

SAFETY POLICY IMPLEMENTATION FRAMEWORK FOR SECONDARY SCHOOLS IN KENYA

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Abstract

This study dealt with the development of a safety policy implementation framework for secondary schools in Kenya. This was due to the fact that safety is becoming a global issue and yet teachers at University level have not been trained on safety implementation and management. The target population included 18 public National secondary schools in Kenya which had sat for KCSE since 2010. National schools were purposively selected to participate in the study. Stratified random sampling was used to sample 6 schools to take part in the study. The six national secondary schools had 6 head teachers, 120 class teachers, 300 form three students, 6 watchmen, and 4 Quality Assurance and Standards Officers (QASOs), making a total of 436 respondents. Instruments which were used for data collection included Questionnaire for Teachers and Students, Interview schedules for Principal, QASOS and school Watchman, and observation schedules. Qualitative data collected from interviews was transcribed and analyzed on an ongoing process as themes and sub-themes emerged. Quantitative data was analyzed by use of descriptive statistics in form of percentages, means and standard deviations. The significant differences in terms of implementation, level of awareness, attitudes of teachers and students, and strategies in enhancing school safety, were tested using One-way Analysis of Variance (ANOVA). The findings indicated that national secondary schools had done moderate implementation of safety policies due to a number of factors. There was minimal safety awareness, with variations in attitude among teachers and students. Head-teachers, Quality Assurance and Standards Officers (QASOs), teachers, students and security personnel were found to be playing a significant role in the implementation of safety policies in schools. It was also established that schools had various strategies in place for the implementation of safety policies. Suggested solutions towards improving the implementation of safety led to creation of a framework for the implementation of the safety policies in phases.

Key words: Safety, Policy Implementation, Awareness, Strategies and Framework

Introduction and Literature Review

School safety is a fundamental and indispensable component of the teaching and learning process. The Government of Kenya is therefore committed to the provision of quality education and training to its citizens at all levels. The Social Pillar in the Vision 2030 singles out education and training as the vehicle that will drive Kenya into becoming a middle-income economy (MOE, 2008). In addition, the Kenyan Constitution, 2010 has provided for Free and Compulsory Basic Education as a human right to every Kenyan child. The country is therefore obliged to align education and training to the demands of its citizens (The Kenya sector of the International Commission of Jurists, 2010). This requires the review of all aspects of the education system to make it responsive to the new realities including safety measures in the institutions.

Safety is a worldwide concern hence there is a need for a Global platform to discuss ways of providing safety in schools and communities (Bastidas, 2011). In the United States of America for instance, it is very common to hear and read about students shooting fellow students or teachers. In Kenya, reports on lack of safety both in and out of school have been featuring more prominently. This made the Government to prepare a safety and standards manual (MOEST, 2008) to create safer schools. Times have changed inside schools and apparently, there exists constant fear and a growing need to address the issue of safety in depth. Medlen (2012) argues that the issues confronting schools are different depending on their nature and location, sophistication, frequency and complexity. Violent behavior in schools manifests in a wide range of aggressive acts from name calling to physical assault and sexual abuse (Dunne et al.,



2010). Some aggressive acts have grown in sophistry due to technological advancement, for instance, bullying includes cyber-bullying, texting, through social media, emails and silent treatment. These can be described as interpersonal violence or social exclusion which may create unsafe conditions in schools.

The school administrators and teachers need techniques to be competent in safety measures implementation, and to be encouraged to keep them up. The school officials have to ensure boarding facilities comply with basic safety standards through proper implementation (MOEST, 2010). Despite the fact that teachers are best placed to raise the alarm over failures to adhere to basic safety rules, the job is left to the small number of Quality Assurance officers working for the Ministry of Education. This may not be possible

without putting in place a safety policy implementation framework.

At its simplest, implementation can be described as the carrying out of a plan for the provision of safety. It focuses on operationalizing the plan (Katie, Morris, & McGarrigle, 2012). Similarly, it can relate to a series of activities undertaken by government and its institutions to achieve the goals and objectives articulated in safety policy statements. Policy implementation sits within the 'policy cycle', which involves policy design followed by policy delivery and then policy review as demonstrated in figure 1. Policy design means the formulation of safety policies and putting in place structures for implementation. This includes installation stage which is often overlooked in implementation.

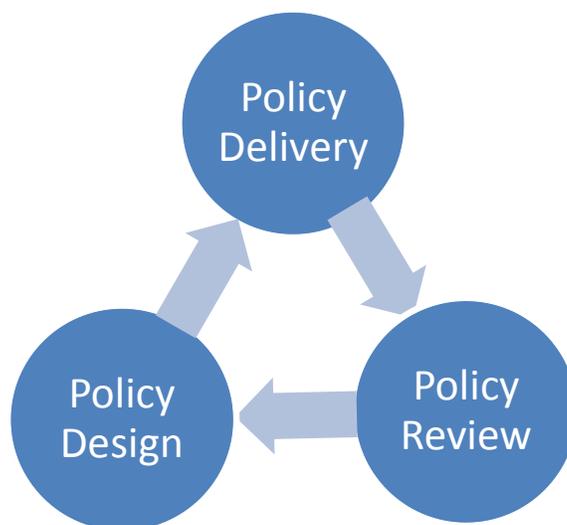


Figure 1. Policy Cycle. (Adapted from Katie et al., 2012)

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

Policy delivery is the process of disseminating the safety policies to various schools for implementation. Policy review comes after all implementation phases of safety policies have been achieved as shown in figure 1, which will put in place means and ways to confirm

that the safety measures are working or not, and what needs to be done to improve implementation. Policy review should be done within stipulated time period before making or announcing any changes.

In practice, however, the lines between these stages in the policy cycle can become quite blurred (Katie et al., 2012). Implementation is a process that takes time and occurs in incremental stages, each requiring different conditions and activities. Each stage is essential to the implementation process and cannot be skipped. However, those implementing safety policies may need to revisit earlier stages to address challenges, and ensure continued support and capacity (Allison & Leah, 2012).

There is broad agreement that implementation is a complex process, whether it pertains to the imple-

mentation of policy or services, as those implementing an innovation must manage challenges across multiple levels: systems transformation; changing service provider behavior and restructuring organizational settings. The school administration and stakeholders need to use objective data to assess implementation, identify solutions which is critical in addressing barriers to implementation (Michael, 2013). Full implementation occurs as the safety measures become integrated into routine practice. The time it takes to move from initial implementation to full implementation will vary, depending upon the complexity of the policies, the baseline infrastructure, structural organization support, resources and other contextual factors. Implementers must also be mindful of adopting realistic time frames. During initial implementation stage, the safety program model is put into practice. The key activities of the initial implementation stage involve strategies to promote continuous improvement and rapid problem solving.

In 2008, Wandersman and colleagues identified three factors that influence implementation in practice settings including Individual characteristics, organizational factors and community factors. In terms of the individual characteristics, they argue that there are key variables associated with implementation including practitioner's education, experience with the same or a similar innovation and attitude toward the innovation or the motivation to use it. In terms of organizational factors, they have linked a variety of organizational characteristics to successful implementation including: leadership; programme goals/vision, commitment and size; skills for planning, implementation, and evaluation; climate, structure, and innovation-specific factors such as access to information about the innovation, and organizational support for implementation. Community-level factors relevant to the implementation of programmes include community capacity, community readiness for prevention, community competence, community empowerment, social capital, and collective efficacy. These factors focus on the importance of connections within the community, resources, leadership, participation, sense of community, and the willingness to intervene directly in community problems (Wandersman et al., 2008).

This study was therefore aimed at developing a safety policy implementation framework for secondary schools in Kenya.

Statement of the Problem

Safety in schools is increasingly becoming a critical issue global and of major concern to the governments, parents, students. For instance, in 2013, 230 girls were taken hostage by Boko Haram in Nigeria. In America, the National Center for Education statistics released its annual report of school crime and safety during 2010-2011 period, which indicated that shooting, assault and theft appeared to be on the rise. In America in 2012, there was the mass shooting incident which led to the death of 30 student and six adults. Terrorism and radicalization of the youth is on the increase worldwide. In Kenya, the persistent recurrence of safety problems in public secondary schools even after the release of the Safety and Standards' Manual (MOEST, 2008) poses serious questions that demand urgent answers if similar cases are to be avoided in future. In 26th August 2012, eight pupils from Asumbi girls' boarding Primary School in Homa Bay were burnt to death (Oduor & Omoro, 2012). Unsafe schools disrupt learning, destruction of resources and worst of all lives are lost hence placing head teachers on the spot light (Kirui, Mbugua & Sang, 2011). Moreover, when school property is destroyed by students, parents often pay huge fines for the damages. A report compiled by the Kisumu Municipal Education Office, (2005), Tigania (Murithi, 2005), Turkana District (Ronoh & Kyalo, 2009) and Bondo District (Atieno & Simatwa, 2012) show that certain schools require renovation, electricity, water and sanitation facilities. Simatwa (2009) and Omolo (2010) conducted an assessment on the level of implementation of safety measures in secondary schools but none developed a safety policy implementation framework. It was therefore necessary to examine issues of school safety with a view of establishing the extent to which the underlying policies have been implemented in national schools in order to develop a safety implementation model for schools in Kenya.

Research Methodology

Research Design

The study adopted a concurrent mixed methods research design which used both quantitative and qualitative approaches to provide a more complete understanding of the research problem than either approach alone (Mugenda & Mugenda, 2003). Quali-



tative alone could have limited the generalization while one could not get everything in quantitative approach. The design involved collecting and analyzing qualitative and quantitative data (Kothari, 2011).

Sampling Procedures

The target population for this study included eighteen (18) Public National secondary schools in Kenya which have sat for KCSE since 2010. The National schools were purposively selected to participate in the study since they usually take top performing students from all over the country and have adequate facilities that make them to perform well. The Government also provides more funds to them to aid the various projects including the implementation of safety policies than the provincial and district schools. Non-probability (purposive) sampling was used to select head teachers and Quality Assurance Standards Officers. Teachers and form three students were chosen through simple random sampling. The Head teachers participated in the study due to the fact that they are the ones who are supposed to implement and monitor safety policies in secondary schools. The Quality Assurance and Standards Officers (QASOs) are meant to evaluate safety in schools, recommend for funds to be used in safety policies implementation and form a link with the Ministry of Education, Science and Technology (MOEST). The class teachers were picked on due to the fact that they are supposed to know all members of the class and their related details as a result of keeping and maintaining the class records. The watchman participated in the study due to his maintenance of security in the school such as guarding against entry into the school of people with ill motives that could be detrimental to the students' welfare.

Sample Size

Six (6) schools (30%) of the 18 national schools were sampled randomly. A total of 436 respondents were purposively selected including 6 head teacher, 120 class teachers, 300 form 3 students, 6 security personnel (watchmen) and 4 Quality Assurance and Standards Officers.

Research Instruments and Data Collection

The research instruments used for data collection in this study were: questionnaire; interview sched-

ule and observation schedule. Questionnaires were administered to students and class teachers. The questionnaires were deemed appropriate as they can be administered to many people in a short period of time. The Head teacher, Quality Assurance and Standards Officer, and security personnel were interviewed to gather data based on the research Questions and notes were taken. The researcher made observation of the physical environment that included buildings, fences and the entire school compound with a view to establish the situation on the ground. Observation was done and unstructured notes were made. Document analysis was also done on school policies, vision and mission statements and routines in relation to safety procedures. These included time-tables and program routine, memos, reports and staff minutes in relation to safety procedures.

Validity of the instruments. Validity is ability of a research tool to obtain the needed data. Validity is more crucial than reliability and requires experts' consultation (Ary, Jacobs, Sorensen, & Razarich, 2010). For the purpose of this study, the instruments were developed and presented to the statistician at the University of Eastern Africa, Baraton (UEAB) to be scrutinized and assessed for further guidance. To add validity, the experts' comments from the supervisors were also incorporated. Thereafter, amendments were made to ensure the simplicity and clarity of some questions.

Reliability of the instruments. Reliability is the extent to which a data gathering process gives consistent results under consistent conditions (Morrison, Ross, Kalman and Kemp, 2011). It is the extent to which an instrument measures what it is supposed to measure. To test reliability, a pilot study was conducted at Kapsabet Boys Secondary school in Nandi Central District, Nandi County, and Sironga Girls Secondary school in Nyamira District, Nyamira County. The two schools were used for the pilot since it was felt they were not part of the study but had similar characteristics with the sampled schools. Questionnaires were administered to sixty to 60 randomly selected respondents that is, 15 male teachers, 15 female teachers, and 15 boys and 15 girls. The Cronbach's alpha results were: 0.900 for implementation; 0.826 for safety awareness; 0.765 for role of students; 0.853 for role of head teachers; and 0.865 for strategies of implementation. The coefficient for attitudes was 0.549, which was below 0.60, the cut-off coefficient set in this research. The Cronbach

alpha coefficient for attitude was raised to 0.654 after deleting two items on the questionnaire.

Statistical Treatment of Data

After the collection of data, the copies of Questionnaires from the field were coded manually. Quantitative data was analyzed by use of descriptive statistics in form of frequency counts, percentages and means and standard deviations using the SPSS program Version 17. The analysis was done item by item based on the questions of the study. Statistical treatment of hypotheses was done using one-way ANOVA, to test whether there were significant differences in safety implementation between teachers and students following the research questions as measured by level of implementation, awareness of safety measures, attitudes and strategies devised by schools in safety implementation. Qualitative data collected from observations and interviews was transcribed and analyzed on an ongoing process as themes and sub-themes emerged.

Results and Discussion

Safety Policies Which are Available in National Schools

The findings showed that schools have very few copies of Safety and Standards Manual prepared by the Ministry of Education (2008). Head-teachers are required to pick them from QASO office. However, it is QASOs who should supply the Safety and Standards Manual to schools. The schools are also supposed to get it online if they are internet enabled. They can also get a copy or copies from the Government Printers in Nairobi. From observation, all the six schools had displayed the school rules, vision, motto, mission statement and schools' core values. However, the vision, motto, and mission statements did not show any thing on safety. The Safety and Standards Manual by the Ministry of Education, Science and Technology (2008), identifies 13 areas of safety that should be adhered to. The school should have properly demarcated and fenced grounds with a secure gate. The grounds should be neat, beautiful and safe by use of learners, staff, parents, and community members at all times. The guide gives specifics about this. For instance, the school should post a "no tress-passing and visitors report to head teachers' office" sign at the main gate. The school should ensure classrooms, dormitories,

offices, kitchens, toilets, and other physical structures are clean, well maintained, safe and properly utilized. The school should provide an environment that nurtures positive health in order to protect, promote and improve health for all. The most striking is that doorways should be adequate for emergency purposes, open outwards and should not be locked from outside at any time when learners are inside. Learners in the school should have access to safe and wholesome food and clean water for their proper physical and intellectual development. The school must endeavor to create a safe and caring environment where learners and staff know the dangers of drug abuse, and strive to make a school a drug free environment. The school should provide and sustain a safe and caring environment that promotes quality teaching and learning. Schools need to ensure that learners are safe from any form of physical, emotional and sexual abuse and neglect by teachers, peers, parents or community members. The school should have a learning environment that is safe and caring and caters for the requirements of children with special needs or disabilities. The safety policies are meant to create safety on school grounds, in physical infrastructure, health and hygiene, and in environment which is conducive for learning as clearly stipulates by the Ministry of Education (2008). These are important policies that if implemented would promote safety in secondary schools hence improve academic participation and achievement. It is the responsibility of school administrators, teachers, staff and students to ensure that the school environment is safe by establishing clear school rules and policies.

Implementation of Safety Policies in Schools in Kenya

Teachers and students were asked to show the extent of implementation of safety measures using the following scale:

- 3.50- 4.00: large extent/ high rating
- 2.50- 3.49: moderate extent
- 1.50- 2.49: minimal extent/ low rating
- 1.00- 1.49: not at all/ very low rating

The results were as indicated in Table 1.



Table 1

Level of Implementation

	STUDENTS (N=290)		TEACHERS (N=120)	
	Mean	Std. Dev.	Mean	Std. Dev.
Safety measures				
Provision of housing for principal and teacher	3.21	.956	2.89	.845
Emergency doors created in the dormitories	2.33	1.141	2.78	1.038
Display of safety instruction in the school	2.51	1.217	2.57	1.187
Dorm/classroom windows open outwards without grills	2.88	1.139	2.79	1.144
Double doors opening outwards in dormitories	2.66	1.163	2.87	1.024
Painting a white washing of buildings in 2010-2013	2.83	1.268	2.78	1.251
Availability of first aid kits in special rooms	2.09	1.138	2.47	1.103
Availability of fire extinguisher	3.44	.820	3.07	.925
Use of professionals during site selection for construction	3.09	1.041	3.31	.923
Regular inspection of school compound	2.65	1.212	3.10	1.020
Prevention of crowding in dormitories	3.34	1.073	2.77	.941
Having forty students per class	1.82	.956	2.27	1.026
Class room are built in alignment in east west direction	2.69	1.157	2.69	1.051
Provision of one toilet per 30 students	2.17	1.217	2.26	.969
Perimeter fence with secure gate and watchman	2.97	1.260	3.15	1.090
School conduct fire drills once a month	1.76	1.070	1.78	.993
School regularly uses treatment in water storage tank	2.51	1.181	2.60	1.099
Protection of boreholes has been done	2.27	1.228	2.50	1.063
Proper waste disposal has been	2.92	1.043	2.57	1.060
There are designated areas for washing hands	2.64	1.253	2.52	1.156
There is telephone to be used in case of unrest or emergency	2.13	1.268	2.84	1.085
Implementation of safety policies (Overall Mean)	2.62	.514	2.69	.663

The implementation of safety policies was rated to a moderate extent in the national secondary schools as indicated by a mean score of 2.62 for students and 2.69 for teachers. This meant nearly well but more needs to be done in the implementation of safety measures in National schools where the Government has put a lot of money. Therefore the finding of moderately implementing of the safety policy is alarming and dangerous to the educational industry in Kenya. However no single policy achieved a 100 % implementation in any of the schools due to various factors as discussed under the section on factors influencing implementation of safety policies. Head teachers should reside in schools to enable efficient and effective implementation of safety policies. The constant presence of the school

principal makes the students feel safe, secure and will deter them from indiscipline cases (Mbithi, 2007). Fire drills are required once a term and it is recommended that other drills follow the same format. The significance of fire drills in a school set up should never be downplayed. According to Comolotti (1999) school fire drills prepare students for what they need to know in case of fire outbreak. They also allow students and teachers to plan their escape in advance and to address learners' safety issues. Fire-fighting equipment should be provided as a sign that the school has emergency preparedness plan in case of arson or fire outbreak. It is also an indication that the school cares for its students. Having fire extinguishers and training staff on how to use them is one important precau-

tion against fire related disasters. Interviews with Head teachers reported that Computer Laboratory, Home science and Music rooms had grills to bar theft or break in by burglars. This implied that the schools were aware what dangers their learners were exposed to and implemented this policy. Permanently closed windows are a source of respiratory diseases, brain fatigue and drowsiness. Tanner and Lackney (2006) had similar findings with advice that the windows should be always open to achieve good indoor air quality, comfort, and healthy thermal conditions. Ministry of Education (2010) recommends for adequate number of classrooms with proper ventilation, lighting and adequate space for moving out freely in case of any emergency. Safety instructions are supposed to be displayed prominently in the laboratories and workshops as stipulated by the MOE. Everett and Jerkins (1998) advise that in the laboratories and workshops, there should be posted on the walls, “THINK SAFETY FIRST” OR “A LITTLE BIT OF SAFETY WON’T HURT YOU.” This would enable the learners to be more careful and cautious when entering these facilities and handling chemicals in the laboratory during practical experiments. In case the school has slippery floors, there should be a safety warning to that effect so as to alert visitors and regular members to walk carefully to avoid accidental falls. School buildings should be painted or white washed regularly. Painting has both aesthetic as well as public health values. Schools that are newly painted look neat and habitable. Learners tend to have a lot of pride in a good looking school which uplift their emotional well-being. Schools that have tarnished, peeling and fading paint look dilapidated and unhygienic, giving a negative impression about the management and the mission of the school. Compared to other policies, it appears insignificant. Painting and white washing, apart from being effective anti-microbial are effective and cheap ways to renovate school buildings (Tanner and Lackney, 2006).

Factors Influencing the Implementation of Safety Policies

It was found out that the unsatisfactory implementation of safety policies was attributable to a variety of factors including inadequate time, inadequate funds, low technical capacity, lack of proper coordination and supervision from the Ministry of Education, role of teachers and students not clearly defined and indiscipline among the students. Priority and support from the key stakeholders such as the Ministry of Education

and School Boards of Management play a major role in the successful implementation of the safety program in school, Crooks (2008). Once the Ministry of Education and the School board make school safety program their priority, they will put effort to provide and organize the funding, staffing, training and professional development and resources required for the implementation of school safety programs. Sometimes schools resist the implementation of safety policies because they are ignorant of their roles as proposed by Michael (2013). They either do not know about the existence of the policies or have little information about them or do not understand their role in implementing them. The implementers of safety policies must furnish all affected parties (teachers, students, parents and community members) with information about the nature of the safety policies implementation program and its rationale.

Safety Awareness Procedures in Public National Secondary Schools

Table 2 presents the descriptive statistics on safety awareness procedures.



Table 2

Safety Awareness Procedures

Procedures	STUDENTS (N=290)		TEACHERS (N=120)	
	Mean	Std Dev	Mean	Std Dev
Safety standards policy manual from the ministry of education was sent to our school	2.11	1.033	.45	.079
Copies of safety policies are available in school library for teachers and students	2.13	1.010	2.04	.995
Guest speakers are regularly invited to give talks on safety in our school	2.39	1.145	2.13	.892
Safety posters are placed in strategic areas such as dining hall, laboratory	2.41	1.114	2.19	1.015
Teachers attend refresher training programs/workshops on safety	1.90	1.081	1.88	.875
Teaching on safety awareness as part of the curriculum in our school	2.65	.948	1.74	.794
Teachers are aware of what to do in case of fire outbreak	1.78	1.009	2.49	.940
I have read the online copy of the safety standards manual	1.56	.825	2.13	.869
Handouts on safety were given to teachers	1.71	.924	1.87	.783
Generally I have adequate information on school safety policies	2.15	1.011	2.28	.979
The school has internet services available to teachers	3.13	1.100	2.28	1.254
Safety awareness of procedures (Overall)	2.18	.567	2.13	.611

The overall mean rate of 2.18 and 2.13 for students and teachers indicated minimal level of safety awareness in schools. Students and teachers tended to disagree with a mean of 1.78 and 2.49 respectively that they were aware of what to do in case of fire outbreak or emergency situation. This implies that both students and teachers lack emergency preparedness. From the interview reports, all the six Head teachers reported that *teachers may be aware of what to do to a certain extent but not in some serious issues like using fire extinguishers, first aid kit and conducting fire drills*. This concurs with Ndiangu, Ocharo and Njoka (2006) findings where they indicated that schools lack disaster preparedness plans on fire drills, first aid kits, basic training on safety, and know-how on the use of fire extinguishers.

On the issue of having internet services available to teachers, the students tended to agree with a mean rating of 3.13 while teachers tended to disagree with a mean score of 2.28. This contradiction is a clear

indication on lack of safety awareness through usage of internet and other electronic media. From observation, *the schools had computers and that were internet enabled*. However, most teachers and students are computer illiterate. A vast amount of information is available on the internet hence it is essential that the critical information on safety is readily accessed and understood. Vecchio and Griffiths (2004) agree that the internet can provide a one-stop shop that includes the safety manual, handouts on policies, posters, slogans, jokes, cartoons, quotes, pictures and videos on safety that schools need in creating safety awareness. However, for a safety awareness website to be effective, students, teachers, Principals and support staff need to know of its existence, and be motivated to access the information.

Roles in the Implementation of Safety Policies in Secondary Schools

The study showed that head teachers, teachers, Quality Assurance and Standards Officers, students, and security personnel had important roles to play in implementation of safety policies in schools.

Role of teachers in the implementation of safety policies. From the interviews and documented review that was done, the principals and QASO identified the following as the responsibilities of teachers in implementation of safety policies:

- Liaising with the Principal and school management team on matters relating to school safety
- Identifying the potential safety hazards in the school with a view to taking corrective measures, either directly or indirectly or through the school safety subcommittee.
- Sensitizing students, staff, parents and the community members regularly on issues relating to child safety.
- Keeping accurate and up-to-date records of incidents relating to school safety.
- Briefing the Head teachers periodically on the status of school safety.
- Ensuring that school safety measures agreed upon are implemented.

From the interviews with Head teacher and QASOs, it was clearly indicated that teachers are an untapped source of energy and insight, capable of profoundly implementing safety policies in the schools if they can embrace team spirit. They reported that most teachers have a deep sense of caring and desire to help students therefore, indicating a positive attitude towards the implementation of safety policies. However, teachers have not been able or willing to keep up with scholarly development in terms of implementation of safety policies. This is in agreement with Spratt (2009) who reported that some teachers frequently view implementation of safety measures as just signaling more work or something else to add on to an already overloaded schedule for which little or no time is allotted.

Role of students in the implementation of safety policies. The roles of students include keeping order in school, assisting in identifying potential safety hazards in the school, taking corrective action when there is a threat to safety and encouraging fellow students on the need to maintain safety in the school. Laxton and Sprague (2005) suggest that students who care for themselves will demonstrate attachment to their fellow students and will promote the experience of positive relationships which is pro-social to others

including peers and teachers. Thomas (2008) student can also create, join or support student organizations that combat violent behavior, like peer mediation, or conflict resolution programs, and organize a school assembly to address ideas about how to deal with violence, intimidation and bullying, drug abuse and other forms of indiscipline in the process of promoting safety in the schools. In general, the attitude of students in their role towards the implementation of safety policies was positive with an overall mean score of 3.21. From the interviews, it was reported that students can be safety threat to themselves, and others due to indiscipline, drug abuse, arson, theft cases, fights, and other forms of violence. Students can manage the school records such as class registers, roll call books in the dormitories, library and laboratories. Students need to be trained to appreciate that they are also responsible in the implementation of safety policies besides their teachers. Often, the people most directly affected by lack of safety are students, and are the ones who are frequently excluded from planning and implementation of safety policies. Students should be involved in monitoring and evaluation of the implementation of safety policies for they have much to offer to the process. They represent a wealthy pool of creativity, enthusiasm and a source of refreshing ideas and innovative suggestions.

Role of principals in implementation of safety policies in schools. In this section of questionnaire, which was not included for the students, teachers were asked to indicate their level of agreement with the stated variables on the role of head teachers. The teachers tended to agree with a mean score of 3.29 that the principal play a major role of ensuring full implementation of school safety policies by coordinating all activities of the program by residing in the school (mean = 3.42), ensuring resources are efficiently used (mean of 3.19), monitoring and evaluating implementation of safety policies (3.25) and taking corrective measures in case of threats to safety (3.21). The overall mean of the role of the head teacher in the safety implementation was 3.17 indicating a positive attitude towards the implementation of safety policies. The Head teacher cannot work alone in the implementation of the safety policies, and therefore his core role includes leadership for the school safety sub-committee.

Role of QASO in the implementation of the safety policies in schools. Through interviews conducted with four Quality Assurance and Standard



Officers (QASO), the following roles were cited:

- (a) Advisory role through monitoring and Evaluation of implementation measures. The QASOs forms a link between the Ministry of Education, Science and Technology, schools and all stakeholders. Without the QASO input, implementation of safety policies would be haphazard and uncoordinated.
- (b) Providing defaulting headteachers with safety policy implementation guidelines, for example safety and standards manual and circulars.
- (c) Giving ultimatum for implementation of safety policies like buying fire extinguishers and first aid kits.
- (d) Issuing of circulars/manual to schools on safety.
- (e) Making follow-up visits to schools to remind the defaulting head-teachers that the government policies have to be implemented.

The QASO felt positive towards the implementation of Safety policies as whole as confirmed through their role of inspecting schools, soliciting for more funds and making follow up visits. However, QASO highlighted the challenges they face in carrying out their duties including poor means of transport to the remote far flanged areas from urban or main roads where administrative offices are inaccessible hence over-reliance on the available on DEOs means of transport to go round distributing the safety standards manual and therefore look like an accompaniment to DEO; Inadequate QASOs' personnel as they are on average 2 per sub-county or one per sub-county with a few assistants against several schools; Uncooperative Head teachers who fail to follow safety instructions, avail records and give the required information in time; failure by senior management team to act expeditiously on recommendations made by QASOs; inadequate time to conduct inspections, compile reports and perform other duties. Omolo and Simatwa (2010) also had similar findings which indicated that QASOs had several challenges in carrying out their duties.

Role of security personnel in the implementation of safety policies in schools. Six security personnel officers participated in the study. From interviews conducted with security personnel officers, the following roles were established: (a) Guarding the school and student property by patrolling at interval of 2-3 hours or as need may arise (b) Frisking incoming visitors using hand held metal detectors or metal detectors to deter drug traffickers or if the visitor is

armed. Students' bags are also inspected and what is not required is withheld or withdrawn, for example, civilian clothes, mobile phones, drinks and drugs (c) Reporting all suspicious matters to the school Principal for action to be taken like calling the police (d) Briefing the head teacher on the security situation in the school and staying alert (e) Recording names and identification numbers (ID) of all incoming visitors. Visitors are provided with cards or badges, which they give back to the security officer after the visit. The IDs are retained and returned to the visitor when leaving the school compound. Findings from the security guard revealed that three of them had trained as security guards while two out of six had previously worked as security guards before joining the school. This means that some schools hire security personnel with no formal training or experience and this may affect the professionalism with which they approach their work. Sixty seven percent of school Head teachers were of the opinion that their security guards are not well remunerated and motivated. This implies that the schools are aware that they do not pay their workers well probably due to budgetary constraints. However, unsatisfied guards are likely to compromise security by being sloppy, engaging in other money making ventures such as supplying drugs to students or even colluding with criminals to cause havoc in schools, or allow students to sneak out of school.

Comparison of Evaluation of Teachers and Students

The following null hypothesis was tested in the present study:

Ho1: There is no significant difference between the evaluation of secondary school teachers and students of the following in relation to safety policy level of implementation of safety measures, Safety awareness procedures, attitude and Strategies. To test the hypothesis, a one-way ANOVA was run to determine the significance of the differences at the 0.05 level of significance. There were no significant differences in implementation of safety policies and awareness procedures between teachers and students as indicated by p-values of 0.240 and p-value 0.465 which was greater than 0.05. However, there were significant differences between teachers and students in terms of attitudes and strategies devised in the implementation of safety policies in public National secondary schools as shown by p-value of less than 0.001.

Safety Implementation Framework

The suggested solutions, observations, data from questionnaires, interviews, literature review and documentary analysis led to the formulation of a model

framework for the implementation of safety policies in public National secondary schools. A model is a procedure used as an example for others to follow or imitate. The suggested model has eight steps as depicted in figure 2.

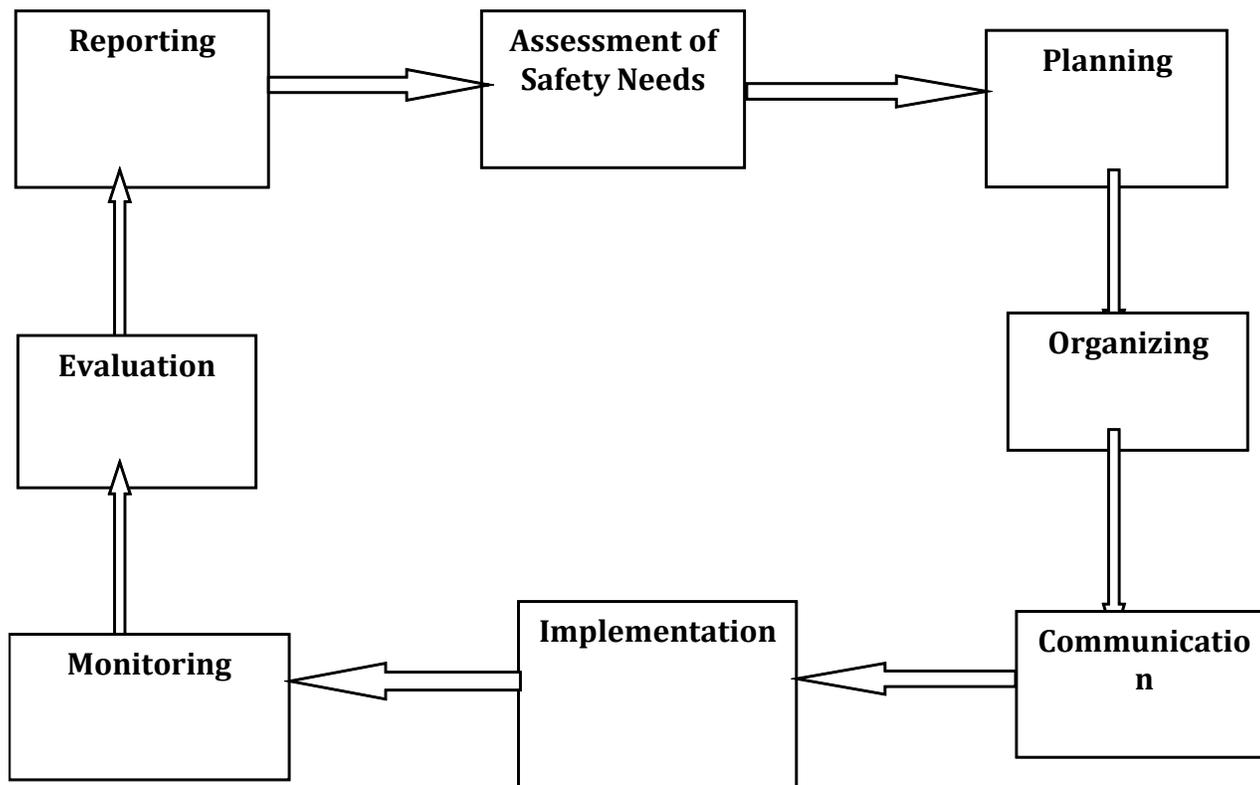


Figure 2. Safety Implementation Model (Nyabuti, 2014)

Safety Assessment

Safety analysis / assessment describes a range of activities and processes that provide a school with a structured and impartial means of identifying the needs of a school, assessing the availability of resources to meet the safety needs, and selecting appropriate set of interventions (Sprague & Walker, 2005).

Planning

Planning considers estimates of future requirements in terms of money, human resources, facilities, and equipment needed for implementation of safety policies.

Organizing

Organizing involves determining the appropriate actions that are required to make school forecasts to match with goals in the implementation of safety policies (Lunenburg & Ornstein, 2012). It assists in putting

in place action plans for the implementation of safety policies.

Communication

The objective of communication is to secure action or reaction (Michael, 2013). It is one way of creating safety awareness in schools as an on-going duty to inform school community members about specific safety threats and what should be done.

Implementation of Safety Policies in Schools

Implementation refers to a purposeful set of activities undertaken to incorporate the distinct components of safety policies into a school setting. Those implementing an innovation must manage challenges across multiple levels, hence should be done in phases as discussed in chapter two of this study.

Monitoring

This is a continuous process which is built



into the implementation of safety plan in order to identify constraints and devise strategies to overcome them (Meyers et al., 2012). This will mean putting in place success checks to establish whether the safety implementation targets are being met or not.

Evaluation of Implemented Safety Policies in Schools

The purpose of evaluation is to examine the success and draw backs of implementing the safety policies, the impact of the safety plan on students' learning and achievement (Allison and Bartley, 2012).

Report Writing

Writing a progress report is one way of taking stock of implementation of safety policies in schools, which enables the Head teachers to share successful practices and take note of drawbacks as the next cycle begins.

Conclusion

There are inadequate copies of Safety and Standards Manual in Public National Secondary schools. There was moderate implementation of safety policies in the schools involved in the study. It was concluded that safety policies might not attain perfect implementation due to factors in the school and outside the school. As soon as one policy objective was met, other safety needs emerged. Safety policy implementation is therefore a continuous rather than a terminal process. There was no adequate safety awareness in National secondary schools. The implementation of safety policies largely depended on the attitude and roles of the school community members and would not succeed unless the head teachers considered them significant enough to find value in implementing them.

Head teachers and QASOs have devised strategies to enhance the implementation of safety policies. Teachers and students have similar evaluation rating of implementation of safety policies and awareness procedures. However, students have more positive attitude toward implementation of safety policies than teachers, while teachers have higher evaluation rating on the strategies devised in the implementation of safety policies in public National secondary schools. The model will enable schools to conduct a safety needs analysis, planning, organization of actions required in the implementation of safety policies, communication and aware-

ness creation, implementation, monitoring, evaluation and report writing.

Recommendations

1. QASOs should ensure school safety policies are disseminated to all schools and implemented, through proper coordination, monitoring and evaluation.
2. The Ministry of Education, Science and Technology (MOEST) should introduce the disaster preparedness theory and practice into schools' and training institutions' curriculum at all levels. This will equip the members with adequate skill required for prevention as well as the management of disasters or implementation of safety standards in schools.
3. The MOEST should provide the school community members with compulsory in-service disaster management training and implementation of safety standards through workshops and seminars.
4. The government should constantly provide funds for implementation of safety measures in schools and search for alternative sources for more funding.
5. Safety audit and awareness in schools should be conducted regularly by an agent such as Red Cross or any other agency which is well versed in disaster preparedness to identify safety needs, strengths, and gaps in implementation of safety policies.
6. The schools should enhance safety by facilitating a greater involvement of all the stakeholders to ensure a collaborative approach to the implementation of safety policies.
7. Schools should set up safety committees to assist in the implementation, monitoring and evaluation of safety in schools.
8. The government should take to court the schools that fail to implement the safety policies.

Suggestions for Further Research

This study found the need for the following studies:

1. The study should be replicated in other regions in both public and private schools.
2. A study on the level of disaster preparedness in schools with children with special needs.
3. A study on the effects of poor Disaster Management on the education performance.
4. A study on the relationship between health and safety in learning institutions.

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