in schools is a hidden area of social interaction which has thrived in schools secretly for years without being abated. She observes that the problem is well hidden from the teachers and according to the results only a small fraction of the teachers indicated the existence of the vice. The study results further agree with David and Charton (1986) view that bullying is a problem that is

difficult to bring to an end due to the fact that the students are not willing to divulge the vice to the teachers and adults. This is evident from the results of the study as only a small fraction of the students (36%) agreed that there was indeed bullying in the schools.

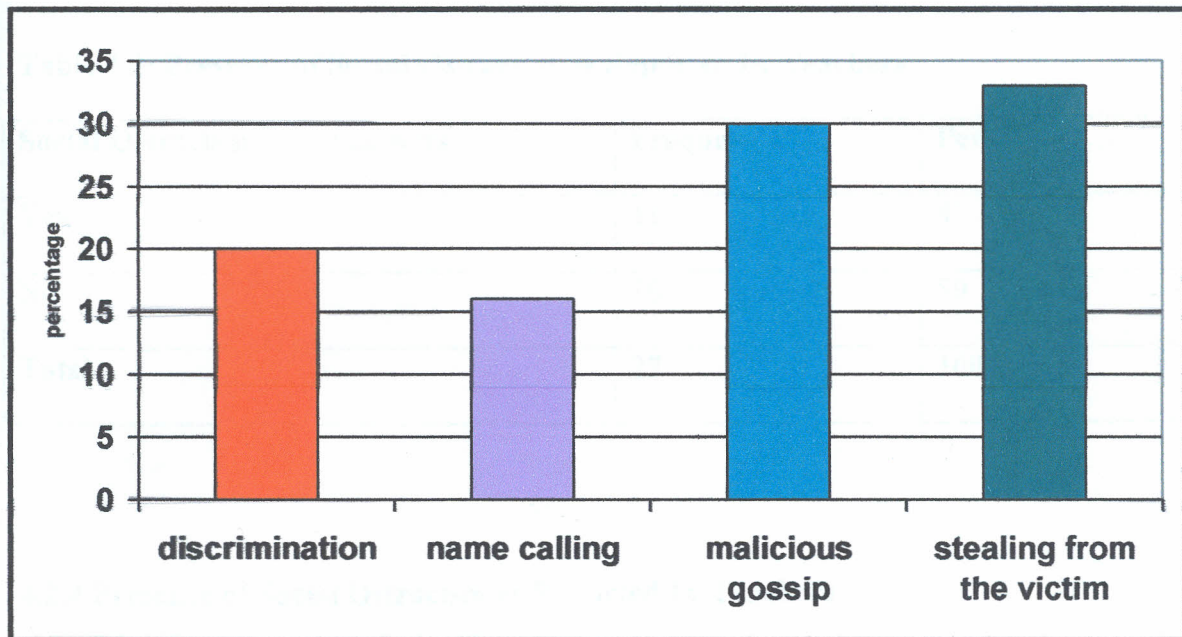


Figure 4.1: Ways of Bullying in Schools

The study also sought to establish the ways in which bullying was carried out in schools. The findings of the study showed that the bullying was carried out in form of discrimination (11%), name calling (17%), malicious gossip (2%) and through stealing from the victims (4%). The results were as presented in figure 4.1

In an interview with head-teachers, they were asked to comment on the prevalence of bullying in their schools. Their comment was that bullying was minimal in their schools. Others commented that there was no bullying in their schools. Asked on the manifestation of

bullying in their schools, they commented that: there was forceful attainment of material goods from the new students by the old ones, stealing of items from the new students by the old students, giving form ones a lot of manual work and asking new students funny questions. The study findings are similar to Huybregts (2003) who found in their study that name calling was one of the major forms of bullying in schools in Belgium.

Table 4.4: Presence of Social Ostracism as Reported by Teachers

Social Ostracism	Teachers	Frequency	Percentage
Yes		11	41
No		16	59
Total		27	100

4.2.4 Presence of Social Ostracism as Reported by Teachers

The study sought to establish the presence of social ostracism in secondary schools. The findings of the study revealed that 11 (41%) of the respondents agreed that social ostracism was present in their schools while 16 (59%) disagreed. The findings were as presented in the table 4.4. The results of the study support Besag (1994) observation that bullying can come in the form of social ostracism, name calling, malicious gossip or competitive academic approach.

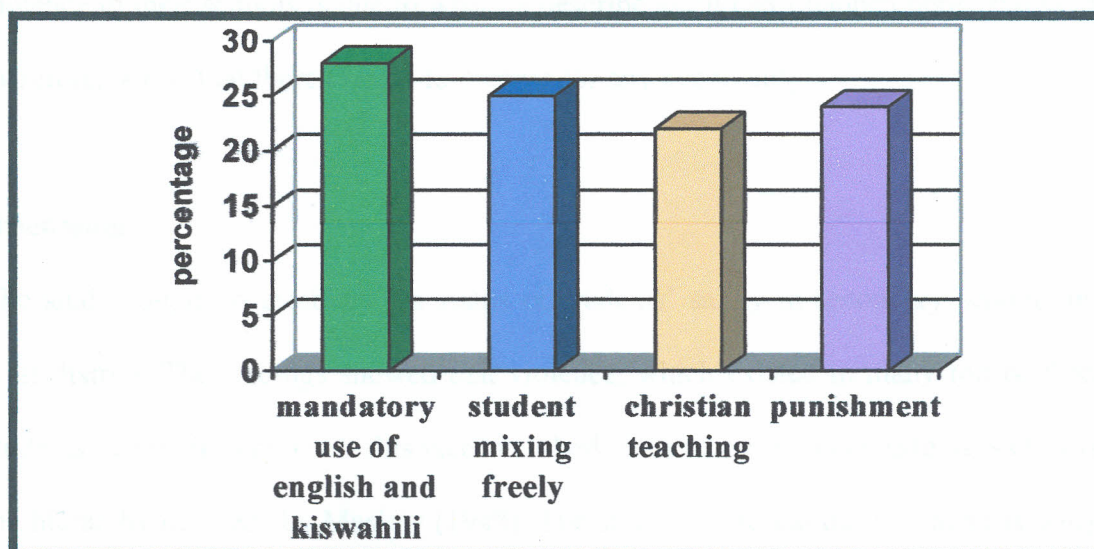


Figure 4.2 measures to curtail social ostracism as reported by teachers

The study also sought to find out the measures to curtail social ostracism. The findings of the study revealed that mandatory use of English and Kiswahili could be one of the measures as indicated by 8 teachers (28%). It was also found out by 7 teachers (26%) that free mixing of students can also be used to curb the vice. Six teachers (24%) indicated that punishment can be used as a measure of curbing social ostracism. The findings were as presented in Figure 4.2

These findings of the study are a clear indication of the existence of violence in secondary schools in Kuria West District. The findings of the study do not differ from those done by Curties (1963) and Mcmanus (1989) at Cambridge University which found out that there existed fighting amongst students. The study results support the findings of the studies by waller cited in Schostak (1989) which reported that teachers and pupils were hostile to each other. The study results agree with the findings to Robert (2006) in the United States who

found out that violence can happen in any school and that teachers' denial of the presence of violence in their schools is due to what he describe as "it can't happen here" syndrome. He, therefore, warns that there is need to prepare for any eventuality.

Discussion

The study sought to establish the status of students' safety in secondary schools in Kuria west district. The findings showed that violence, which existed in many forms, threatened students' safety in schools. If this vice is curbed, then students can be safe as is elaborated in the hierarchy of needs by Maslow (1948). The study also found out that there is bullying in schools which is exhibited in the form of discrimination, name calling, malicious gossip and stealing from the victims.

4.2 Implications of Lack of Safety to Students' Learning Process

In this section the study sought to assess how lack of safety in secondary schools impacted on the performance of the students. The findings of the study are presented in sections that follow.

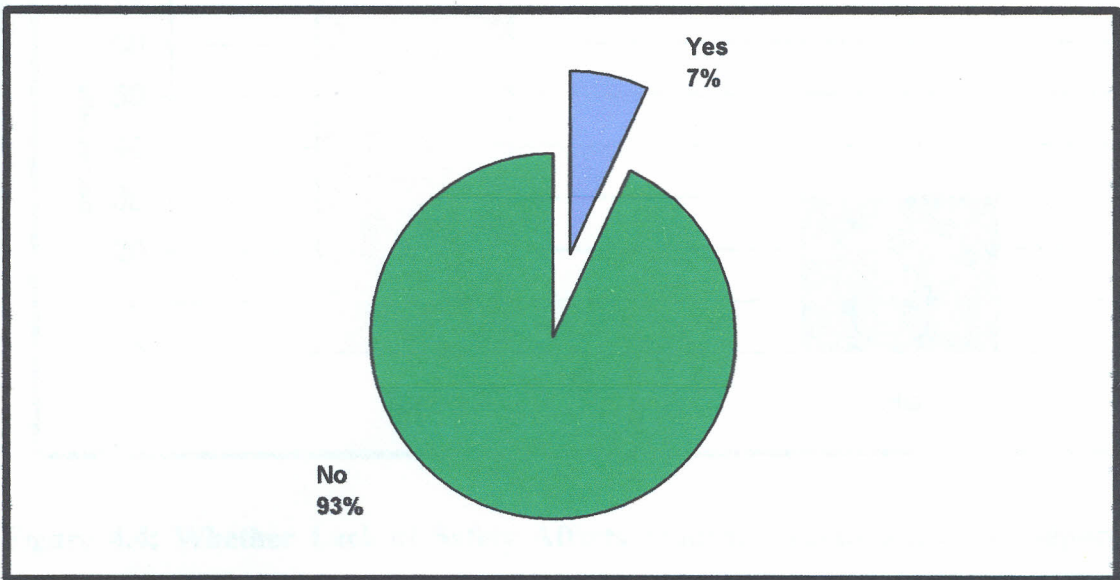


Figure 4.3: Students Drop out due to Safety Problems as Reported by Students

4.2.1 Students Drop out due to Safety Problems

To establish whether school drop out had any connection with safety problems, the respondents were asked to indicate their views on this matter. The findings of the study in Figure 4.3 showed that 167 (93%) of the respondents indicated that the school drop out had no connection with the safety problems. Thirteen students (7%) indicated that there was a connection between the school drop out and safety problems. These findings of the study differed with those of David and Charton (1986) who found out that students drop out of schools due to safety issues such as bullying.

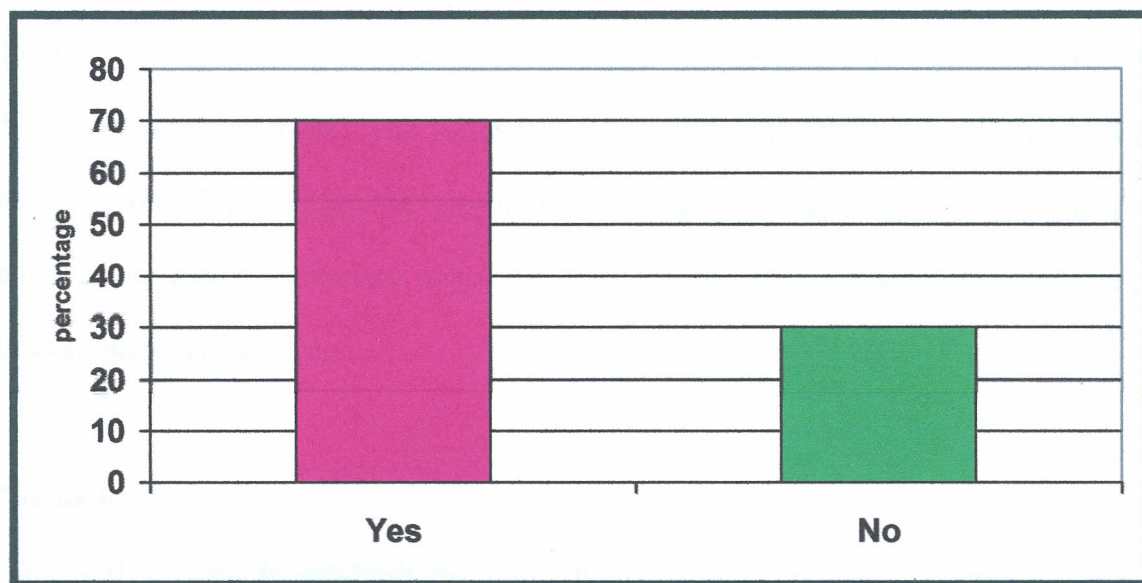


Figure 4.4: Whether Lack of Safety Affects Students' Performance as Reported by Teachers

4.2.2 Whether lack of safety affects Students Performance

The study sought to establish whether lack of safety in schools affected students' performance. The results of the study in Figure 4.4 show that 19 (70%) of the respondents indicated that lack of safety affected students' performance in schools. The study results further show that 8 (30%) of the respondents indicated that lack of safety did not affect students' performance. The study findings are in agreement with David and Charton (1986) who said that bullying as a form of violence caused disturbance on the students' learning time which would in turn affect their performance.

Asked to indicate the extent to which lack of safety affected the students' performance academically, some head teachers indicated that occasionally the students may stray away from school and this has a direct impact on their performances. This finding agrees with Waller in Schostak (1986) who indicated that students who feel threatened may refuse to attend school. The head teachers also indicated that due to fear, some students feel stressed and threatened and this impacts negatively on their performance academically, be it in class or even personal study time.

Discussion

The study sought to establish the implications of lack of safety to students' learning process. The findings showed, to a large extent, that school drop out had little to do with safety problems as indicated by 167 (93%) student respondents. Thirteen (7%) observed that school drop out was as a result of safety problems. The main aim of the study was to find possible ways of making all students feel safe in schools throughout their stay there. The gap of 7% should be bridged so that no student gets out of school before completion of the four –year –course. The schools should have 100% retention rate of students. Concerning students' performance in relation to safety, it was found out, according to 19(70%) of the teachers that safety affected performance. There is need to ensure students of there safety so that they can achieve their goals.

4.3 Ways of curbing insecurity in secondary schools

The study sought to establish the ways that could be used to curb the insecurity in secondary schools in Kuria West District. The findings of the study are presented in the subsequent sections.

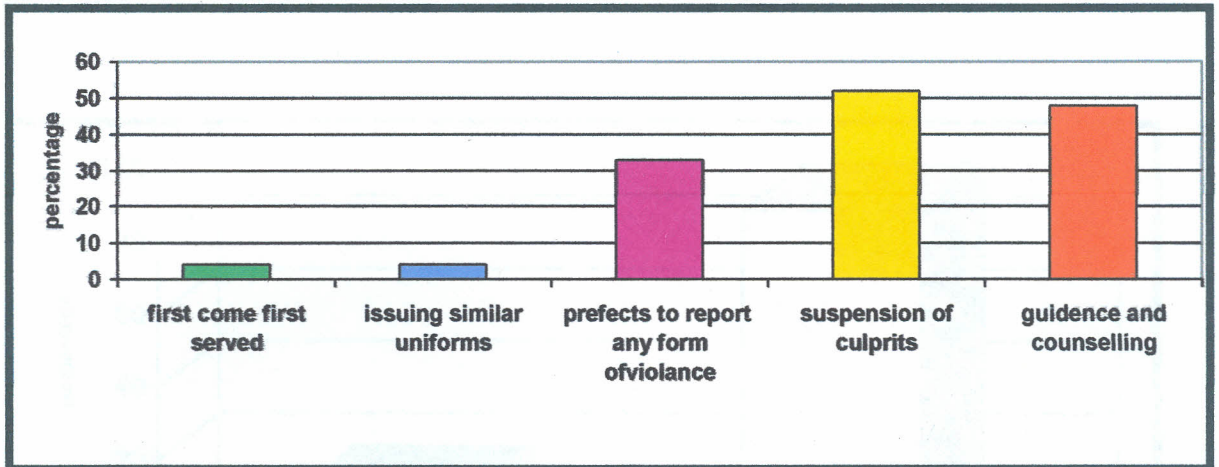


Figure 4.5: Measures to curb Violence

4.3.1 Measures to curb Violence

The study sought to find out the measures which should be taken to curb violence in schools. Figure 4.5 presents the suggested measures to be put in place. The suggestions were that: culprits should be suspended from schools 14 (52%), issuing of similar uniforms to the students 1 (4%), adopting the use of first come, first served when serving meals 1(4%), prefects were to report any form of violence to the administration 10 (38%) and that the students should be provided with guidance and counseling services 12 (48%). Here respondents were required to give more than one response.

In an interview with the head teachers, it was suggested that the student offenders should be punished as a way of curbing violence. Another suggestion was that the culprits should be arrested and prosecuted. Three head-teachers indicated that the schools should be fenced and having watchmen to keep off the intruders. One head teacher indicated that the school rules must be enforced, for instance, all students passing through the main gate to ensure the safety of all the students.

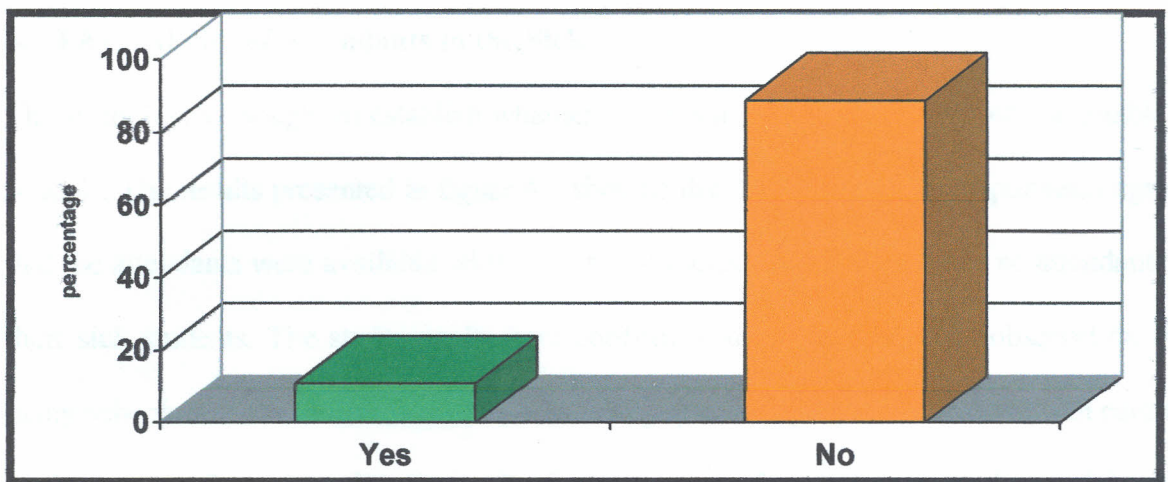


Figure 4.6: Availability of Sickbays in Schools

4.3.2 Availability of a Sickbay in School

To establish whether there were sick-bays in the schools, respondents were asked to indicate whether they had sick-bays. The results of the study showed that 160(89%) of the respondents indicated that they had no sick-bays in their schools. Twenty students (11%) interviewed indicated that their schools had sick-bays. The findings were as presented in Figure 4.6.

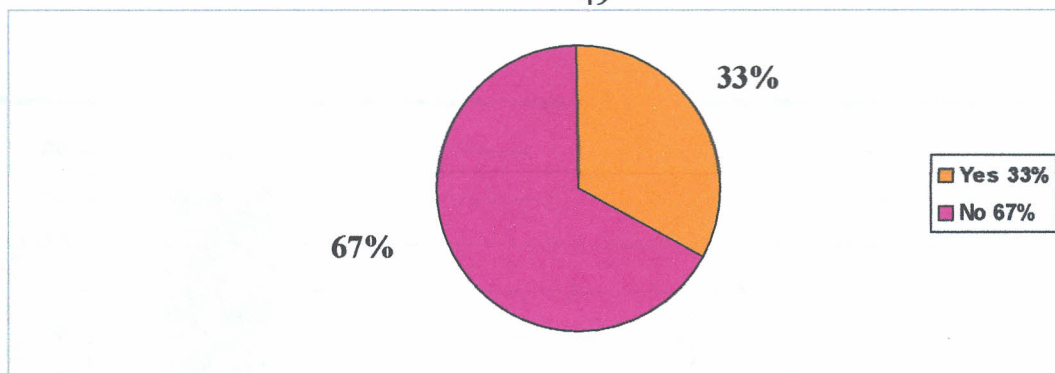


Figure 4.7: Availability of Attendants to the Sick as Reported by Students

4.3.3 Availability of Attendants to the Sick

The study further sought to establish whether those who attend to the sick were available in schools. The results presented in figure 4.7 showed that 59 (33%) of the respondents agreed that the attendants were available while 121(67%) indicated that there were no attendants to their sick students. The study results here confirm Reut zel et, al (2001) observation that many schools do not have nurses who are the only qualified people to handle health care for students, to perform these functions. The functions, according to them, are always delegated to non-licensed personnel or left to the students themselves. It is evident from the study results that the health care for the student is not treated with seriousness it deserves by the schools.

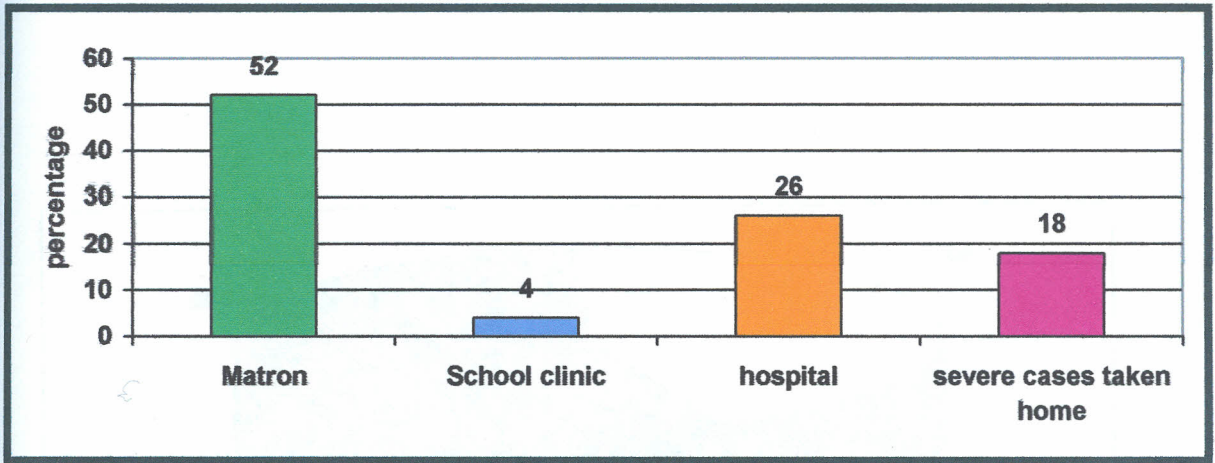


Figure 4.8: Care for Sick Students as Reported by Students

4.3.4 Care of sick students

The study sought to find out how sick students were taken care of in schools. The results of the study in Figure 4.8 show that 94 (52%) of the respondents indicated that the school matron was the one charged with the responsibility of caring for the sick students. Some of the sick students were taken to the school's clinic as indicated by 7(4%) of the respondents. Its was also found out that the sick students were taken to the hospital according to 47(26%) of the respondents. In dealing with the severe cases, 32 (18%) of the students indicated that those students who were severely sick were taken to their homes by the school.

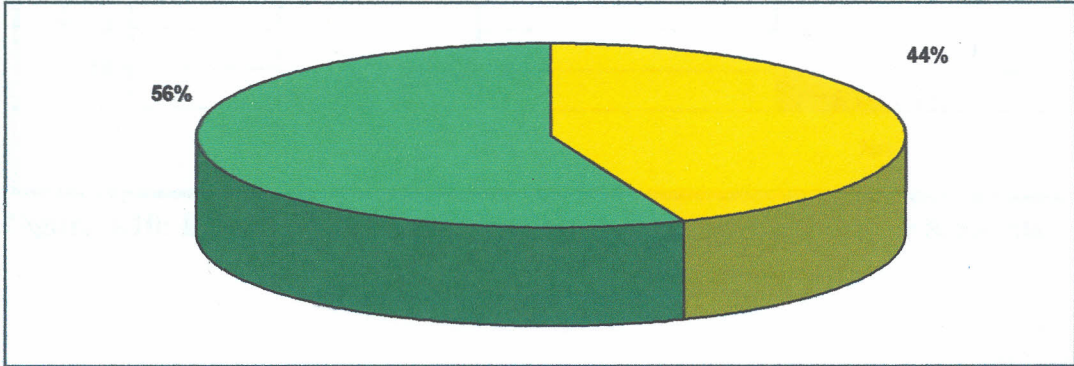


Figure 4.9 Availability of First Aid Kits as Reported by Students

4.3.5: Availability of First Aid Kits

To find out the availability of First Aid Kits, respondents were asked to indicate whether their schools had First Aid Kits. The study results in Figure 4.9 showed that 79 (44%) of the respondents agreed that the First Aid Kits were available. 101(56%) of the respondents indicated that the First Aid Kits were not available in their schools.



Figure 4.10: Knowledge of Using the First Aid Kits as Reported by Students

4.4.6 Knowledge of Using the First Aid Kits

The study sought to investigate whether the respondents had the knowledge of using the First Aid Kits. According to the results of the study presented in Figure 4.10, 72 (40%) of the respondents had the knowledge of using the Kits while 108 (60%) had no idea of how to use the First Aid Kits.

Table 4.5: Preparedness for Fire as Reported by Teachers

Preparations	Frequency	Percent
Installation fire extinguishers	15	55
Education on fire risks	10	37
Fire exits	8	29
Alarm bells	11	38
No equipment	15	19

4.3.7 Preparedness for Fire

The study also sought to establish how schools were prepared for fire outbreaks. The results of the study showed that schools had installed fire extinguishers as indicated by 15 (55%) of the respondents, the schools offered education of fire risks according to 10 (37%) respondents. The students and the teachers are also educated on leaving by fire exits in the building in case of fire outbreaks according to 8 (29%) respondents, and putting in place the alarm bells at strategic places 11 (38%). The study results also revealed that 5 (19%) of the respondents indicated that there were no fire equipment in their schools. The findings were as presented in table 4.5.

In an interview with the head-teachers, it was found that the schools were prepared for emergency by; training the students on the use of first aid equipment and fire fighting equipment, fixing of alarm bells at strategic places to be used in cases of emergency and through educating the students on the measures to take in cases of emergency.

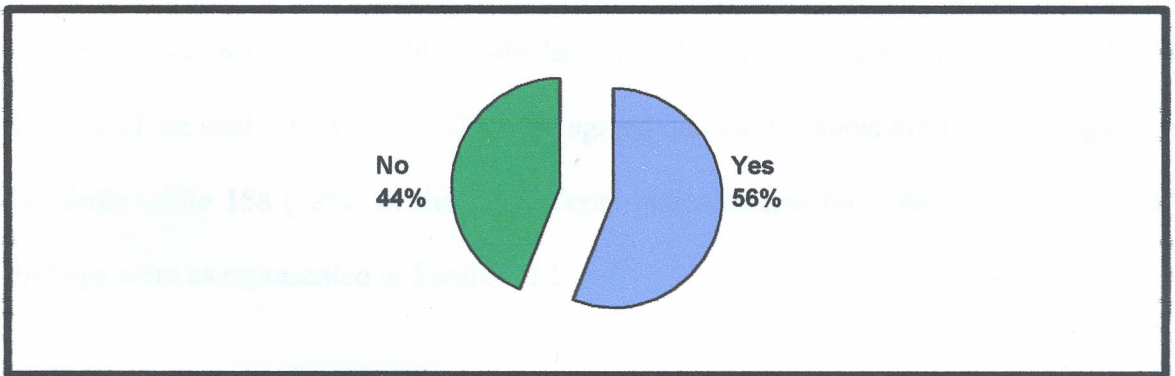


Figure 4.11: Availability of Fire Extinguishers

4.3.8 Availability of Fire Extinguishers

The study sought to find out whether the fire extinguishers were available in schools. The findings of the study showed that 101 (56%) of the respondents agreed that fire

extinguishers were available in their schools while 79 (44%) indicated that they were not available as shown in figure 4.11.

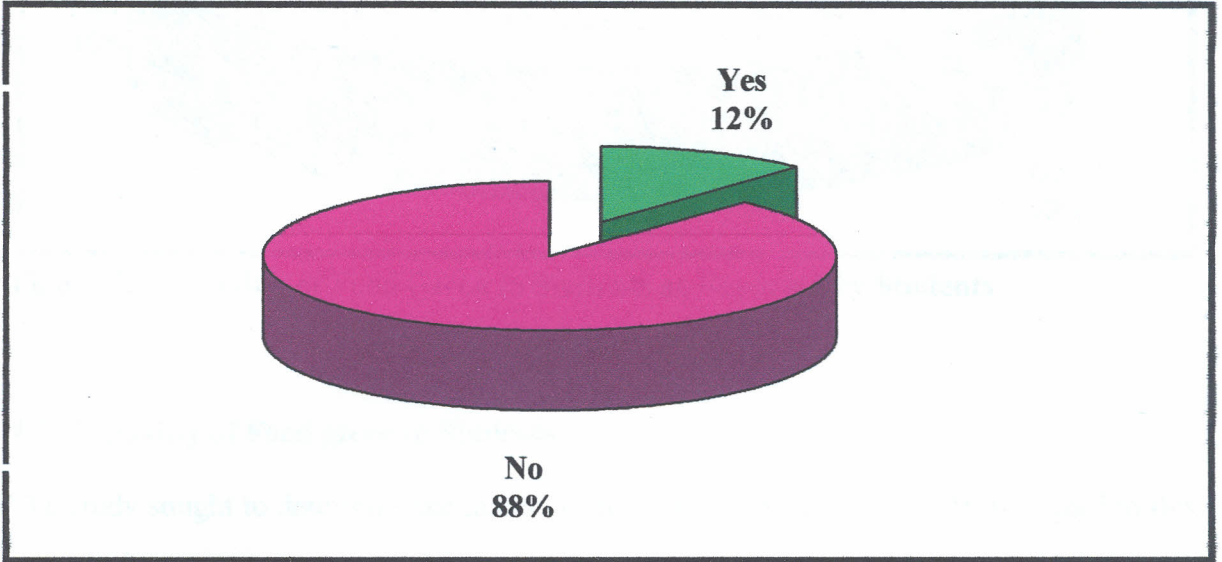


Figure 4.12: Teaching on Fire Drills in the Schools as Reported by Students

4.3.9 Teaching on Fire Drills in the School as Reported by Students

The study also sought to establish whether the schools had teachings on fire drills. The findings of the study showed that 22 (12%) agreed that their schools offered teachings on the fire drills while 158 (88%) of the respondents indicated that they did not have such. The findings were as represented in Figure 4.12.

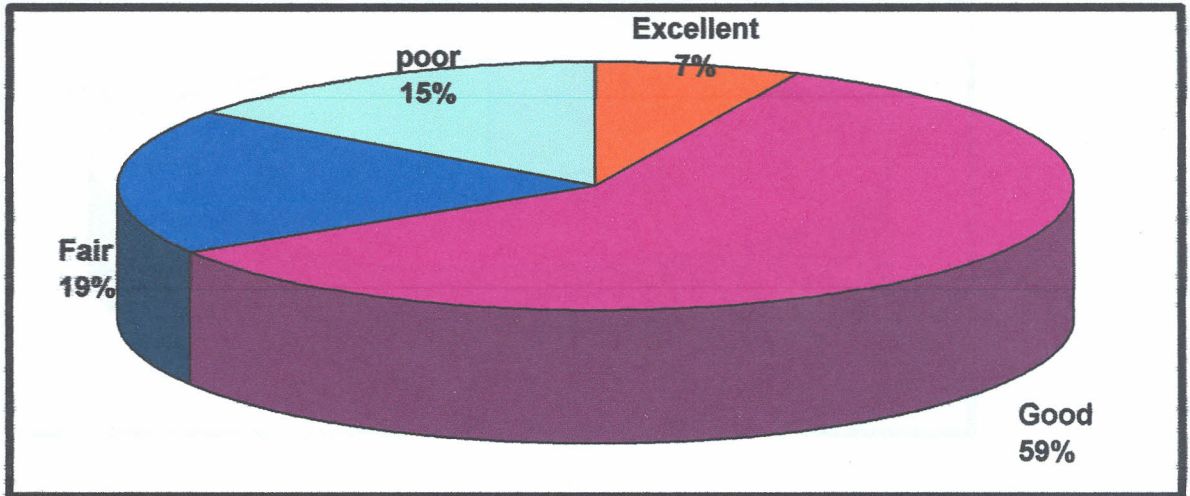


Figure 4.13: Quality of Food Given to Students as Reported by Students

4.3.10 Quality of Food given to Students

The study sought to determine the quality of food given to the students. With regard to this, the findings of the study showed that majority of the respondents 106 (59%) indicated that the quality of food was generally good. Thirty four (19%) indicated that the quality of food was fair, 27 (15%) indicated that the quality of food given was poor. Thirteen (7%) of the respondents agreed that the quality of food given to the students was excellent. The findings were as presented in figure 4.13.

The head-teachers were also interviewed on the way in which they ensured that the foods given to students were safe. The interview revealed that the strategies for ensuring safety in food were that: the cooks were given medical check up every term, there was supervision of the preparation and serving of food to students by the teacher in charge of feeding program in schools, the schools prevented the students from accessing food prepared outside the schools and that high standards of cleanliness were maintained in the kitchen by the cooks.

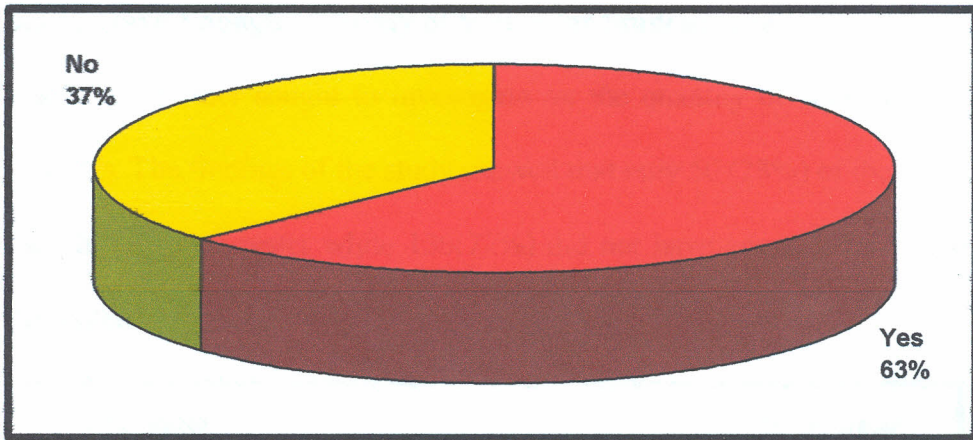


Figure 4.14: Availability of Clean Water as Reported by Students

4.3.11 Availability of Clean Water

Respondents were asked to indicate whether clean water was available for the students. The study revealed that according to 133(63%) of the respondents there was clean water in the schools. Sixty seven (37%) of respondents indicated that there was no clean water in the schools. The findings were as presented in the figure 4.14.

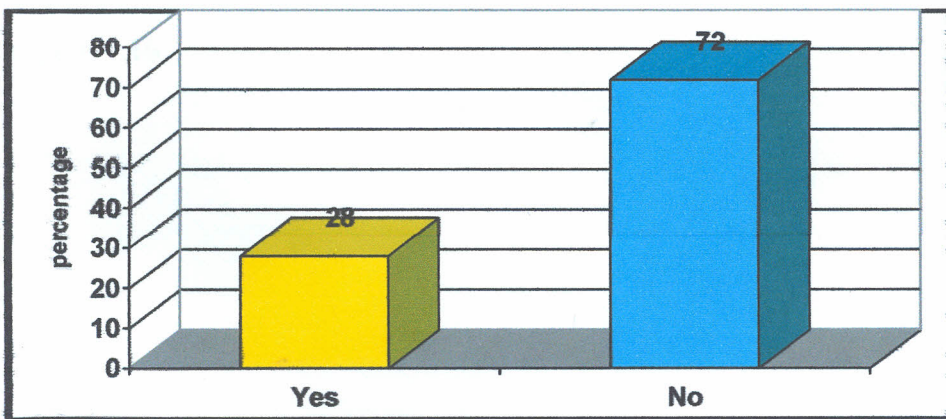


Figure 4.15: Have Enough Quality of Water for Students use as Reported by Students

4.3.12 Have Enough Quantity of Water for Students use

The study further sought to investigate on the quantity of water available for use by the students. The findings of the study showed that only 50 (28%) of the respondents agreed that they had enough water while 130(72%) did not have enough water. The findings were as presented in the figure 4.15.

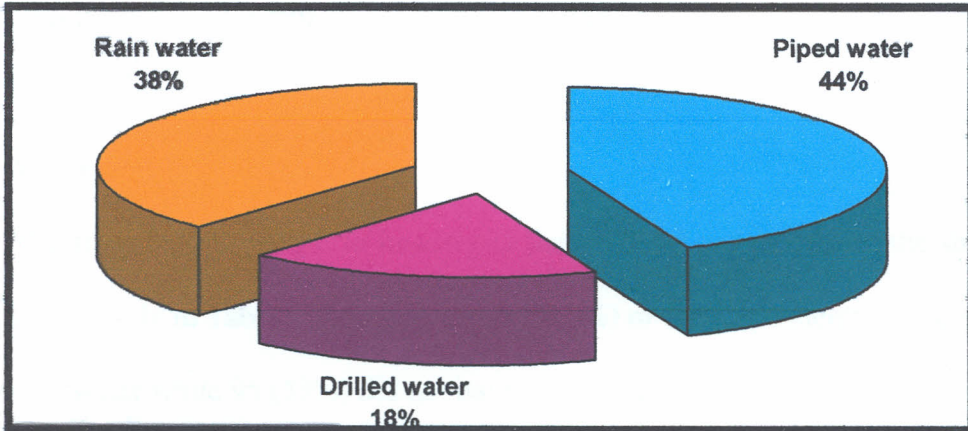


Figure 4.16:

Source of Water

Asked to state the source of water used in school by students, 79(44%) of the respondents, schools used piped water, while 68(38%) used rain water and 33(18%) used drilled water

Figure 4.16

Table 4.6: Water Safety as Reported by Students

	Frequency	Percentage
Yes	85	47
No	95	53
Total	180	100

4.3.13 Water Safety

The study further sought to investigate the safety of water used by the students. The results of the study in Table 4.6 showed that 85 (47%) of the respondents indicated that schools had safe water while 95 (53%) did not have safe water.

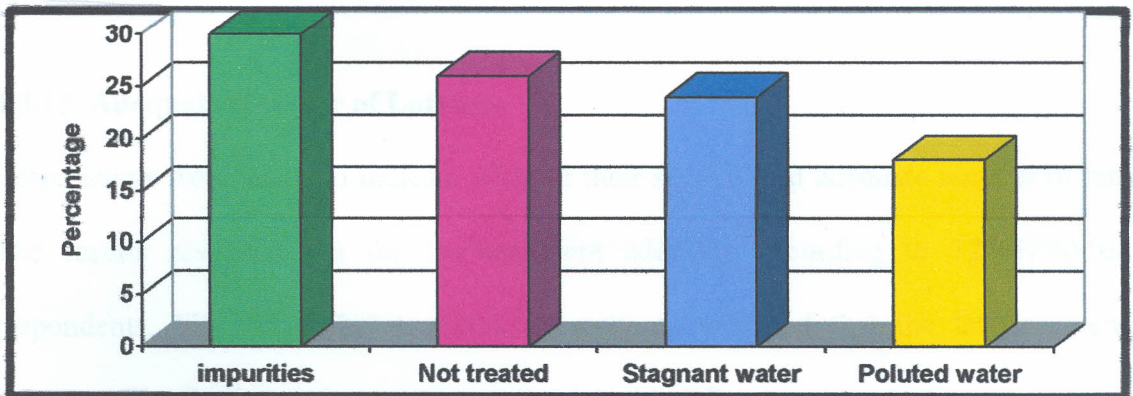


Figure 4.17: Reasons why water is unsafe as reported by the students

4.3.14 Reasons why Water is Unsafe

The study also sought to establish the reasons behind the availability of unsafe water in the schools. Most of the respondents 54(30%) indicated that the water had impurities thereby making it unsafe for use by the students. Other reasons given by the respondents were that

the water was not treated 48 (27%), the water was stagnant 45(25%) and that the water was polluted 32(18%). The findings were as presented in figure 4.17.

The head-teachers of different schools were also interviewed on the ways in which they ensured that the students had clean water. The findings revealed that some schools boiled water for students' use while others used treated water.

Table 4.7: Adequacy of Latrines as Reported by Students

	Frequency	Percentage
Yes	121	67
No	59	33
Total	180	100

4.3.15. Adequate Number of Latrines

Respondents were asked to indicate whether their schools had adequate number of latrines. The results revealed that the latrines were adequate according to 121(67%) of the respondents. Fifty nine (33%) of the respondents indicated that the latrines were not adequate. The findings were as presented in the table 4.7

The respondents were further asked whether the latrines were cleaned on daily basis. The findings showed that 155 (64%) of respondents agreed to the fact that the latrines were cleaned on a daily basis. According to the study only 65(36%) of the respondents indicated that schools did not clean the latrines on daily basis. Asked to indicate those who were responsible for the cleaning the pit latrines, the respondents indicated that cleaning of the latrines was purely the duty of the students.

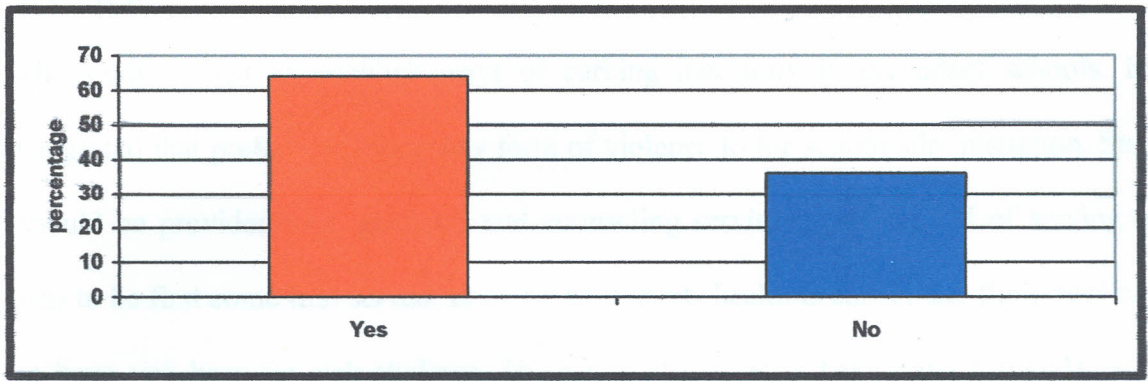


Figure 4.18: Cleaning of latrines on a daily basis as reported by students

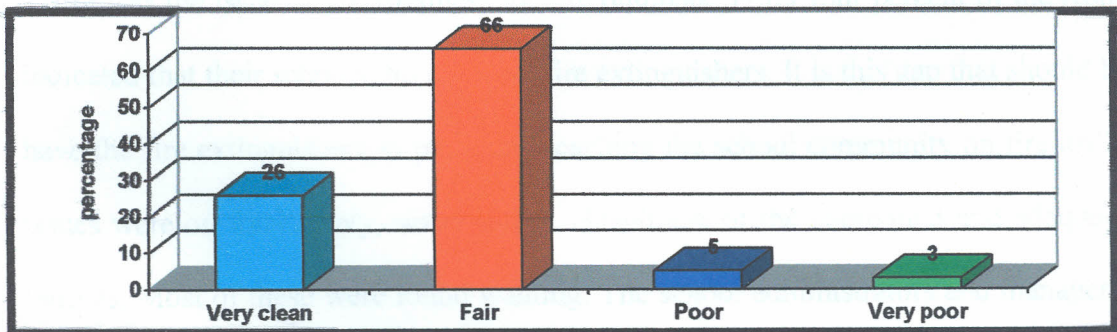


Figure 4.19: Cleanliness of the School Compound as Reported by Students

4.3.16 Cleanliness of the School Compound

The study also sought to establish the cleanliness of the school compound. The findings of the study showed that majority of the respondents 119(66%) indicated that the school compounds were fairly clean. It was also found out that according to 47 (26%) of the respondents the school compounds were not clean and 5(3%) indicated that the compounds were very untidy as presented in figure 4.19

Discussion

The study sought to establish ways of curbing insecurity in secondary schools. It was suggested that prefects to report any form of violence to the school administration. Students should be provided with guidance and counseling services. The method of serving meals was to be first come first served. In as far as students health is concerned, the school needed to have sick-bays for sick students. There was also need to have trained attendants to the sick. Majority of the schools had First Aid Kits. The gap here is on the schools that did not have First Aid Kits as reported by (56%) of the respondents. The gap should be bridged. There was the issue of preparedness for fire outbreak. Forty four percent of the respondents indicated that their schools did not have fire extinguishers. It is this gap that should be filled; have the fire extinguishers in place and teaching the school community on fire drills. Other issues were on food safety, water safety, cleanliness of the compound and adequacy of pit latrines. Most of these were found wanting. The school administrators and managers should fill the gaps. Once this is done then students will learn smoothly and be high achievers; self-actualized individuals as indicated by Maslow (1948).

4.4 Challenges on Students' Safety in Schools

In this section the study sought to establish whether there were challenges in ensuring safety of students in schools. According to the results of the study, majority of the respondents agreed that there were challenges in ensuring that there was safety in schools. The results showed that a few of the respondents indicated that they had no challenges in ensuring safety in their schools.

Interview by the head teachers revealed that the major challenge to implementation of safety guidelines in schools was lack of funds for buying of the equipment and materials such as fire extinguishers and First Aid Kits, for the safety in schools. The head teachers also cited lack of qualified personnel as a challenge to implementation of safety guidelines in schools. The school heads equally cited ignorance by both the students and teachers on the safety matters as well as on the use of the available gadgets. Lack of First Aid Kits in schools was a big impediment to the implementation of the safety guidelines in schools. The respondents also cited lack of co-operation from a few teachers in instilling discipline in students.

Discussion

The study sought to establish whether there were challenges on students' safety in secondary schools; ensuring safety. According to responses, majority of teachers interviewed, agreed that there were challenges in ensuring that there was safety in secondary schools. A small fraction of the head teachers interviewed indicated that they had no challenges in ensuring that there is safety in their schools. The major challenge was lack of funds in purchasing safety equipment. They also cited lack of qualified personnel as a challenge to implementation of safety guidelines in schools.

4.5 Suggestions for Overcoming Safety Challenges

The respondents were asked to give their suggestions on the ways of overcoming the challenges to the school safety. Majority of the respondents indicated that one of the ways was by ensuring that no student had a mobile phone. Other suggestions were that the schools were to ensure students safety, creation of safety awareness in schools, provision of adequate funds to buy safety equipment and through close monitoring of the students' moves.

4.5.1 Suggestions for Maintaining Safety

The respondents were finally asked to give their suggestions on the ways of maintaining safety in schools. The suggestions given were as presented in table 4.8. Most of the respondents 60 (33%) suggested that schools should employ qualified personnel. According to 32 (18%) of the respondents suggested that strict observance of rules and regulations was important. Thirty six (7%) of the respondents also suggested having security lights in schools. Constructing more pit latrines was suggested by 35 (19%) of the respondents. Ten (5%) of the respondents suggested that schools should maintain cleanliness of food stuffs and water. Twelve (7%) of the respondents suggested that students should report any danger to the administration.

Table 4.8: Suggestions for Maintaining Safety in School as Reported by Teachers and Students.

Suggestions	Frequency	Percentage (%)
Employing qualified personnel	60	33
Observing strict rules and regulations	32	18
Fencing the school	36	20
Having safety equipment	11	6
Having security lights in the school	13	7
Constructing more pit latrines	35	19
Maintaining cleanliness of food stuffs and water	10	5
Reporting any danger to the administration	12	7

Teacher respondents suggested that safety in schools can be maintained by establishing guidance and counseling which will offer the services to the students, and that there should be training on handling of the safety equipment. Head teachers suggested that other ways of ensuring safety in schools were strict marking of the attendance registers to identify those who sneak out of school while also ensuring that the gatekeepers are working under strict rules and instructions. They indicated that schools should use well structured leave out sheets and through educating the students on the dangers of sneaking out of school.

Discussion

In this section, the respondents were asked to give their suggestions on the ways of overcoming the challenges to students' safety in secondary schools. The suggestions were as follows: employment of qualified personnel, observing strict rules and regulations, fencing the school compounds, having safety equipment, having security lights in the schools, construction of more pit latrines, maintaining cleanliness of food stuffs and reporting any danger to the administration. When this is done, the students will feel safe which in turn will lead to good performance. Students who perform well in academics will be high achievers in their lives.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The overall purpose of the study was to establish the issues on students' safety in secondary schools in Kuria West District, in Nyanza Province. The first objective of the study was to establish the status of students' safety in secondary schools in Kuria West District. The second objective was to assess the implications of lack of safety to students' learning process. The third objective was to explore ways of curbing insecurity in secondary schools in Kuria West District. The fourth objective was to find out the challenges to the implementation of safety guidelines in schools. The fifth objective was to make suggestion on the way of overcoming the challenges to the students' safety in the secondary schools.

5.1 Summary of Findings

5.1.1 Status of Students' Safety in Secondary Schools

According to majority of the respondents, schools did not experience violence. However, a few respondents indicated that schools experienced violence. The types of violence which were prevalent in schools according to the study included canning and beating of students by teachers. The study also established that the students fought their prefects and vice versa. Bullying as a form of violence in schools also existed. It was also in the form of discrimination, name calling and stealing from victims. According to the results of the study, social ostracism existed in the schools. This could be addressed by ensuring that the only allowed languages used in the schools are English and Kiswahili.

5.1.2 The Implications of Lack of Safety to Students' Learning Processes

Majority of the respondents indicated that safety problems in schools were not the cause of school drop out among the students. To some extent, some respondents agreed that lack of safety in schools affected the performance of the students. Head teachers indicated that some students occasionally stayed away from the schools due to safety reasons. Fear caused by violence among the students could cause the stress and /or lack of concentration in studies and this has negative impact on the performance of the students.

5.1.3 Ways of Curbing Insecurity in Secondary Schools in Kuria West District

The strongest suggestion given by the respondents was suspension of the culprits of violence. The establishment of guidance and counseling department to provide these essential services to the affected students was suggested by some respondents. Head teachers indicated that the culprits should be arrested and charged in courts of law. The schools should be fenced and watchman put at the gate to ensure that the students did not sneak out of the schools.

According to the study, some respondents indicated that schools did not have anyone to attend to the sick students. Some schools did not have First Aid Kits. The study revealed some of the schools were not prepared for First Aid as they had no knowledge of how to use the kits. The study revealed that only few schools had fire extinguishers. Majority of them did not have the knowledge of using the Fire extinguishers. Some respondents indicated that their schools had alarm bells to notify anyone in case of fire outbreak; while others said the schools had fire exits. This is a clear indication that some of the schools did not have alarm bells to notify anyone in case of fire outbreak. Even though these findings showed that these

schools are prepared for any eventuality of fire outbreak, only few respondents indicated their schools offered teaching of fire drills.

The quality of food given to the students was generally good. The schools ensured that those involved in the preparation of food went through medical check up to ensure safety of the food the students eat. The schools also prevented the students from accessing foods prepared from outside the school as well as maintained the high standards of cleanliness in the kitchen by the cooks. Even though the water available to the students for use was clean, it was inadequate. According to the respondents, the schools had, to a large extent, clean and adequate pit latrines.

5.1.4 The Challenges to the Implementation of Safety Guidelines in Schools

Majority of respondents indicated that there were indeed challenges on students' safety in schools. The head teacher respondents indicated that lack of funds to purchase the equipment and materials such as fire extinguishers and first aid kits was inadequate making the implementation of the safety guidelines very difficult. The study equally established that lack of qualified personnel and ignorance of both the students and teachers were among the greatest impediments to the implementation of the safety guidelines in the schools.

5.1.5 Suggestions on the Ways of Overcoming Challenges to Students' Safety in Secondary Schools

Respondents said that safety awareness was mandatory to alleviate the ignorance from the students on the use of the available safety equipment and equally suggested that to address the challenges to the implementation of safety guidelines in the secondary schools, funds

must be made available by the government for the purchase of necessary equipment. Some respondents suggested that schools should employ qualified personnel to handle safety issues in the schools.

5.2 Conclusion

The study found that even though secondary schools in Kuria West District reported that they had not experienced any form of violence in their schools, it was evident that some forms of safety issues were in the schools. These were in form of bullying which came in many forms. Other forms of violence that were found in schools included beatings by the prefects or the students beating the prefects. The study also established that the schools were ill prepared in terms of emergencies as majority of the respondents had no knowledge of how to use the first aid kits. There were very few people to attend to sick students and even those present lacked the qualifications.

It was evident from the results of the study that lack of safety in secondary schools had a negative implication on the performance of the students as some kept off from schools, while others lacked concentration in their academic activities whether in class or personal studies due to insecurity. The study, therefore, concludes that lack of safety in schools has negative implication on the student's performance.

The study established that the ways to curb insecurity in secondary schools were to establish guidance and counseling in schools to help the victims of insecurity. The school can also erect fences and have watchmen placed at the gate to make sure that the students do not leave the schools. The head teachers suggested that the culprits of violence in schools be

suspended while others should be arrested and charged in courts of law. There existed challenges to the implementation of the safety guidelines in schools. These include lack of funds for purchasing of equipment and materials. There are also the challenges of ignorance among the students of the existence of first aid kits and other safety equipment in the schools. Another challenge was lack of co-operation by some teachers who fail to discipline errant students.

5.3 Recommendations

Safety of students in the schools is important regardless of the form. The study, therefore, recommends that:-

5.3.1

All the school rules and regulations be enforced to make sure that no student takes advantage of his/her fellow students, for instance, there should be total abolition of bullying in schools. This should be done with a view to ensuring that no student sneaks out of the school compound.

5.3.2

The research recommends that the school administrators should ensure students of their safety in schools. Once this is done, there will be no school drop outs and that students will concentrate in their studies, thus, good performance will be achieved.

5.3.3

The researcher recommends that the schools institute safety education so that students and teachers know how to use safety equipment like the fire extinguishers among others.

5.3.4

The major challenge was funds. The researcher recommended that the government should increase its funding to the secondary schools to facilitate the purchase of the safety equipment.

5.4 Recommendations for Further Research

- I. This study was done on the secondary schools in Kuria West District only. The researcher recommends that similar studies should be done on other secondary schools in other regions in Kenya, with an aim of finding out the issues on students' safety in secondary schools.
- II. The study also recommends that similar studies be carried out in other countries especially in Africa. This should be done with the aim of comparing the issues on students' security in other African countries to the students' security in secondary schools in Kenya.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

- The purpose for this study is to investigate causes of lack of students' safety in schools, and possibly find solutions to such problems.
- You can greatly contribute to the attainment of this goal by giving honest information.
- You do not need to write your name on the questionnaire.
- This information you give will be treated as confidential and will be used for the purpose of the study only.
- Answer the questions by ticking and explaining where necessary.

6. Is there social resistance to this?

1. Your Sex

Male []

Female []

2. Is there any form of violence on the students?

Yes []

No []

3. If your answer in no 2 is yes, how is violence exhibited on the students?

.....

.....

4. Do form ones and newcomers experience bullying in the school?

Yes []

No []

5. What are the measures put in place to curb this vice? Give two only.

(a).....

.....

(b).....

.....

6. Is there social ostracism based on ethnicity among the students?

Yes []

No []

7. If, the answer is yes in no 6, what are the measures put in place to curtail this problem? Give two.

(a)

(b).....

8. What are the measures put in place in the event of fire? Name.

.....

.....

.....

9. How are the sick students taken care of?

.....

10. How can you rate the food given to students?

- a) Excellent []
- b) Good []
- c) Fair []
- d) Poor []

11. Does the school have clean safe water?

Yes []

No []

12. Are the latrines adequate for the students?

Yes []

No []

13. Do students drop out due to safety problems?

Yes []

No []

14. Does lack of safety affect students' performance academically?

Yes []

No []

15. Give your own suggestion on how safety can be upheld in the school.

.....
.....
.....

16. Does the school encounter challenges in maintaining students' safety?

Yes []

No []

17. Give two suggestions on how the challenges can be overcome

.....
.....
.....

APPENDIX B**QUESTIONNAIRE FOR STUDENTS**

The purpose of this study is to investigate causes of lack of students' safety in schools and possibly find solutions to such problems. The information you give will be confidential and will be used for the purpose of this study only.

The goal can be achieved if you contribute to it by being honest with information required.

Answer the questions by ticking or writing down your answer as required.

1. Form []

2. Sex female []

Male []

3. Do you experience any form of violence in the school?

Yes []

No []

4. If, the answer to no 3 is yes, name just one type of violence you have experienced.

.....

5. Is there bullying of form ones and newcomers in your school?

Yes []

No []

6. If the answer is yes, how is it done? Tick one of these.

a) Discrimination []

b) Name calling []

c) Malicious gossip []

d) Stealing from the victim []

7. Which is the source of water in your school?

- a). Piped water []
- b). drilled water []
- c). rain water []

8. In your opinion, is the water enough for your daily needs?

- Yes []
- No []

9. Is the water safe for human consumption?

- Yes []
- No []

10. If, the answer to the above question is No, give a reason why the water is not safe?

.....

.....

11. Do you have a sickbay in the school?

- Yes []
- No []

12. Is there someone who attends to sick students in the school?

- Yes []
- No []

13. If, the answer to no. 12 is yes, what is his/ her qualifications?

- (a) A doctor []
- (b) A clinical []
- (c) A nurse []
- (d) Other []

.....

14. Do you have First Aid Kits in the school?

Yes []

No []

15. Do you know how to use the First Aid Kits?

Yes []

No []

16. Do you have fire extinguishers in the school

Yes []

No []

17. Are you taught fire drills in school?

Yes []

No []

18. Do you have enough pit latrines in the school/

Yes []

No []

19. Are the latrines cleaned on a daily basis?

Yes []

No []

20. Who cleans the latrines in the school?

.....

21. How can you rate the school compound?

a) Very clean []

b) Fair []

c) Poor []

d) Very poor []

22. Do some of the students drop out of school due to lack of safety in the school compound?

Yes []

No []

23. Does lack of safety affect some of you in academic performance?

Yes []

No []

24. What in your own opinion, can be done to maintain safety in the school

.....

.....

.....

APPENDIX C**INTERVIEW SCHEDULE FOR HEAD TEACHERS**

Thank you for agreeing to take part in this interview. May I assure you that everything said in this interview will be confidential.

1. Are there cases of violence on the students in your school?

2. What measures do you take to curb cases of violence on students? Name two only.

3. What can you say about the prevalence of bullying in the school?

4. How is bullying manifested in the school?

5. How is the school prepared in case of any emergency such as fire?

6. What measures have you put in place for the security of students, for instance, preventing them from sneaking out of school? Give three only

7. How do you ensure that students are given safe water in the school?
8. How do you ensure that students are given safe food in the school?
9. Does the school provide medical care to sick student?
10. Who is in charge of the sick students in the school?
11. Is the one in charge of sick students trained?
12. Does the school address the entire student body about safety?
13. Do students drop out due to lack of safety?
14. To what extent does lack of safety affect students' performance academically?

15. Does the school have students' safety guidelines by the Ministry of Education?

16. Are there setbacks in the implementation of safety guidelines in the school?

17. Name the setbacks experienced in your school in the implementation of safety guidelines.

18. How can you overcome the setbacks in the implementation of safety guidelines in the school?