

**PERCEPTIONS ON OPPORTUNITIES AND CHALLENGES FOR PUBLIC
SECONDARY SCHOOL PRINCIPALS IN THE IMPLEMENTATION OF
SELECTED SAFETY POLICY GUIDELINES IN KISUMU
WEST DISTRICT, KENYA**



BY

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
EDUCATIONAL ADMINISTRATION**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND
FOUNDATIONS**

MASENO UNIVERSITY

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ABSTRACT

Safety of students in schools is a matter of concern globally. In Kenya, students have lost their lives in the past five years due to arson, accidents and poisoning in spite of existence of Safety Standards Manual for Schools of 2008. In Kisumu West District, there have been 3 cases of arson, 105 sexual harassment, 6 school bus accidents, 66 cases of physical molestation, and 33 cases of food poisoning. The study established perceptions on opportunities and challenges for Principals of public secondary schools in Kisumu West District in the implementation of selected safety policy guidelines. Objectives of the study were to; establish opportunities and challenges for principals of public secondary schools in Kisumu West District in the implementation of: School Community Relations guidelines, Health and Hygiene, Transport Safety and Food safety guidelines. The study was based on a conceptual framework showing opportunities and challenges for public secondary school principals in the implementation of selected safety guidelines. The study adopted a descriptive survey research design. The population consisted of 1 District Quality Assurance and Standards Officer (DQASO), 33 principals, 280 teachers and 2166 form three students. Saturated sampling was used to select 1 DQASO and 30 Principals while 162 teachers and 327 form three students were sampled using simple random sampling. Questionnaires, interview schedule, focus group discussion and observation checklists were used to collect data. The instruments were piloted among 3 Principals, 16 teachers and 30 students to establish reliability. Reliability coefficient index for questionnaires was determined at 0.75. Face validity of the instruments was ascertained by experts from the Department of Educational Management and Foundations of Maseno University. Qualitative data collected from the interview schedule and focus group discussion were transcribed, organized and categorized into emerging themes and sub-themes. Quantitative data was analyzed using descriptive statistics such as frequency counts, percentages, means, and inter quartile ranges. Findings revealed that principals had great opportunities (3.8) to implement school community relations and health and hygiene (3.8) guidelines, less opportunity to implement transport safety (3.1) and food safety (3.2). However, principals had bigger challenge in the implementation of transport safety (4.0), and food safety (3.5), big challenge to implement health and hygiene (3.4), and school community relations (3.1) guidelines. The study concluded that principals of public secondary schools in Kisumu West District have opportunities to implement the selected safety guidelines. However, there are challenges hampering implementation of the guidelines. The study recommended that principal should advice the government to allocate more money to schools to employ trained nurses. These findings may shed light on opportunities and challenges for secondary school principals in the implementation of safety policy in schools.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

School safety is an integral and indispensable component of teaching and learning process. No meaningful teaching and learning can take place in an environment that is unsafe and insecure to both learners and staff (Republic of Kenya, 2008). The health of learners and their learning achievements are closely related and therefore safety of school children, at all times, and everywhere cannot be over-emphasized. For this reason, safety of school children is a concern in many parts of the world.

In the past two decades, there has been losing of lives of students due to lack of proper safety precautions in relationship to school community relations, health and hygiene, transport safety and food safety. For instance, in America, United States Department of Education (USDE) had to enforce strict safety policy in view of the threats posed by terrorism, drug related violence and natural disasters (USDE, 2004). School safety is equally a challenge in Asia. For example, Park, Kwak and Chang (2010) in their study on evaluation of food safety training for food handlers in restaurant operations found out that in Korea, 510 food borne disease outbreaks with 9,686 patients were reported with 93 of them being attributed to institutional food operations. A study carried out in Pakistan on financing education found out that at Noor Purshahan girls' secondary school, there was acute shortage of drinking water (Republic of Pakistan, 2004).

There have also been various cases of injuries to school children due to improper observation of road safety guidelines. For example, in a tragic accident, 43 school children were killed and over 30 could not be traced after a crowded truck carrying them plunged into a canal near Bangladesh's southeast port city of Chittagong. The accident is believed to have been caused by rough driving (Priyo News, 2011).

The African continent is not spared of issues of school safety either. Shaw (2002) in a paper on international experiences, and actions in promoting school safety states that there are regular reports of serious violence, gang activity, rape and sexual assaults on girls in schools. Oranusi *et al* (2007) in a study on food safety evaluation in boarding schools in Zaria, Nigeria, using the Hazard Analysis Critical Control Plan (HACCP) system, found out that water for drinking and cooking was from dirty tap water environments, uncovered wells and boreholes. Water was stored in dirty tanks which were not regularly cleaned. From FAO/WHO regional conference on food safety for Africa, it was reported that some vendors in Accra, Harare, Lilongwe and Lusaka washed their hands in the same bucket used for washing utensils, which may lead to contamination (FAO/WHO, 2005).

Lulua (2004) in a research paper addressing school safety in Uganda, stated that government partners like the national government, district government, committees, parents and private sector partners have tried to respond to infrastructural aspects of educational quality but safety of the learning environment has not been adequately addressed. Wedgwood (2005) in her paper entitled Post-Basic Education and Poverty in

Tanzania stated that latrines were important facilities for maintaining attendance especially for girls.

Nationally, incidents of improper implementation of school safety are equally rampant. Ramani (2003) pointed out that among hurdles in the attainment of universal primary education goals in Kenya by 2015 are lack of even the very basic needs such as toilets and running water in rural schools. Toili (2001) in a study on Impact of Environmental Education on secondary school students' perspective of Environmental quality in Bungoma District found out that most students used water drawn from natural wells and boreholes and whose safety was not therefore guaranteed. Another study carried out in Western province of Kenya stated that the death of seventeen laboratory assistants was linked to exposure to dangerous chemicals that eroded the victims' respiratory system (Ratemo, 2007).

In assessment report on education needs of Kisumu District schools, Maoulidi (2005) observed that certain schools required renovation, electricity and better water and sanitation facilities. Schools were found to lack school based health initiatives and basics such as first aid kits. A survey in the implementation of fire safety in schools by Makabila *et al* (2006) states that guidelines on safety have been ignored by most schools in Kisumu for example, at Ranjira School near Kisumu town, condemned buildings were still in use. Omolo (2011) in his study on assessment of the implementation of safety policies in public schools in Kisumu East and West Districts found out there was a likelihood of stampedes and disease outbreaks in schools because of overcrowding and

use of water from unsafe sources. He further found out that only 23% of the schools in Kisumu West and Kisumu East Districts had recruited resident nurse. He concluded that state of safety policy implementation in secondary schools in Kisumu West and East Districts fell short of the requirements stated in the policy circular.

The existence of policy on school safety, the Safety Standard Manual for Kenyan schools issued in the year 2008, has not stopped incidents of accidents, injury, death and loss of property in public schools in Kisumu West District.

1.2. Statement of the Problem

Kisumu West District secondary schools have experienced safety policy problems. Incidents of insecurity in terms of arson, school bus accidents, food poisoning, sexual harassment and physical molestation of students have been reported in various schools in the last five years as indicated in Table 1.

**Table 1.1: Incidents of Insecurity of Students in Schools in Kisumu West District
2008-2012**

Incidents	Number of Cases
Arson	3
Sexual Harassment	105
School vehicle accident	6
Physical Molestation	66
Food Poisoning	33
Complaints of dilapidated tuition and sanitary facilities	99

Source: District Education Office, Kisumu West District, 2012

Table 1.1 shows that secondary schools in Kisumu West District experience incidents of insecurity related to improper implementation of Food safety, Health and Hygiene, School community relations and Transport safety guidelines. These incidents occurred despite the presence of safety standards manual. Therefore there was need to conduct a study to find out opportunities and challenges for public secondary school principals in the implementation of school community relations, health and hygiene safety, transport safety and food safety guidelines.

1.3 Purpose of the Study

The purpose of the study was to establish opportunities and challenges for public secondary school principals in the implementation of selected safety policy guidelines in secondary schools in Kisumu West District, Kenya.

1.3.1 Objectives of the Study

The specific objectives of the study relating to Kisumu West District were to:

- i. Establish perceptions on opportunities and Challenges for principals of Public Secondary Schools in the Implementation School Community Relations Safety Guidelines.
- ii. Find out perceptions on opportunities and Challenges for Principals of Public Secondary Schools in the implementation of Health and Hygiene Safety Guidelines.
- iii. Identify perceptions opportunities and Challenges for Principals of Public Secondary Schools in the Implementation of Transport Safety Guidelines.

- iv. Find out perceptions on opportunities and Challenges for Principals of Public Secondary Schools in the Implementation of Food Safety Guidelines.

1.3.2 Research Questions

The questions addressed by the study relating to Kisumu West District were:

- i. What are the perceptions on opportunities and challenges for Principals of public secondary schools in Kisumu West District in the implementation of School Community Relations guidelines?
- ii. What are the perceptions on opportunities and challenges for Principals of public secondary schools in Kisumu West District in the implementation of Health and Hygiene safety guidelines?
- iii. What are the perceptions on opportunities and challenges for Principals of public secondary schools in Kisumu West District in the implementation of Transport Safety guidelines?
- iv. What are the perceptions on opportunities and challenges for Principals of public secondary schools in Kisumu West District in the implementation of Food safety guideline?

1.4. Assumptions of the Study

The study was carried out with the following assumptions:

- i. All the schools in Kenya follow the Ministry of Education's school safety policy as contained in the Safety Standard Manual for Schools in Kenya.

- ii. All principals of public secondary schools are trained in the implementation of school safety policy.
- iii. Funds are available for secondary schools to implement the school safety policy.

1.5. Scope of the Study

The study established the perceptions of principals on opportunities and challenges for public secondary school principals in the implementation of selected safety policy guidelines in Kisumu West District, Kisumu County, Kenya. The District has now 2013 been divided into Kisumu West and Seme sub-counties. The selected safety policy guidelines for the study were; school community relations guidelines, Health and Hygiene safety guidelines, transport safety guidelines and food safety guidelines. School Community Relations guidelines was selected for the study because of the many incidents of security threats arising from school community such as sexual molestation, arson and physical molestation. Health and Hygiene, Transport and Food safety guidelines were selected for the study because there were hardly any studies that had been carried out in these areas in relation to school safety and yet there were incidents in Kisumu West District that showed improper observation of these guidelines for example food poisoning and school bus accidents as shown in Table 1. The study focused on the period from 2008 to 2012.

1.6. Limitations of the Study

In one school, the principal called and warned the students who were selected to participate in the focus group discussion to be careful with the information they divulge

about the school. This made the students reluctant to discuss freely. However, they were assured that the information they give would be treated with utmost confidentiality.

1.7. Significance of the Study

Findings of this study would be useful to the principals, schools Board of Management and policy makers on opportunities available to the principals to implement school community relations, health and hygiene, transport and food safety policy guidelines together with the challenges they face in the implementation of the policy.

1.8 Conceptual Framework

The study was based on a conceptual framework showing perceptions on opportunities and challenges for public secondary school principals in the implementation of selected policy guidelines in Kisumu West District. Principals are the heads of secondary schools charged with the responsibility of implementing educational policies in the schools. There are opportunities at their disposal to implement safety policy in public secondary schools. Such opportunities include availability of financial resource. Principals are endowed with authority to incur expenditure in schools. They initiate financial plans for the school which the Board of Management simply endorses; therefore they have a chance to initiate the implementation of safety policy guidelines. Further to this is the capacity building of principals in the implementation of safety policy. Training is a prerequisite to safety policy implementation as it enables principals who are the implementers to put theory into practice. Training empowers principals to effectively implement the safety guidelines. Coupled with this is positive attitude of the principals towards the implementation of safety policy. The principals would go an extra mile to

ensure the implementation of safety policy if they are in support of the policy. The other opportunity at the disposal of the principals to implement safety policy is a supportive local community. Communities with positive attitude towards the school become protective over them and such schools rarely experience cases of insecurity Otula (2007).

However, principals are faced with various challenges in their endeavour to implement safety policy guidelines. These include inadequate finances. Lack of adequate finance makes implementation of safety policy guidelines almost impossible. For instance safety policies require that school catering personnel should be trained. Many schools however employ untrained cooks because they are cheap to pay. Vices from the community penetrating into the school are Also a challenge. For instance, a school situated in a community where drug abuse is prevalent is likely to have problems of drug abuse among students.

The success of implementation of safety policy by public secondary school principals can hampered by certain factors such as lack of awareness about the safety policy among the staff and students. The students are the consumers of the safety policy but many a times they have destroyed what has been put in place for their safety because of ignorance. Personality of the principals can also hamper the successful implementation of safety policy in schools. For instance, a principal who is not good in priority setting may not see school safety as a priority to put on top of the list in his school budget. On the same note, successful implementation of safety policy demands human resource base. Schools do not only need financial resource but also a people who can make implementation a success. Trained catering personnel for example are important in

successful implementation of food safety guidelines in schools. Similarly, the culture of the school community can also influence implementation of safety policy positively or negatively.

The conceptual framework was used to link the implementation of the selected safety policy guidelines (dependent variable), with the opportunities and challenges in the implementation of selected safety policy guidelines (independent variables) and the factors that may influence the implementation of selected safety policy guidelines (intervening variables) as presented in figure 1.

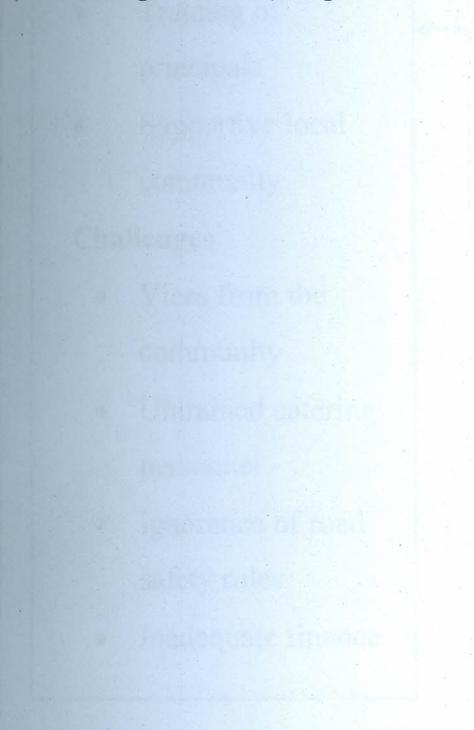


Figure 1: Conceptual Framework for the Implementation of School Food Safety Policy Guidelines in Kinross West District, Kenya
Source: Researcher

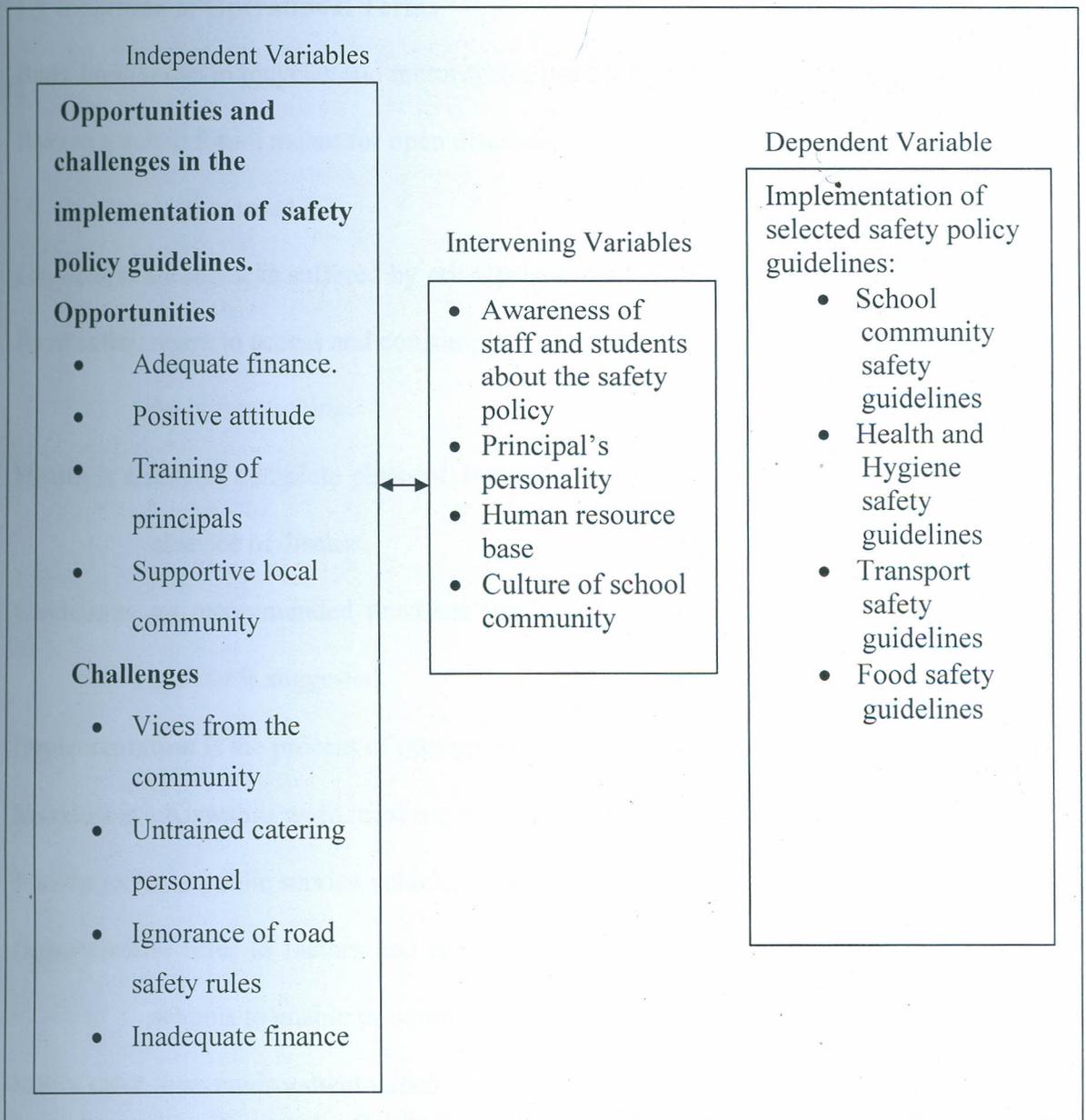


Figure 1: Conceptual Framework Showing Opportunities for principals in the Implementation of selected Safety Policy in public Secondary Schools in Kisumu West district, Kenya.

Source: Researcher

1.9 Definition of Operational Terms

Boda boda refers to bicycles and motorcycles used for public transport.

Baraza a public forum meant for open discussion on matters of interest to the
People concerned.

Challenges are setbacks suffered by principals in their work.

Food safety refers to access and consumption of wholesome food that is good for optimal
body functioning.

Health is a state of complete physical, mental, and social well-being and not merely the
absence of disease.

Guidelines are recommended practices that a school should undertake to meet safety
standards suggested.

Implementation is the process of putting a policy into effect.

Matanga is a Kiswahili word meaning funeral

Matatu refers to public service vehicles.

Opportunities refer to factors and resources that could be utilized within and outside
schools to enable principals improve provision of safety in school.

Safety refer to an environment which is not detrimental to one's health or well-being

Safety policy is the government guideline on enhancement of students' safety in schools.

School community is the people in and around the school.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

In this chapter, related literatures were reviewed on Opportunities and Challenges for Public Secondary School principals in the Implementation of Selected Safety Policy Guidelines. They were reviewed under the following sub-headings: school community relations guidelines, health and hygiene safety guidelines, transport safety guidelines and food safety guidelines.

Ministry of Education issued Safety Standards Manual for schools in Kenya in 2008. The manual has thirteen key components of safety guidelines. Four of the components of the guidelines of which are the focus of this study are as follows:

- i. School Community Relations-schools should develop linkages with the community around the school, organize regular joint meetings on academic matters with parents and learners, and organize joint co-curricular and cultural activities with members of local community and members of local community to participate on development efforts of the school (Republic of Kenya, 2008).
- ii. Health and Hygiene Safety guidelines- the school should have all teachers trained in first aid skills, keep comprehensive medical data of every learner, have special interventions to support the affected and infected with HIV/AIDS, have trained teachers in Health Education, boarding schools to have sanatoria (sick bay), manage the environment to keep away insects and other vectors, have adequate

sanitation facilities such that toilet ratio the first 30 learners 4 closets, the next 270: one extra closet for every 30 learners.

- iii. Food Safety guidelines- learners in school should have access to safe and wholesome food, illegal hawking of food in school or its vicinity should be prohibited, food protected from rodents, insects and bacterial contamination. Cooks or food sellers in school to have medical certificates.
- iv. Transportation Safety guidelines- schools should ensure that learners are conversant with basic road safety rules, bumps to be erected on roads near schools, bicycles used by learners to have reflectors, school bus to move at 60kmh, have comprehensive insurance, drivers to have necessary PSV qualification, vehicle fitted with seat belts. For school trips, parents must give their consent in writing and accompanying teacher is mandatory. The name of school and telephone must be written on the bus, “school bus” must be written on both back and front of the bus. If on hire, “on school duty” must be clearly indicated, school bus must have First Aid box and fire extinguisher (Republic of Kenya 2008).

2.2 Opportunities and Challenges for Principals in the Implementation of School

Community Relations Guidelines

2.2.1 Opportunities

School safety is a process that requires collaborative efforts of all key school stakeholders namely, learners, staff, school administrators, parents and members of the local community. (Republic of Kenya, 2008).

Thro (2006) indicated that, the opportunity to pursue quality education is meaningless unless the student is able to pursue it in a school that is both safe and secure. School community relations focus on how school learners and staff are viewed and treated by members of the community within which a school is located and vice versa. Education Act (Republic of Kenya, 1968) provides for school-community collaboration in the management of schools in Kenya. Head teachers are legally and contractually accountable to the governing body for the school, its environment and all its work (DfES, 2004).

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. Local community can be instrumental in implementation of school policies if involved but can be an obstacle if sidelined (Kukali, 2010). They can collude with students to steal from school through direct involvement or provide ready market and encourage deviant behavior such as students sneaking out. In order to maintain safe school grounds, good working relationships should be promoted among all stakeholders namely; the Head teacher, teachers, the learners, other school staff, parents, Board of Governors, community and the Government officials (Republic of Kenya, 2008). Building partnerships create a supportive environment for promoting safety policy implementation, help in harmonizing activities and mobilizing additional financial and human resources where need be.

In France, police authorities regularly coordinate security with school officials by meeting at the beginning of each term to work out security details of the schools

(Cavanagh, 2004). In Paris, policemen are stationed in front of public schools to provide security, maintain the traffic flow and check suspicious activities CERNET (2004). In their study on safety in rural schools in the Soutpansberg East circuit in Northern Province of South Africa, Netshitahane and Vollenhoven (2002) found that schools that did not have play grounds used community play grounds outside the schools.

In a research paper addressing school safety in Uganda, Lulua (2004) states that government partners like the national government, district government, committees, parents and private sector partners have tried to respond to infrastructural aspects of educational quality but safety of the learning environment has not been adequately addressed. On account of this, the government planned to arrest school heads who fail to adhere to fire safety policies in their schools (The New Vision, 2012). Coady (2004) argued that partnerships are vital as they mobilize additional financial and human resources where need be. The schools should solicit the assistance of the parents and the larger community who can provide schools with expertise, the necessary resources and support in preventing drug use among learners and in the community.

Tahir (2008) in an evaluation of key factors in the implementation of education standards and quality assurance in Malaysia identified sufficient and continuous financial allocation as an important factor in policy implementation. In a study on the utilization of educational resources in Kisumu District, Olel (2000) found out that the inability of schools to provide housing for staff could be attributed to lack of capital. Otula (2007) noted that parents through the initiative of Parents Teachers Association finance school physical facilities such as construction of classrooms, dormitories and staff houses.

Scharff (2007) in her articles "Primary School is not enough: proposal for safe and affordable secondary school for girls in Malawi", in agreement with Otula (2007) recommended option for promoting quality education that included community members who were encouraged and trained to start initiatives, petition local authorities and NGOs for infrastructure that creates gender sensitive environment such as boarding facilities and living quarter for female teachers. These suggestions were found relevant to the current study in that they would facilitate participation of school community in school safety.

A study by Ahawo (2009) on factors enhancing student academic performance in mixed day secondary schools in Kisumu East District concurred with Otula (2007) by adding that parents' involvement determined the emotional and material input that further determined the motivational level in children towards education. Appearance of adequate facilities is an important source of inspiration and motivation for members of the school community (Waweru, 2005). Similarly, Langat (2001) in his study on collaborative school management in Kenya found out that collaborative management by involving stakeholders enhanced school performance.

The studies cited above have suggestions on variety of opportunities that can enhance school community relations. The safety variables suggested include involvement of the police as cited by Scharf (2007) in the case of Malawi, Cavanagh (2004) and CERNET (2004) in the case of South Africa. Kukali (2010), Otula (2007) in the case of Kenya and Scharf (2007) in the case of Malawi suggested involvement of school community in security details of the school, provision of expertise, financial and material resources. Similarly, Langat (2001), Coady (2004), Lulua (2004), Waweru (2005) and Otula (2007) suggested collaborative management involving stakeholders such as government, parents,

private sector for financial resource. Likewise Olel (2000), Otula (2007) and Tahir (2008) suggested financial allocation to schools. On the same note, Otula (2007) and Ahawo(2009) cited parental involvement in the academic life of the students through parents' days. However, none of the above studies examined the opportunities for public secondary school principals in the implementation of school community relations guidelines which the current study established.

2.2.2 Challenges

Schools are not safe for the learners in China because of rampant cases of arson. For instance, a man entered a kindergarten in Eastern Jiangsu province and stabbed 28 children, 2 teachers and a security officer (Ramzy, 2010). For this reason, schools in China are required by the law to take responsibility for managing and protecting students in their premises. They are required to buy liability accident insurances to compensate death and injuries that occur in school premises (CERNET, 2004).

In South Africa, levels of school violence are extremely high. Shaw (2002) in a paper on international experiences, and actions in promoting school safety indicated that there were regular reports of serious violence, gang activity, rape and sexual assaults on girls in schools. This was in agreement with the reports by Shumba (2001) that sexual abuse of younger girls was becoming increasingly common. One factor associated with and contributing to spread of HIV/AIDS is the belief that sex with a virgin is a cure.

Masita (2011) in his study on safety of learners in township schools in Free Town state province found that despite a plethora of laws protecting teachers and learners in South African schools, scores of them are still unsafe.

In Kenya, incidents on insecurity of children in school are equally alarming. For instance, in Malindi district, frequent arsonist attacks on Gede girls' boarding secondary school dormitory led to the closure and conversion of boarding facilities into a day school (Daily Nation Correspondent, 2007). This shows safety policy implementation was hampered by negative attitude from local community. Co-operative local community enhances discipline in the school. For example, they can intervene when the students go on rampage to restore peace and security. Nabukwesi (2009) in his study on public schools preparedness for safety of learners in Bungoma West District established that schools did not have an overall person coordinating safety matters within the school.

Kukali (2010) in her study on safety policy implementation in girls' boarding schools in Bungoma East District found out that majority of the schools were not involved in school community partnerships hence frequent theft cases, invasions and arson experienced in schools. The findings revealed that the local community frustrated the implementation efforts by cutting school fence, sneaking into the dormitories at night to terrorize students, colluding with the security personnel to sneak students out of the school compound and involve in intimate relations. This made girls vulnerable to rape and HIV/AIDS infections. In agreement, a study by FAWE (2001a) revealed that girls in boarding schools were victims of rape and assault by all kinds of intruders including boys from neighbouring schools. Furthermore, report by Oriang (2004) stated that armed gangsters stormed Hawinga girls and raped students. Arson has also been experienced at Onjiko High school in Nyando District and Miwani boys in Muhoroni District (Oduor and Atsiaya, 2004).

A study by Rocha (2001) found out that lack of safety in schools was a barrier to education of girls and recommended to schools and communities to provide intervention measures which included education on violence to the community to protect girls from abuse and harassment by keeping vigil. Achoka *et al* (2007) in her study on Access to Basic Education in Kenya observed that despite the government funding of school projects, there were critical shortcomings and challenges facing the education sector among them being the declining safety and security standards in schools. She pointed out perennial invasions, fires, rape, theft and arson as some of the critical concerns in education sector. In their study on safety awareness and preparedness in Turkana District, Ronoh and Wambua (2009) found out that schools had not conducted adequate training of staff and students on how to prevent violence. In agreement, Kirui, Mbugua and Sang (2010) in their study on challenges facing headteachers in security management in Kisii County found out that only 15% of the schools had teachers qualified in disaster preparedness.

These studies and reports showed that possible challenges to the implementation of school community relations guidelines included cases of arson as indicated by Kukali (2010), Ramzy (2010), Masita (2011), Oriang (2004) and Oduor and Atsiaya (2004). On the same note, FAWE (2001a), Shumba (2001) and Shaw (2002) pointed out sexual assault on students as another challenge. Similarly, lack of training for students and staff was cited by Wambua (2009) Nabukwesi (2009) and Kirui, Mbugua and Sang (2010).

The above studies however did not find out factors influencing implementation of school community guidelines by secondary school principals which the current study found out.

2.3 Opportunities and Challenges for Principals in the Implementation of Health and Hygiene Safety Guidelines

2.3.1 Opportunities

All over the world, sanitation is being viewed as a base for promoting public health AMREF (2005). The health of learners and their learning achievements are closely related. Good health and nutrition are indispensable for effective learning (Republic of Kenya, 2008). The school should provide an environment that nurtures positive health in order to protect, promote and improve health for all. The environmental context is largely determined by the extent to which air, water, food, soil and noise pollution are controlled. Nafula (2002) in the study on Achieving Sustainable Universal Primary Education through Debt Relief argued that whereas the government provided funds, creating satisfactory enabling environments has remained elusive in schools. School policies promoting good health, safe and secure physical and psychosocial environment are most effective when supported by other reinforcing strategies such as provision of safe water and sanitation; skills based health education (Republic of Kenya, 2008)

Good sanitation and hygiene practices in schools can reduce the incidence of diseases such as cholera, amoebiosis, diarrhea and worm infestation, which commonly affect children (Adan, 2012). The improved health status may translate into regular school attendance and consequently higher academic performance (WHO, 2009). Schools are a key factor for initiating behavior change; schools provide children with a conducive environment for learning and for developing useful life skills on health and hygiene (Adan, 2012). A recent study on western Kenya, has demonstrated the impact of improved water and sanitation conditions on health and absenteeism (Freeman, 2006).

Safety guidelines states that water pipes, taps and junctions should be inspected regularly, washers replaced accordingly.

Omolo (2011) in his study on assessment of the implementation of safety policies in public schools in Kisumu East and West Districts found out that sources of school water were important aspects of school safety. Access to safe water can be considered as one of the basic needs and rights of human being. Health of people and dignified life are based on access to safe water and proper sanitation (UNICEF, 2000).

School Management and parents are supposed to provide adequate ablution facilities for boys and girls. The school health policy is to harmonize and strengthen existing school health interventions and reinforcement of school health as a key component of primary health care (GOK, 2009). Improved adequate latrines in schools reduce occurrences of sanitation related diseases among pupils. This translates into regular attendance and consequently higher academic performance (AMREF, 2005). According to Lindonde (2004), in schools where toilets are adequate, pupils do not waste time in queuing at the expense of class time.

Rocha (2001) in a study carried out in Ayacucho, Peru to assess the extent to which the onset of puberty influenced girls' primary school attendance and completion, found out that girls have inadequate support in school during menstruation in terms of lack of bathroom facilities, water and sanitary supplies. The study recommended provision of free or subsidized sanitary napkins at school level to facilitate sanitary conditions that protect girls from humiliation in school. Rocha's (2001) study focused on psychosocial

safety of primary school girls with regard to effects of menstruation on school attendance and completion but did not address the opportunities for principals in the implementation of Health and Hygiene safety of learners in school which the current study established. The study analyzed data only qualitatively while the current study analyzed data both qualitatively and quantitatively.

Safety guidelines state that all boarding schools should have a trained nurse. The successful implementation of safety policies will reduce or eliminate injuries and deaths in school dormitory fires, disease outbreaks and preventable disasters (Siringi, 2004). First aid training equips staff to handle emergencies that require urgent care (Red Cross Society, 2008). They are also able to equip the learners with necessary information on safety issues for prevention is better than cure. The level of education and training experience strengthens safety awareness by enhancing the risk assessment and hazard perception abilities of workers (Onyuka, 2008).

The above surveys identified good health and nutrition (Republic of Kenya 2008, WHO 2009), conducive school environment (Freeman, 2006, Adan, 2012), adequate ablution facilities (GOK, 2009, AMREF, 2005, Lindonde 2004), access to safe water (UNICEF, 2000, Omolo 2011), provision of sanitary napkins to girls in school (Rocha 2001) and training of staff to handle emergencies (Red Cross, 2008) as possible opportunities in the implementation of health and hygiene. The current study however specifically sought to establish opportunities for secondary school principals in the implementation of health and hygiene safety guidelines.

2.3.2 Challenges

Globally, unsafe water and sanitation is the second largest cause of child mortality with 4,500 children dying every year (UNICEF, 2006). Over 64% of population of sub-Saharan Africa has no access to safe water and sanitary facilities. This has devastating impact on every aspect of school going children. In many countries throughout the world, schools have insufficient sanitation facilities. For instance, in India, the coverage of sanitation services is poor (Veerashankarappa, 2005). Under these conditions, schools become unsafe places where diseases are transmitted (Adan, 2012). A study carried out in Pakistan on financing education found out that at Noor Purshahan girls' secondary school, there was acute shortage of drinking water (Republic of Pakistan, 2003). Schools with poor water, sanitation and hygiene conditions expose children to disease risks and enhanced susceptibility to environmental health hazards (WHO, 2009). According to UNICEF (2009), more than 60% of all schools in Africa lack sufficient water and sanitation facilities. Even in schools with facilities, unhygienic sanitation hinders the ability of students to concentrate and learn at school.

Gaitho (2001), while reporting on the plight of headteachers in Kenya running school with little funds observed that lack of funds greatly contributed to provision of poor and inadequate diet to students, dilapidated dormitories and classrooms, frequent power disconnections and irregular water supply, sanitation was pathetic and outbreaks of disease rampant which reflected non safety policy implementation in secondary schools.

Wedgwood (2005) in her paper entitled Post-Basic Education and Poverty in Tanzania stated that latrines were important facilities for maintaining attendance especially for girls. Lack or inadequate latrines or toilets was a factor that would affect retention of girls in schools. This may be made worse by the placement of latrines which may be culturally alien to the local community, if for example, girls' and boys' latrines are placed side by side in a community where women traditionally defecate on the other side of the village to men (Ngotie, 2009). Cultural attitude can occur towards sanitation, but practical methods can differ in the attitude suggested. Religion affects remarkably the formation of sanitation since many religious habits and rituals have a connection to sanitation. This affects the utilization of latrines, types and attitudes towards latrines (WARNER, 2002).

Toili (2001) in a study on Impact of Environmental Education on secondary school students' Perspective of Environmental quality in Bungoma district found out that most students used water drawn from natural wells and boreholes and whose safety was not therefore guaranteed. Most schools in rural areas depend on untreated water from streams and rivers which put them at risk in contracting diseases. Kasumba(2004) reporting on outbreak of swine fever in Bungoma district indicates that the main source of water for Chesamisi High School was a stream hence sparked off the fever which led to death of seven students and hospitalization of three teachers.

Forum for African Women Educationist (FAWE, 2001a) in their study, creating an enabling environment for girls found out that sanitation in most schools were deplorable as most of the latrines were dilapidated, walls cracked and some without doors thus leading to lack of privacy of the girls. Consequently, emission of offensive stench from

washrooms and toilets were evident, an indication that disinfectants were hardly used for cleaning. In agreement, Wachira et al (2011) in their study on impact of free primary education on management of primary schools in Embu District found out that lack of classrooms and sanitation units were a major hindrance to the success of free primary education in Embu district. Their study focused on creating enabling environment for girls and factors influencing implementation of free primary education respectively while the current study established challenges for public secondary school principals in the implementation of Health and Hygiene safety guidelines.

A study by UNICEF (2006) found out that some schools in rural districts such as Kilifi, Wajir and Mandera had no water and latrine at all. Pupils defecated in the nearby bushes. Most children after defecation use their hands, their books, leaves or clothes to wipe themselves. They also lacked disinfectants and water for hand washing.

According to Burger (2000), globally 2.3 million people still live without access to sanitary facilities and are unable to practice basic hygiene such as washing their hands with soap and water. A Study by Akech and Simatwa (2010) on opportunities and challenges for headteachers of primary schools in Kisumu municipality in the implementation of Free Primary Education revealed that basic facilities such as toilets and water points were not enough. Toilets were not cleaned well leading to spread of water borne diseases such as typhoid and dysentery. Overcrowding of classes also led to the spread of skin and air borne diseases such as tuberculosis. This concurs with Ministry of Education (Republic of Kenya, 2003) report that in many of the rural primary schools in Kenya one pit latrine is shared by over 100 pupils, this falls on the dangerous category.

While Akech and Simatwa (2010) established opportunities and challenges for headteachers of public primary schools in the implementation Free Primary Education, the current study established challenges for principals of public secondary schools in implementing Health and Hygiene safety guidelines.

Kukali (2010) in her study on evaluation of implementation of safety policy in girls' boarding secondary schools in Bungoma East District found out that most girls' boarding schools were congested and girls were more vulnerable to airborne diseases infection. The study established that there were outbreaks of tuberculosis in 8% of the schools under study. A study by Luvega (2007) on evaluation of Free Primary Education in Kakamega district reported that available facilities were overstretched inclusive of classrooms and toilets. There was thus a risk of contagious airborne diseases spreading faster due to congestion. Rocha (2001) in his study Ensuring Girls' Safety in schools concurred with Luvega and recommended provision of school infrastructure and sanitary products. In support UNESCO (2005), Omolo (2011) and Akech and Simatwa (2010) reported that inadequate provision of sanitation facilities was a serious challenge that cut across primary and secondary schools. Inappropriate school facilities for example, poor sanitary facilities or outright lack of separated toilets and latrines hindered attendance (Ngaruiya, 2008).

A study by the Forum for African Women Educationists showed that the girls who drop out in upper primary and secondary schools perform poorly in class because they lack sanitary pads and separate toilet facilities. They also quit due to lack of water, poverty and poor menstruation hygiene (FAWE, 2001a). Girls share pit latrines with boys or

queue to use the limited facilities in full view of boys and male teachers (Daily Nation correspondent, 2004). In agreement, FAWE (2001b) in their study of factors that influenced girls' education access, retention and performance in Wajir and Mandera districts of Kenya recommended that schools should ensure girl friendly learning environment with adequate girl-friendly toilets with doors as strategies for improving education for girls. The government in response addressed the concerns in education by promoting friendly learning environment in schools with special focus on provision of water and sanitation (Republic of Kenya, 2004). FAWE (2001b) examined the perceptions of the community leaders, teachers and learners on girls' education but did not establish the perceptions of principals and DQASO on safety implementation in schools which the current study established.

Ratemo (2007) noted that the study carried out in Western province of Kenya revealed that the death of seventeen laboratory assistants was linked to exposure to dangerous chemicals which eroded the victims' respiratory system. Students, laboratory assistants and teachers were exposed to unsafe chemicals in school laboratories. Kukali (2010) in her study found out that first aid kits were not put in laboratories, workshops and special rooms in most schools as per safety policy guideline. In most of the schools, available first aid kits were not fully equipped hence in a case of accident or sickness that called for administration of first aid, one had to wait until s/he got to the hospital. She also established that solid waste disposal was not correctly done due to lack of incinerators for solid waste disposal.

Ratemo's study was based on institutional staff laboratory safety while the current study was based on health and hygiene safety in public secondary schools. The above studies identified various challenges related to the implementation of health and hygiene. These included insufficient sanitation facilities (Veerashekhara, 2005, Wedgwood, 2005, FAWE 2001, UNICEF 2006, LUVEGA 2007, Akech and Simatwa 2010, Adan, 2012). The second challenge cited was inadequate clean source of water (Republic of Pakistan, 2003,

2.4 Opportunities and Challenges for Principals in the Implementation of Transport Safety Guidelines

2.4.1 Opportunities

Many countries have come up with policies on transport in general and school transport in particular. For instance, Delhi Traffic Police, India in their road safety guidelines for children state that it is the responsibility of school authorities and teachers to ensure the safety of school children and also to impart the necessary knowledge, skills and attitude in children to be a safe road user (Republic of India, 2011). In agreement with the Delhi Traffic police, Hyde Park Junior School in England designed a fashionable high visibility jackets to assist in road safety for their children (Hyde Park Junior School, 2012). In support of the same view, Rhonda Cynon TAF County council in United Kingdom had a policy in which the county chose to give free transport to children walking one and a half miles for primary pupils to their nearest suitable school and two miles in respect to secondary pupils age 16-19 who attend schools and colleges for further education (Republic of United Kingdom, 2010). The Wake County Public school system's transportation policies went further to incorporate teaching of school bus safety to

kindergarten through to second grade students using “Buster the Talking Bus” and to third grade through fifth grade students by classroom instruction. Thorough appreciation of transport education becomes effective tool in effective planning and performance of road safety management (Oni and Okanlawon, 2010). With the growing demands on the road as a major mode of transport, the highway management and administration could not function efficiently due to stress and neglect of traffic education and training programmes for the operators/drivers and managers. The current non-compliance by the regulations and laws guiding and controlling the road system operations by the users is as a result of poor educational training, publicity and funding (Oni, 2000).

According to the National Traffic Safety Administration, Nigeria, the area surrounding, weather, road conditions and the number of students using the bus stop should be taken into consideration when choosing a location. Students should be visible to drivers of passenger vehicles and buses (Oni and Okanlawon, 2003). Olagunju (2001) declared that remedy to reckless driving and disobedience traffic rules and regulations should include use of instant justice in bringing to book perpetrators of these lawless acts by law enforcement agents, the use of traffic education which will help reduce the rate at which laws are contravened. Police department through cooperation with the ministry of education can organize film shows on the correct use of roads at least once a month. In addition, better equipped and better paid police should be made to patrol roads and highways (Oni, 2000). A number of studies have found out that punishment can be more effective than awareness-raising campaigns in changing behavior (Lobb, 2006). Research internationally shows that school buses are one of the safest means for student to travel to and from school (Schfield *et al*, 2008).

Elseev (2003) reported that in South Africa, children are run over by cars near their schools week after week. To try and stop this carnage, the Johannesburg road Agency started a drive to install speed bumps near the city's schools. This was meant to make to make crossing of roads near school precincts safer for school children. On the same note, the Safety standards manual for schools in Kenya has spelt out various guidelines to enforce transportation safety of the learners. This include; bicycles learners ride on should have reflectors, school buses should be fitted with speed governors, seat belts and driven by PSV drivers. Learners on school trip must be accompanied by a teacher (Republic of Kenya, 2008).

The governments of India, United Kingdom, Nigeria and Kenya identified opportunities in the implementation of transport safety but did not explore the implementation of these opportunities in secondary schools to enhance transport safety which the current study explored. The reports by Elseev (2003), Olagunju (2001), Oni (2000), Republic of United Kingdom (2010) and Schfield (2008) outlined opportunities for implementation of school transport safety in Nigeria, South Africa and United Kingdom. The transport safety variables examined in the foregoing include installing speed bumps near schools, instant punishment for reckless drivers, use of better equipped and better paid police to patrol roads, visibility of pupils to drivers, use of school bus by pupils, and teaching of school bus safety to pupils. However, no study was done to establish the availability of these opportunities for secondary school principals in the implementation of transport safety which the current study did.

2.4.2 Challenges

Learners commute to school using 'matatus', buses, bicycles, motorcycles or walk to school (Republic of Kenya, 2008). In spite of the various transport safety guidelines put in place by various governments, transport safety for the learners has remained elusive in most parts of the world. There are many instances where learners have been involved in accidents due to negligence, ignorance or irresponsibility in observing basic road usage rules. There is considerable concern about the number of children being killed or seriously injured when crossing the road to or from school Charlton *et al* (2010).

In the Asian continent for instance, in a tragic accident, 43 school children were killed and over 30 could not be traced after a crowded truck carrying them plunged into a canal near Bangladesh's Southeast port city of Chittagong. The accident is believed to have been caused by rough driving (Priyo News, 2011).

In another incident at Kallar Kahar in Punjab, Pakistan, a school bus carrying students of Millat Grammar School had an accident. The bus had a capacity for only 70 passengers yet it was carrying 110 people at the time of the accident thus considerably overloaded (Wikipedia, 2012). A police spokesman revealed that the bus was an old model, driven by an inexperienced driver who had never driven on highways. A further report indicated that a horse drawn wagon killed two rural primary school pupils and injured another 23 when it collided with a buck in Southwest China's Yunnan province.

In Europe, a report by Gabbatt and Carter (2010) indicated that a coach crashed and killed three people, two of them pupils of Keswick School, Cumbria in United Kingdom. In Thailand, three gap year students were killed in road crash just days after beginning

their 'trip of a lifetime'. They died after their bus was hit by another vehicle (Sears and Gysin, 2011). School children are not safe in South Africa either. Children are run over by cars near their schools week after week (Eliseev, 2003).

A string of school bus accidents raised questions about safety of school children. This made the National Association for Pupil Transportation set aside the third week of October to focus attention on school bus safety (Wikipedia, 2012).

In Kenya, school bus accidents are common. For instance, a report by Aluanga (2009) that Nairobi's Mary Happy school bus rolled on its way on a trip to Hell's Gate National park, Naivasha, injuring dozens of students. Account from the survivors indicates the bus was overloaded. Likewise, three students of Loreto Msongari died following accident involving their school bus (Salesa, 2011). Another accident involving Nairobi Girls left several injured (Kimani, 2011). More than 40 students of Bishop Sulmenti Girls secondary school in Teso district were seriously injured after a school bus they were travelling in overturned. The school bus capacity is 25 but it was carrying 47 at the time of the accident (Ombui, 2011). The above is a clear evidence how college, school and university buses flout traffic rules in Kenya ending up killing or injuring the young. Ombui (2011) remarked that, "road accidents in Kenya kill so many and in away competing with HIV/AIDS, Tuberculosis and Malaria

The above reports identified reckless driving (Priyo News, 2011), overloading of school buses (Wikipedia, 2012, Aluanga, 2009, Salesa, 2011 and Ombui, 2011) improper observation of traffic rules (Oni, 2000) and use of inexperienced drivers (Wikipedia, 2012) as challenges to the implementation of transport safety. This therefore necessitated

the study to find out the challenges for principals of public secondary schools in the implementation of Transport Safety guidelines.

2.5. Opportunities and Challenges for public secondary school Principals in the Implementation of Food Safety Guideline

2.5.1 Opportunities

Food safety refers to access and consumption of wholesome food that promotes good health and optimal body functioning (Republic of Kenya, 2008). Access and consumption of safe food by learners is important because safe food promotes health and in turn effective learning. Research has shown that learners who have access to wholesome food have more enjoyable and successful learning experience (Ooro, 2008). The principle of food safety states that we all need to eat to stay alive, so it is important that our food does not harm us in any way. In view of this, the Ministry of Education of Kenya instructed that School Management committee/ Board of Governors should ensure that illegal hawking/vending of food to school children in the school compound or its vicinity is prohibited for safety of such food cannot be guaranteed. Purchasing ready-to-eat foods from street vendors pose a considerable risk of public health, especially due to poor hygiene practices. In most cases, the vendors do not have adequate washing facilities (Republic of Kenya, 2008).

The Ministry of Health in Kenya has a safety policy that requires that persons handling food should undergo medical examination and be issued with medical certificates. School catering personnel are thus expected to undergo regular medical checkups by public health department and certificate be issued to them.

Foodservice professionals are essential to food-safe school. Knowledge and adequately trained foodservice staff can prevent food borne illness outbreaks originating in the cafeteria (FSP, 2005). By following established guidelines on food purchasing, storage, preparation, handling and service, foodservice staff can greatly reduce the risk of students becoming seriously or even fatally ill with food borne illness.

School lunch programs have been said to have favourable effects on educational attainment. It is expected that a well-nourished child will learn more readily than a poorly nourished one. A daily school meal provides a strong initiative to send children to school and keep them there and allows the children to focus on their studies rather than their stomachs (World Food Program, 2014). The main objective of the school feeding programme therefore is to improve school enrolment and attendance, academic performance and nutritional status of school children (Musamali, 2008).

Opportunities in the implementation of food safety identified above include access to wholesome food (Republic of Kenya, 2008), trained foodservice staff (FSP 2005), school feeding programme (Musamali, 2008, World Food Program, 2014) and medical examination for food handlers. The current study sought to specifically establish opportunities for secondary school principals in Kisumu West District in the implementation of food safety guidelines.

2.5.2 Challenges

There have been many reports of learners suffering food borne illness associated with food handling in the institutions of learning. Every year, millions of people worldwide suffer food borne illness making a major public health concern. The learning institutions are at great risk of food borne illness due to their student population that require mass catering which has inherent risks associated with bulk handling of food (Ayieko, 2011).

In the Republic of China, food safety had been a growing concern. The Chinese government attempted to consolidate food regulation with the creation of State Food and Drug Administrations in 2003 (World Bank and China Agriculture Press, 2005). In spite of this, lives of many learners have been put to risk due to failure to follow proper food safety guidelines. For example, more than 300 students at Changzhou City experimental Primary school in China's Sichuan province got food poisoning after lunch. About 200 hundred students had to be hospitalized due to headaches, fevers, vomiting and diarrhea. On the same day, middle school students of China's Liaoning Province also got food poisoning after eating dinner at school. The MoE ordered investigation, and officials suspected that the cause of food poisoning was unsanitary conditions at school (Republic of China, 2011). While the Chinese government set up laws to create food safety, they did not explore the challenges of implementation of food safety guidelines in secondary schools which the current study explored.

Park, Kwak and Chang (2010) in their study on evaluation of food safety training for food handlers in restaurant operations found out that in Korea, 510 food borne disease outbreaks with 9,686 patients were reported with 93 of them being attributed to

institutional food service operations. Park, Kwak and Chang's study evaluated food safety for food handlers in restaurants while the current study established opportunities and challenges in implementation of food safety in public secondary schools. Their study used nonequivalent pretest and posttest research design while the current study used descriptive survey design.

In the United States, the numbers of cases of food borne illness reach as high as eighty million per year (Ooro, 2008). Unsanitary conditions and poor food handling practices lead to exceedingly high rates of food contamination and outbreak of food borne diseases. In practice, sanitation starts with the physical facilities and surroundings of a food plant (US FDA, 2008). Some of the factors leading to food poisoning of students in school are buying of food from Food vendors. Foods are subjected to repeated contaminations from unwashed hands and the materials used for wrapping, such as leaves, old newspapers and reusable polythene bags. Some vendors in Accia, Harare Lilongwe and Lusaka washed their hands in the same bucket used for washing utensils, which may lead to contamination (FAO/WHO, 2005).

A study by Oranusi *et al* (2007) on food safety evaluation in boarding schools in Ziaria, Nigeria, using the Hazard Analysis Critical Control Plan(HACCP) system, found out that water for drinking and cooking was from dirty tap water environments, uncovered wells and boreholes. Water was also stored in dirty tanks which were not regularly cleaned. Oral health related diseases amongst school children are widespread since they have not

been given enough attention (Pandhal, 2005). Study on school children in Saudi Arabia has shown children to have poor oral hygiene habits (Blink horn, 2001).

Makoni as reported by Pandhal (2005) carried out a study in Harare in Zimbabwe to determine oral health status among secondary school students and concluded that the students lacked knowledge regarding preventive measures towards good oral health.

Oranusi *et al* (2007) and Pandhal (2005) established state of food safety implementation but did not explore factors influencing implementation of food safety which the current study ascertained.

1.2. Study Area

The study was carried out in Kisumu West District, Kenya. The study was carried out within Longlands

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter describes research design, area of study, study population, the sample size and sampling techniques, instruments and data collection procedures and methods of data analysis.

3.2 Research Design

The study adopted a descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Kombo and Tromp, 2006). This design was relevant to the current study because questions raised in the study required collecting information through interview schedule and questionnaire. The design was used to allow the researcher to gather information, summarize, present and interpret challenges and opportunities for principals in the implementation of selected safety policy guidelines in public secondary schools in Kisumu West District for the purpose of clarification (Orodho, 2005). The design was also used because it gave the researcher opportunity to explore situations as they were happening on the ground (McNabb, 2009).

3.3. Study Area

The study was carried out in Kisumu west district, Kisumu County, Kenya. The district lies within Longitudes $33^{\circ} 20' E$ Latitudes $0^{\circ} 50' S$. The district borders Kisumu North

district to the east, Vihiga district to the northeast, Emuhaya district to the north, Siaya district to the north west, Rarieda district to the west and Lake Victoria to the south.

Administratively, the district is divided into two divisions namely: Maseno and Kombewa. Politically, it has one constituency, Seme. The district at the time of study had a total of 33 Public secondary schools out of which 9 were boarding schools, and 24 day schools (D.E.O's office, Kisumu West District, 2011). The district headquarter is at Paw Akuche about 16 km west of Kisumu city. The predominant economic activities in the region are small scale farming, fishing, brick laying, small scale businesses and livestock keeping. Kisumu west is partly rocky with attractive sceneries such as "Kit Mikayi," a memorial stone located along Kisumu-Bondo road. The region is occupied mainly by the Luo and Luhya communities. Religiously, the region is Christian with the main churches being Catholic, Anglican Church of Kenya, SDA, Pentecostal and a few African independent churches. Kisumu west was chosen for the study because of reports of improper implementation of safety guidelines such as 3 cases of arson, 105 cases of sexual harassment, 6 cases of motor vehicle accident, 66 cases of physical molestation, 33 cases of food poisoning and 99 complaints of dilapidated tuition and sanitary facilities.

3.4 Target Population

The study population consisted of the 1DQASO, 33 principals, 280 teachers, and 2166 form three students drawn from 9 boarding schools and 24 day schools. The DQASO was used in the study because he is the officer in charge evaluation of implementation of educational programs and policies in the district. The principals were used in the study because they are the implementers of educational policies in schools while teachers were

used because they work very closely with the principals in the school environment and so would have information on opportunities and challenges for principals in the implementation of the selected safety guidelines. Form three students were used because students are the consumers of these guidelines and would be in a good position to give the required information because of their long stay in the school.

3.5 Sample Size and Sampling Techniques

The current study adopted saturated, simple random sampling and stratified sampling techniques. Saturated sampling technique was used to sample the 1DQASO since he is only one in the district and 30 Principals of public secondary schools in the district since all the schools were included in the study. Simple random sampling was used to sample six teachers and ten form three students per school who participated in the study. In mixed schools, stratified sampling was used to give students of both sexes a chance to participate in the study. Girls were grouped together on one hand and boys on the other hand. Simple random sampling was used to arrive at the desired number according to their proportion.

The study sample size comprised of 1DQASO, 30Principals, 162 teachers, and 327 students all from 9 boarding schools and 24 day schools. The form three students were used in the study because of their length of stay in the school so would give more information. The study population and sample size are presented in table 3.1.

Table 3.1 Study Population and Sample Size.

Category of respondents (%)	Accessible Population	Sample Size	Percentage
Principals	33	30	100
Teachers	280	162	60
Students	2166	327	17
DQASO	1	1	100

Source: District Education office, Kisumu West District (2011)

3.6 Instruments of Data Collection

The instruments of data collection used were Principals' Questionnaire (PQ), Teachers' Questionnaire (TQ), interview Schedule for DQASO, Focus Group Discussion for students and Observation Checklist. Closed- ended and open-ended questionnaires were used in the study and were completed anonymously by the teachers and principals to enhance research ethics. A five points rating scale was scored and coded for easy analysis. An interview schedule was used to get information from the DQASO. The researcher interviewed the DQASO as she took notes on the information he was giving.

Thirty Focus groups consisting of ten form three students per school were used. The researcher guided each group through the questions as they discussed. She took notes as the discussion went on and also probed for clarity. Focus group discussion gave the researcher opportunity to guide the students on the objectives of the study.

An observation checklist was used by the researcher to be able to confirm the reality on the ground on certain issues such as availability of clean source of water, state of the

roads leading to various schools and accessibility of the schools to health facility. This was compared with the information given in the questionnaires and the focus discussion groups.

3.6.1 Principals' Questionnaire

The Principals' Questionnaire (PQ) contained five parts. Part A was used to collect general information about the school such as whether the school was day or boarding and the student population. Parts B, C, D, and E had a five points rating scale consisting of ten items to establish opportunities and challenges for public secondary school principals in the implementation of selected safety policy guidelines. Part B contained opportunities and challenges for principals in implementation of school community relations guidelines, C health and hygiene safety guidelines, D transport safety guidelines and E food safety guidelines. Both open-ended and closed-ended types of questionnaires were used (appendix A).

3.6.2 Teachers' Questionnaire (TQ)

This questionnaire was used to gather data on teachers' perception on the opportunities and challenges for secondary school principals in the implementation of community relations, health and hygiene, transport and food safety guidelines. Both closed-ended and open-ended questionnaires were used (appendix B). The questionnaire had five parts. Part A was used to collect general information about the school such as whether the school was day or boarding and the student population. Parts B, C, D, and E had a five points rating scale consisting of ten items to establish opportunities and challenges for public secondary school principals in the implementation of selected safety policy guidelines.

Part B contained opportunities and challenges for principals in implementation of: school community relations guidelines, C health and hygiene safety guidelines, D transport safety guidelines and E food safety guidelines.

3.6.3 DQASO's Interview Schedule

Structured interview schedule was used to obtain information from the DQASO on the opportunities and challenges for principals of public secondary schools in Kisumu West District in the implementation of the school community relations, health and hygiene safety, transport safety and food safety guidelines (appendix D). It contained eight questions addressing DQASO's perception on opportunities and challenges principals of public secondary schools in Kisumu West District in implementing school relations guidelines, health and hygiene guidelines, transport safety guidelines and food safety guidelines.

3.6.4 Focus Group Discussion (FDG).

Focus group discussion was used to obtain information from the students on their perception of the opportunities and challenges for secondary school principals in the implementation of school community relations, transport safety, health and hygiene safety and food safety guidelines (Appendix C). There were thirty focus discussion groups. One focus group discussion was conducted in each school. A single group was made up of ten form three students. For this study, questions were presented to the groups and responses recorded in note book.

3.6.5 Observation Checklist

Observation checklist was used to verify and supplement the information obtained from the interview schedule, focus group discussion and questionnaires. They were used to establish the state of implementation of aspects of health and hygiene safety, transport safety, and food safety guidelines.

This included source of water for the school, state of the road leading to the school and proximity of the school to the health facility. The use of observation check list helped to counter the ceiling effect weakness in the questionnaires (Appendix E).

3.6.6 Reliability of the Instruments

In this study, the researcher used test retest method of reliability whereas the instruments were piloted among 30 form three students, 18 teachers and 3 principals twice. The mean for the first administration of the first test was thereafter correlated with the mean of the second administration, using Pearson's r that gave the researcher 0.75 reliability coefficient index which was acceptable.

3.6.7 Validity of the Instruments

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of data actually represents the phenomenon under study (Mugenda and Mugenda, 2003).

Face validity of the instruments was ascertained by experts in the area from the department of Educational Management and Foundations of Maseno University. Their recommendations were then incorporated in the final draft to improve quality and content of the instruments.

3.7 Data Collection Procedures

Data was collected from the DQASO, principals, teachers and students. To collect data, the researcher sought permission from the District Education Office in Kisumu West District. The researcher then sent out notification letters to the Principals whose schools were sampled for the study.

Thereafter, visitation was made to the sampled schools. The first visit was for introduction, and making arrangements on how to collect data. In the second visit, questionnaires were distributed to the principals and teachers. Teachers helped organize for ten form three students in every school to be used in the focus group discussion and the researcher guided them through the discussion.

The researcher took notes as the focus group discussion went on. Once in a while she asked questions to get clarification on certain issues as they came up. Third visit was to collect the questionnaires from the principals and teachers.

The researcher made the first visit to the DQASO for introduction and to request for an appointment with him. During the second visit, the researcher interviewed the DQASO as she wrote down his responses. Whenever a school was visited, the researcher wrote down answers to question raised in the observation checklist concerning the school.

3.8 Methods of Data Analysis

The questionnaires, Focus Group Discussion schedules and observation checklists were numbered for identification and classification. These were then presented in tables for easy interpretation. After DQASO's interview and student focus group discussion,

transcripts were analyzed on an ongoing basis. The information was used to answer the research questions and to make conclusions and recommendations. The items on a rating scale had options with weights as follows: Greatest opportunity=5, Great=4, Less=3, lesser=2 and Least=1, biggest challenge=5, bigger=4, big=3, small=2 and smallest=1. The frequency and percentages for each item were worked out and presented on a table. To establish overall perception of principals and teachers, Inter Quartiles Ranges for principals and teachers were calculated from the data presented on each table.

Qualitative data were transcribed, organized and categorized into emerging themes and sub-themes.

CHAPTER FOUR

RESULTS AND DISCUSSION.

4.1. Introduction

This chapter presents the results and discussion in line with the objectives of the study.

The first section constitutes the findings on opportunities and challenges for principals in the implementation of School Community Relations guidelines.

The second section outlines opportunities and challenges for Principals in the implementation of Health and Hygiene safety guidelines.

The third section presents findings on opportunities and challenges for Principals in the implementation of Transport Safety guidelines.

The opportunities and challenges for Principals in the implementation of Food safety guidelines is discussed in the forth section.

4.2 Opportunities and Challenges for Principals of Public secondary Schools in Kisumu West District in the Implementation of School Community Relations Safety Guidelines.

The research question responded to was: What are the opportunities and challenges for principals of public secondary schools in Kisumu West District in the implementation of School Community Relations guidelines? The principals' and teachers' responses were as shown in Tables 4.1 and 4.2. To respond to the questions, the respondents were required to agree with the items provided in a five point rating scale format whether the various opportunities were available in their schools for the principals to implement school community relations safety guidelines. Further, the students in a focus group discussion

and also the DQASO in an interview schedule were asked to give their opinion on the opportunities available for principals in the implementation of school community relations safety guidelines

Opportunities	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Positive attitude of local community towards school	12	22	57	9	100
Participation of local community in school activities	10	20	60	10	100
Participation of local community in school and local community	15	25	50	10	100
Presence of safety committees in schools	10	18	57	15	100
Regular chief barazas	12	15	60	13	100
Presence of community groups monitoring safety standards	8	12	65	15	100
Regular PTA meetings	10	20	50	20	100

Table 4.1: Perceptions of Principals and Teachers on opportunities for principals of Public Secondary Schools in Kisumu West District in the Implementation of School Community Relations Safety Guidelines (n=30, n=162)

Opportunities		Rating					Total	
		1	2	3	4	5		
Positive attitude of local community towards school	P	Freq	0	2	2	11	15	30
		Percentage	0	7	7	37	50	100
	T	Freq	6	5	10	90	51	162
		Percentage	4	3	6	56	31	100
Joint co-curricular activities between school and local community	P	Freq	2	5	1	20	2	30
		Percentage	7	17	3	67	7	100
	T	Freq	10	34	15	83	20	162
		Percentage	6	21	9	51	12	100
Presence of safety committee	P	Freq	2	6	5	11	6	30
		Percentage	7	20	17	37	20	100
	T	Freq	19	37	24	57	25	162
		Percentage	12	23	15	35	15	100
Regular chief's barazas	P	Freq	0	2	5	15	8	30
		Percentage	0	7	17	50	27	100
	T	Freq	10	24	40	71	17	162
		Percentage	6	15	25	44	11	100
Presence of community group monitoring safety standards	P	Freq	7	5	3	13	2	30
		Percentage	23	17	10	43	7	100
	T	Freq	18	53	29	49	13	162
		Percentage	11	33	18	30	8	100
Regular PTA meetings	P	Freq	0	0	0	18	12	30
		Percentage	0	0	0	60	40	100
	T	Freq	4	10	9	86	53	162
		Percentage	2	6	6	53	33	100

Supportive Board of Governors	P	Freq	1	2	2	8	17	30
		Percentage	3	7	7	27	57	100
	T	Freq	14	10	14	48	76	162
		Percentage	9	6	9	30	47	100
Presence of NGO/CBO in the area	P	Freq	0	6	3	16	5	30
		Percentage	0	20	10	53	17	100
	T	Freq	6	17	35	66	38	162
		Percentage	4	10	22	41	23	100
Training in implementation of Safety guidelines	P	Freq	2	5	1	11	11	30
		Percentage	7	17	3	37	37	100
	T	Freq	25	50	21	50	25	162
		Percentage	10	31	13	31	15	100
Supportive church sponsor	P	Freq	3	3	1	16	7	30
		Percentage	10	10	3	53	23	100
	T	Freq	15	12	7	85	43	162
		Percentage	9	7	4	52	27	100

Key: P=Principal, T= Teacher; Where 5=greatest opportunity, 4=great opportunity, 3=less opportunity, 2=lesser opportunity, 1=least opportunity.

Positive attitude of the local community towards the school was the greatest opportunity as indicated by 26(87%) principals and 141(87%) teachers. On the same note, findings from the focus group discussion were in agreement with the principals and teachers that school communities had positive attitudes towards their schools. In that respect a student said, "Our parents love this school because from here we are able to make it to the university. The fee is affordable and the performance is impressive". Likewise, the District Quality Assurance and Standards Officer (DQASO) had this to say: "Majority of the public secondary schools in Kisumu West District enjoy a cordial relationship with the communities around them. Most of the parents prefer them because they are cheap and performing". The study concluded that positive attitude of the local community

towards the school was the greatest opportunity for the principals to implement school community safety guidelines. A school community partnership is a significant social structure in safety policy implementation. Communities with positive attitude towards their schools become protective over them and such schools rarely experience cases of insecurity. This finding concurs with findings of Kukali (2010) whose study established that communities with positive attitude played watchdog role over students who sneak out of school or give a helping hand whenever students are invaded. The finding is also consistent with the findings of Njeru and Orodho (2003) which revealed that patterns and trends of education financing in Kenya incorporated a partnership that comprised of the state, households and communities.

Joint co-curricular activities with the local community were indicated by 22(74%) and 103(63%) teachers as a great opportunity for principals to implement school community relations safety guidelines. Findings from the focus group discussion indicated that joint co-curricular and cultural activities were going on between the schools and their local communities. From a focus group, a student said, "We carry out various activities with the local youth groups such as netball and football". Noticeably, this finding was from day schools. On the contrary, most of their counterparts from the boarding schools said there were no such interactions between their schools and the local communities. To that effect one student from a girls' boarding school said; "We have very little of such interactions with the villagers". The findings of the study revealed that joint co-curricular activities with the local community were a great opportunity for the principals to implement school community relations safety guidelines. Joint co-curricular activities

such as ball games, athletics, and drama can create a link and understanding between the school and its local community. This is in agreement with Republic of Kenya (2008) which states that schools should develop linkages with the communities around them through joint co-curricular and cultural activities. In support, Otula (2007) suggested that head teachers should ensure that learning environment incorporates community involvement, sports and drama. This would create an atmosphere of happiness without stress, hence upholding discipline.

Presence of safety committee was indicated as a less opportunity to implement the school community relations safety guidelines by 17 (57%) principals and 82(50%) teachers. Safety policy guidelines require that each school should have a safety committee (Republic of Kenya, 2008). Safety committees are expected to detect disaster management issues ahead of time and notify the school administration for action. This is one sure way of making a school a safe zone. The findings established that safety committee was a less opportunity for principals to implement school community relations safety guidelines. This is in agreement with the requirements of Occupational and Health Act of 2007 which states that a company with more than twenty people must have a safety committee (Republic of Kenya, 2007). The findings of the current study however contradicts Kukali (2010) who found out in her study that safety committees did not exist in girls' boarding schools in Bungoma East District.

Regular chiefs' *baraza* was indicated by 23(77%) principals and 88(55%) teachers a great opportunity for principals to implement school community relations safety

guidelines. This was further confirmed by findings from focus groups especially from day schools that their chiefs held regular *barazas*. A student from one focus group said, "Our chief's *baraza* is held every market day". Chief's *barazas* provide a forum that can be used to create awareness and mobilize members of the local community towards school safety. This is necessary because uncooperative local community encourage deviant behaviour such as smoking, drinking and sneaking out of school. Such communities frustrate safety implementation efforts by cutting school fences, stealing from the school and terrorizing students.

Presence of community group monitoring safety was indicated by 15(50%) principals and 62 (38%) teachers as a lesser opportunity for principals to implement school community relations safety guidelines. A student from a focus group discussion said, "We have no security threats except animals that once in a while threaten us as we walk to school at dawn". This finding revealed that there is security in Kisumu West District which is an opportunity for the principals to implement school community relations safety guidelines. This finding contradicts the finding by Otieno (2012) who found out that security was a big challenge to headteachers of secondary schools in Nyando district in Provision of quality education. Otieno's study was on stakeholders' perceptions on challenges by head teachers in the provision of quality education in public secondary schools while the current study established perceptions on opportunities and challenges for principals of public secondary schools in the implementation of selected safety policy guidelines.

Regular PTA meetings was indicated by principals 30(100%) and 139(86%) teachers as the greatest opportunity for principals to implement school community relations safety guidelines. They were further supported by findings from focus group discussion. In this respect, a student from one of the focus groups said, "In our case, our parents come to school at the closing of every term to monitor our academic progress and encourage us to do even better". The school community relations guidelines states that schools should develop linkages with the communities around them, organize regular joint meetings on academic matters with parents and learners (Republic of Kenya, 2008). The findings revealed that most of the principals of public secondary schools in Kisumu West District were using regular PTA meetings as an opportunity to implement school community relations safety guidelines. In modern societies, parents' influence plays a very important role in the life of a student. Parental influence determines the emotional and material input that further determines the motivational level in children towards education. The findings of the current study is consistent with Ahawo's (2009) whose study recommended parental involvement in enhancing quality education.

Supportive Board of Management (BOM) was indicated as one of the greatest opportunities for principals to implement school community safety guidelines by 25(84%) principals and 124(77%) teachers. Focus groups reported that supportive BOM was an opportunity for the principals to implement school community relations guidelines. A student from one focus group said, "Eeh, our BOM is wonderful. This year they gave money to our principal to take our teachers for a retreat in Mombasa after we performed excellently well in KCSE Examination. The students likewise were

slaughtered for a big ram". Support of Board of Management of a school is essential in the implementation of safety policy since they are the key decision makers in the schools. Failure to get their support, principals cannot implement any policy successfully as they have to approve all the development proposals in the school.

Presence of NGOs or CBO in the local community was identified by 21(70%) principals and 104 (64%) teachers as a great opportunity for principals to implement school relations safety guidelines. Findings from the interview with the DQASO and student focus group discussion revealed that, NGOs such as Plan International Kisumu branch and RERA Child Development were actively involved in the development programs of schools in Kisumu West District. One student had this to say, "RERA Child Development is a blessing to us in this village. Some of us would not be in school now if were not of the bursary we receive from them". The findings revealed that presence of NGOs was a great opportunity for principals to implement school community relations safety guidelines. This finding concurred with the findings of Makoa (2004) which stated that multisectoral strategy drew several sectors and organizations into government led campaign such as business community, NGOs and professional groups. This finding was also in agreement with FAWE (2001b) which established that as a matter of intervention, NGOs provided support for construction of classrooms, learning resources and human resource development through training, seminars and workshops. NGOs can thus be essential in supporting the implementation of safety programs in schools.

Training of principals in the implementation of safety guidelines was indicated as a great opportunity for the principals in the implementation of school community relations safety guidelines by 22(74%) principals and 75 (46%) teachers. This wide variation between the perception of the principals and that of the teachers may be due to the fact that some teachers may not necessarily know whether their principals have been trained or not. The DQASO confirmed by saying, "Training had been done for principals but there was need to do it more regularly for the sake of the newly appointed principals". Training is a prerequisite to safety policy implementation as it enables implementers to put theory into practice. Knowledge of safety is necessary for successful implementation of safety policy guidelines. This finding concurred with Torrington, Hall and Taylor (2005) who said that training reduced the risk of safety offences, negligence or unreliability.

Supportive church sponsor was indicated as a great opportunity by 23(76%) principals and 128(79%) teachers. On the same note, findings from focus group discussion indicated that their schools had supportive sponsors. In this respect a student said, "Our sponsor church is very supportive especially on pastoral programs. They pray for our candidates before they sit their national examinations". The DQASO reiterated this by saying, "Most secondary schools in Kisumu West District enjoy support from their sponsors except in a few instances where the sponsors went overboard thus causing interference in the running of the schools". The sponsor has an important role in helping the school to develop a culture of compliance to school rules and regulations through pastoral care and guidance and counseling. These services are a backbone to maintenance of safety in schools. They help in controlling deviant behavior among the students. Schools where the sponsors play

their roles effectively tend to have a high level of discipline. They also contribute towards development of infrastructural facilities in the school which is a key component in the implementation of safety policy in schools.

To establish overall perceptions on opportunities principals of public secondary schools had in the implementation of school community relations safety guidelines, Inter Quartile Range (IQR) for principals and teachers' were calculated from the data in Table 4.1. The results were as shown in Figures 4.1 and 4.2.

Mean $\bar{X} = 3.8$

$$\text{IQR} = Q_3 - Q_1 = (4.1 - 3.0) = 1.1$$

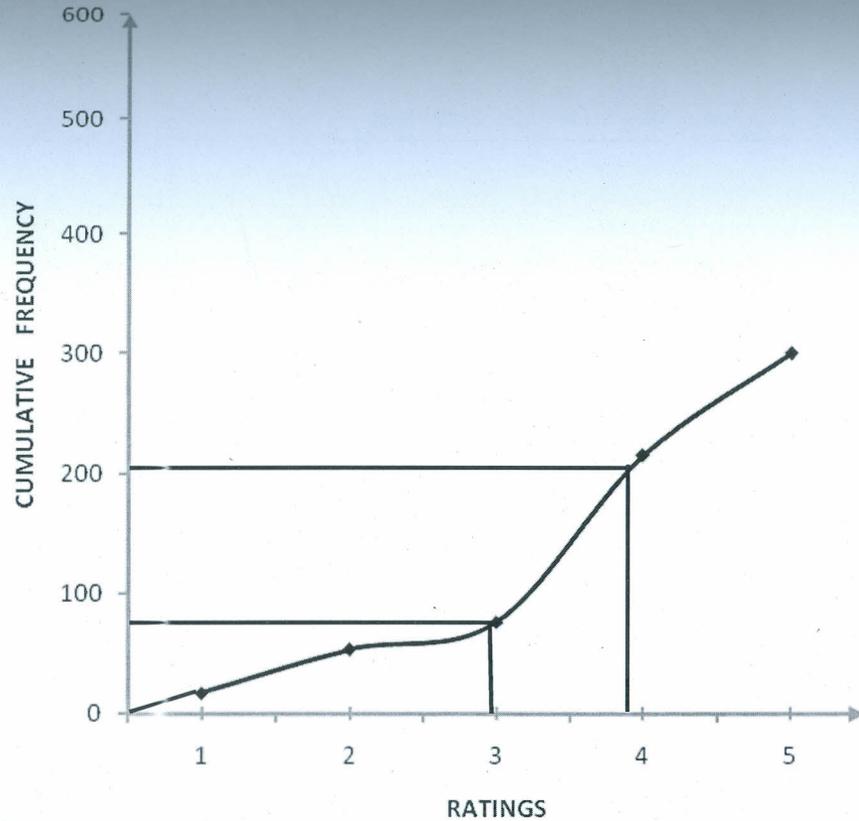


Figure 4.1 Inter Quartile Range on Perceptions of Principals on opportunities for principals in the Implementation of School Community Relations Safety Guidelines

Mean $\bar{X} = 3.6$

$$\text{IQR} = Q_3 - Q_1 = (4.0 - 2.3) = 1.7$$

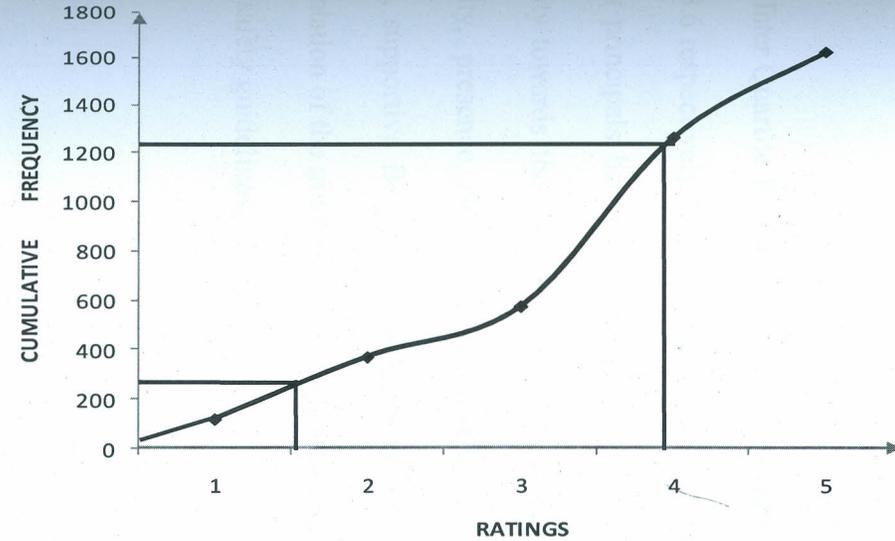


Figure 4.2 Inter Quartile Range on Perceptions of teachers on opportunities for principals in the Implementation of School Community Relations Safety Guidelines

The low Inter Quartile Ranges 1.1 and 1.7 for principals and teachers and high means at 3.8 and 3.6 respectively, means that majority of the principals and teachers were of the view that principals had great opportunities in terms of positive attitude of the local community towards the school, joint co-curricular activities between school and local community, presence of safety committee, regular chiefs' *barazas*, regular PTA meetings, supportive Board of Management, presence of NGOs or CBOs, training in implementation of the guidelines and supportive sponsor to implement school community relations safety guidelines.

Table 4.2: Perceptions of Principals and Teachers on Challenges Faced by Principals in the Implementation of School Community Relations Safety Guidelines(n=30, n=162)

Challenges	Ratings					Total		
	1	2	3	4	5			
Vices from community penetrating into school	P	Freq	0	5	1	8	16	30
		Percent	0	17	3	27	53	100
	T	Freq	10	32	8	58	54	162
		Percent	6	20	5	36	33	100
Local community interfering in running of the schools	P	Freq	3	8	1	15	3	30
		Percent	10	27	3	50	10	100
	T	Freq	12	68	15	43	24	162
		Percent	7	42	9	27	15	100
Regionalism/tribalism/clanism affecting the school	P	Freq	5	4	1	15	5	30
		Percent	17	13	3	50	17	100
	T	Freq	30	48	25	43	16	162
		Percent	19	30	15	27	10	100
Unsupportive BOG	P	Freq	10	10	1	6	3	30
		Percent	33	33	3	20	10	100
	T	Freq	43	85	18	11	5	162
		Percent	27	52	11	7	3	100
Community offering market for goods stolen from the school	P	Freq	3	7	3	10	7	30
		Percent	10	23	10	33	23	100
	T	Freq	27	65	32	31	7	162
		Percent	17	40	20	19	4	100
Negative attitude of the local community towards the school	P	Freq	16	13	4	5	2	30
		Percent	20	43	13	17	7	100
	T	Freq	20	65	25	37	15	162
		Percent	12	40	15	23	9	100

Unsupportive sponsor	P	Freq	5	15	1	9	0	30
		Percent	17	50	3	30	0	100
	T	Freq	37	68	26	22	9	162
		Percent	23	42	16	14	6	100
Culture conflicting with school policy	P	Freq	3	7	2	12	6	30
		Percentage	10	23	7	40	20	100
	T	Freq	30	56	22	48	6	162
		Percentage	19	35	14	30	4	100
Security threats from local community	P	Freq	2	12	2	13	1	30
		Percentage	7	40	7	43	3	100
	T	Freq	45	60	16	29	12	162
		Percentage	28	37	10	18	7	100
Lack of training to implement the guidelines	P	Freq	3	5	1	13	8	30
		Percentage	10	17	3	43	27	100
	T	Freq	18	9	29	68	38	162
		Percentage	11	6	18	42	23	100

Key: P=Principal, T= Teacher; Where 5=biggest challenge, 4=bigger challenge, 3=big challenge, 2=small challenge, 1=smallest challenge

Table 4.2 shows the perceptions of principals and teachers on the challenges faced by principals of public secondary schools in Kisumu West District in the implementation of School Community Relations guidelines. Vices from the community penetrating the school was indicated by 24(80%) principals and 112 (69%) teachers as bigger challenge for principals in the implementation of school community relations safety guidelines. On the same note, findings from focus group discussion revealed that there were bad habits from the local community that influenced the students. This finding was exclusively from students in day schools. The students gave examples of such bad habits to include drug and substance abuse, violence and disco 'matanga' (disco dances during funerals). Day scholars live within the community hence they interacted more with what went on in the

environment than the boarding students who had less interaction with their school community. The study established that the biggest challenge facing principals of public secondary schools in Kisumu West District in the implementation of school community relations guidelines was vices from the community that penetrated the school. This finding concurred with Kukali (2010) who established that hostile and uncooperative communities encouraged deviant behavior such as smoking, drinking and sneaking out of school.

Local community's interference in the running of the school was indicated by 18(60%) principals by 65(42%) teachers as a big challenge to the principals in implementation of school community relations safety guidelines. Interview with the DQASO revealed that there were incidents of interference from the local communities in the running of the schools. DQASO said, "In some instances there are wrangles between teachers and members of the local community on ownership of the school canteen. In another school, land already donated to the school was being reclaimed back". Findings from focus groups were in agreement with the principals, teachers and the DQASO that there was interference of the local community in the running of the school. A student from a focus group said, "These people graze animals in the school especially over weekend and they destroy plots of the agriculture students".

Twenty (67%) principals and 59(37%) teachers indicated that regionalism, tribalism and clannism were a big challenge to principals in the implementation of school community relations safety guidelines. This sharp difference between the teachers' opinion and that

held by principals could be due to the fact that this is a sensitive administrative issue that principals may not easily divulge to their teachers.

Unsupportive Board of Governors was indicated as a small challenge for principals in the implementation of school community relations safety guidelines by 9 (30%) principals and 16(10%) teachers. The DQASO also concurred with the principals and teachers that unsupportive Board of Management was a lesser challenge to the principals in the implementation of school community guidelines. In this respect the QASO said, "There are isolated cases where BOM members have proved uncooperative. In one school, some signatories refused to sign cheques thus making running of the school almost impossible for the principal". The study thus revealed that unsupportive BOM was a small challenge to principals in some cases. Members of BOM are the governors of the schools and where there is no harmony between them and the administration, such a school is faced with threat of stagnation in the implementation of its development plans. This finding concurs with Otieno (2012) who established that BOG management policy was a challenge to head teachers making achievement of quality education impossible.

Local community offering market for goods stolen from the school was indicated by 17(56%) principals and 38(23%) teachers as a small challenge in the implementation of school community relations safety guidelines. This finding was in agreement with Kukali (2010) who stated that school community can collude with students to steal from the school through direct involvement or provide ready market. This was a small challenge to

the principals of public secondary schools of Kisumu West District in the implementation of school community relations guidelines.

Negative attitude of the local community towards the school was indicated as a small challenge by 18(56%) principals and 38(23%) teachers. Findings from focus group discussion revealed that local community was negative towards the schools. A student from one focus group said, "The first day my mother brought me to this school, a villager asked her whether there were no schools in our village that she decided to bring me to such a school". Input of the local community is essential in implementing safety in schools because a school is not an island but is part of the society in which it is established. This finding however shows that negative attitude of the community towards the school was a small challenge to the principals. This is in agreement with Otieno (2012) whose study revealed that unfriendly community was not a serious challenge to head teachers in the provision of quality education in public secondary schools in Nyando District. Otieno's study was on challenges facing head teachers in provision of quality education while the current study established challenges for principals in the implementation of school community relations safety guidelines.

Unsupportive sponsor was indicated as a lesser challenge by 9(30%) principals and 20(31%) teachers respectively. This was confirmed by the DQASO who said; "There are a few isolated cases where sponsors are overstepping their boundaries thus causing interference in the running of schools". Likewise, during focus group discussion, one student said, "We wonder what the role of the sponsor is in this school. We have hardly

interacted with them". This finding revealed that secondary schools in Kisumu West district has unsupportive sponsor as a challenge for principals in the implementation of school community relations safety guidelines.

Community cultural practices conflicting with school policy was indicated by 18(60%) of the principals and 54(34%) as a small challenge to the principals in the implementation of community relations guidelines. There are circumstances where cultural practices in a community interfere with the school. Findings from focus group discussion revealed that there were cultural practices that interfered with the school policy. A student from a focus group said, "A number of our students have dropped out of school because of the influence of this lake. They feel fishing gives them quick returns".

Security threats from the local community were indicated as smallest challenge to principals in the implementation of school community relations safety guidelines by 14(46%) principals and 31(25%) teachers. On the same note, a finding from focus group discussion was in support of principal's and teacher's views. A student from one focus group said; "The wizards throw sand and stones on the roof of our dormitory to scare us". In agreement with this finding, Oriang (2001) reported that armed gangsters stormed Hawinga girls' secondary school and raped students. The findings revealed that insecurity threats from the local community were the smallest challenge for principals in the implementation of school community relations safety guidelines.

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Lack of training for principals to implement the guidelines was indicated by 21(70%) principals and 106 (65%) teachers a big challenge for the principals in the implementation of school relations safety guidelines. The DQASO, confirming this fact said, “Although the safety standard manual has been distributed to all schools in the district, training in the implementation of the guidelines needed to be done more regularly especially for the newly appointed principals”. The level of education and training experience strengthens safety awareness by enhancing the risk assessment and hazard perception abilities of workers (Onyuka, 2008). Knowledge of safety is necessary for successful implementation. Lack of knowledge hampers implementation. This finding concurs with Kukali (2010) who found out that lack of training in the implementation of safety policy was a factor influencing implementation of safety policy in girl’s boarding schools in Bungoma East District. To establish overall perception on challenges for principals in the implementation of school community relations guidelines, Inter Quartile Ranges for principals’ and teachers’ responses were calculated from the data in Table 4.2. The results were as shown in Figures 4.3 and 4.4.

$$\text{Mean} = \bar{X} = 3.1$$

$$\text{IQR} = Q_3 - Q_1 = (3.7 - 1.1) = 2.6$$

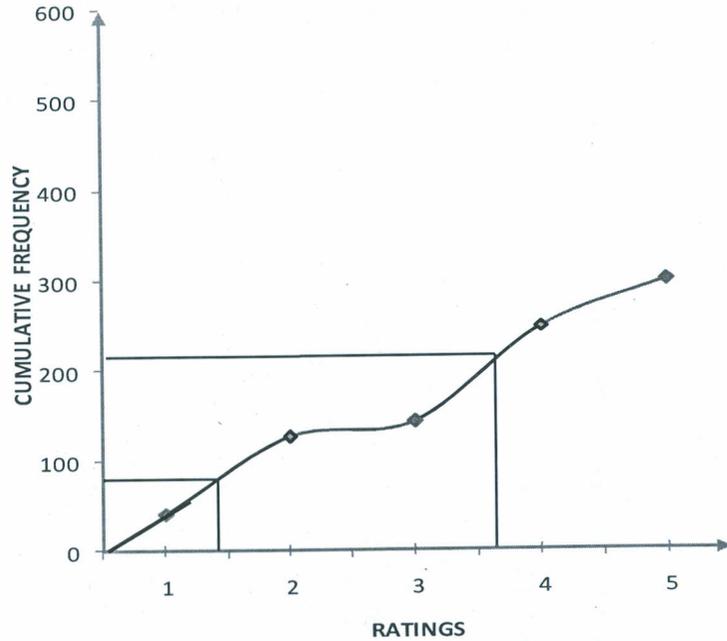


Figure 4.3 Inter Quartile Range on Perception of Principals on Challenges Faced by Principals in the Implementation of School Community Relations safety Guidelines

$$\text{Mean} = \bar{X} = 2.8$$

$$\text{IQR} = Q_3 - Q_1 = (3.5 - 1.2) = 2.3$$

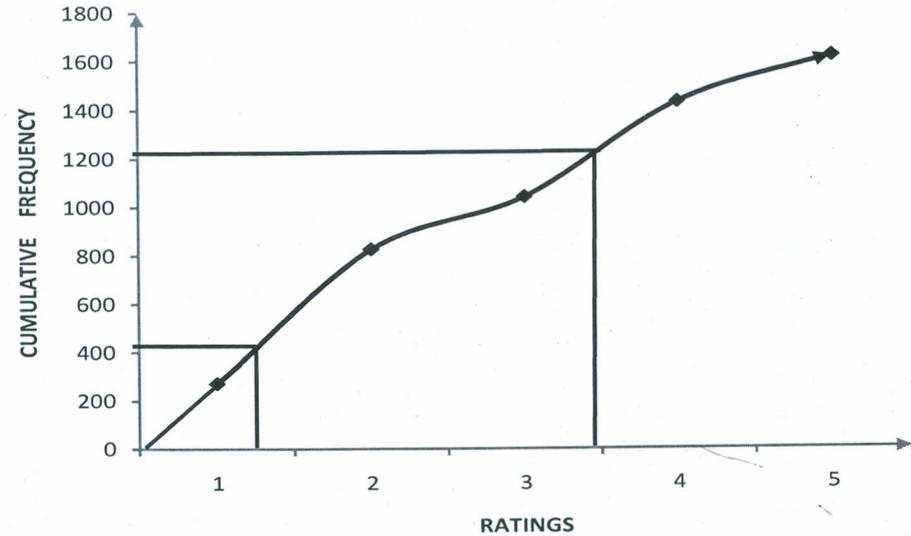


Figure 4.4 Inter Quartile Range on Perception of Teachers on Challenges Faced by Principals in the Implementation of School Community Relations Guidelines

The inter quartile ranges 2.6 and 2.3 for principals and teachers had a difference of 0.3. This means that both the principals and teachers were of similar view that principals had big challenges in terms of vices from the community penetrating into the school, community interfering in running of the school, regionalism/tribalism/clannism affecting the school, community offering market for goods stolen from the school, negative attitude of the local community towards the school, unsupportive sponsor, community culture conflicting with the school, security threats from the local community and lack of training of principals to implement the school community relations safety guidelines. This is supported by the means which were at 3.1 and 2.8 for principals and teachers respectively. This is a true reflection of the situation on the ground as revealed in Table 4.1 that local communities around the schools Kisumu West District are highly positive about their schools. Such communities offer protection and support to their schools therefore very reports of incidents of insecurity and interference from the communities in the running of the schools.

4.3 Opportunities and Challenges for Principals of Public secondary Schools in Kisumu West District in the Implementation Health and Hygiene Safety guidelines.

The research question responded was, what are the opportunities and for principals of public secondary schools in Kisumu West District in the implementation of Health and Hygiene safety guidelines? The principals' and teachers' responses were as shown in Table 4.3 and 4.4. To respond to the questions, the respondents were required to agree with the items provided in a five point rating scale format whether the various opportunities and challenges were available in their schools for the principals in the

implementation of health and hygiene safety guidelines. Further, the students in a focus group discussion and also the DQASO in an interview schedule were asked to give their opinion on the opportunities and challenges available for principals in the implementation of health and hygiene safety guidelines.

Table 4.3: Perceptions of Principals and Teachers on opportunities for principals of Public Secondary School in Kisumu West District in the Implementation of Health and Hygiene Safety Guidelines (n = 30, n = 162)

Opportunities		Rating					Total
		1	2	3	4	5	
Presence of teachers trained in first aid and health education	P Freq	3	5	2	9	11	30
	P Percentage	10	17	7	30	37	100
	T Freq	14	31	19	70	28	162
	T Percentage	9	20	12	43	17	100
Accessibility of health facility	P Freq	2	2	0	10	16	30
	P Percentage	7	7	0	33	53	100
	T Freq	6	4	4	97	51	162
	T Percentage	4	3	3	60	31	100
Presence of peer support and HIV/AIDS counselors	P Freq	2	4	1	14	9	30
	P Percentage	7	13	3	47	30	100
	T Freq	10	30	17	80	25	162
	T Percentage	7	19	10	49	15	100
Teaching Life skills educations in schools	P Freq	3	8	4	7	8	30
	P Percentage	10	27	13	23	27	100
	T Freq	12	36	15	65	34	162
	T Percentage	7	22	9	40	21	100
Presence of health club in schools	P Freq	0	5	2	12	11	30
	P Percentage	0	17	7	40	37	100
	T Freq	18	42	16	62	24	162
	T Percentage	11	26	10	38	15	100
Presence of qualified School Nurse	P Freq	19	4	0	4	3	30
	P Percentage	63	13	0	13	10	100
	T Freq	80	34	5	14	29	162
	T Percentage	49	21	3	9	18	100

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Presence of sick bay	P	Freq	18	2	1	5	4	30
		Percentage	60	7	3	17	13	100
	T	Freq	66	54	11	13	18	162
		Percentage	41	33	7	8	11	100
Provision of sanitary towels/mosquito nets	P	Freq	3	4	0	16	7	30
		Percentage	10	13	0	53	23	100
	T	Freq	31	60	8	49	14	162
		Percentage	19	37	5	30	9	100
Availability of adequate sanitation facilities sensitive to gender	P	Freq	4	5	1	13	7	30
		Percentage	13	17	3	43	23	100
	T	Freq	27	35	10	64	26	162
		Percentage	17	22	6	40	16	100
Availability of clean source of water	P	Freq	3	6	0	10	11	30
		Percentage	10	20	0	33	37	100
	T	Freq	16	20	10	72	44	162
		Percentage	10	12	6	44	27	100

Key: P=Principal, T= Teacher; Where 5=greatest opportunity, 4=great opportunity , 3=less opportunity, 2=lesser opportunity, 1=least opportunity.

Presence of teachers trained in first aid skills and health education was indicated as a great opportunity for the principals of public secondary schools to implement Health and Hygiene safety guidelines by 19(67%) principals and 98(50%) teachers. Likewise, in the process of focus group discussion, it was revealed that principals had presence of teachers trained in health education as an opportunity to implement the guidelines. In this respect, a student from one focus group said, “We have two of our teachers trained in first aid and health education by St. John’s ambulance”. First aid training equips staff to handle emergencies that require urgent care (Red Cross Society, 2008). They are also able to equip the learners with necessary information on safety issues for prevention is better

than cure. The level of education and training experience strengthens safety awareness by enhancing the risk assessment and hazard perception abilities of workers (Onyuka, 2008).

Proximity of the school to health facility is an opportunity to be able to address emergencies such as outbreak of epidemic diseases before they get fatal. Twenty six (86%) of the principals and 148(91%) indicated proximity of the school to health facility as the greatest opportunity for principals of public secondary schools in Kisumu West District in implementing health and hygiene safety guidelines. On the same note, focus group discussion revealed that schools were accessible to health facilities. A student from a focus group said, "The health centre is just a stone throw from the school. This was further confirmed through observation which revealed that 16 (53%) of the schools were hardly one kilometer away from the nearest health facility. The DQASO in addition said, "The presence of Water and Sanitation Officer in the district is an added opportunity for the principals of Kisumu West District to implement Health and Hygiene safety guidelines".

Presence of peer support and HIV/AIDS counselors was indicated by 23(77%) principals and 105(64%) teachers as a great opportunity. Findings from focus group discussion were in agreement with the principals and teachers that their schools had peer support and HIV/AIDS counselors. In a focus group a student said, "I am one of the peer counselors and I can attest to the fact that since peer counseling was launched in this school, we have seen great benefits". Effective, skills based HIV/STD/ reproductive health education and prevention is needed in all schools for all children. The purpose of peer counseling

program is to promote the health, well-being and safety of young people through peer education. It addresses multitude of social, individual, school and family concerns.

Teaching of Life Skills education was indicated as less opportunity to the principals in the implementation of health and hygiene safety guidelines by 15(50%) principals and 86(53%) teachers. The DQASO also concurred with the principals and teachers that teaching of Life Skills Education was an opportunity for the principals to implement health and hygiene. To this effect he said, "The policy of the Ministry of Education requires that Life Skills Education be taught in all primary and secondary schools. When we go for inspection, we check whether schools have included Life Skills Education on their school Time Table".

The study findings revealed that presence of health clubs in the schools was a great opportunity for principals to implement health and hygiene safety guidelines. This was indicated by 23(77%) principals and 86(53%) teachers. Similarly, findings from focus group discussion indicated that the schools under study had Health clubs. To this effect a student from a focus group said, "Our Health has done a lot to sensitize on issues of health and hygiene".

Presence of qualified school nurse was indicated as least opportunity by (7(23%) principals and 43(27%) teachers. Notably, it was only 1(3%) focus group discussion that reported that their school had employed a qualified school nurse hence an opportunity for the principal to employ health and hygiene. One of the students said, "The nurse is very

keen on our personal hygiene”. This finding concurred with Kukali (2010) who found out that only two girls’ boarding schools in Bungoma East District, had nurses qualified in first aid. The extent to which schools hire trained nurses was dismal despite the fact that the school nurse was an important person in the lives of students. Student safety is threatened in the hands of such untrained personnel.

Similarly, presence of sanatoria (sick bay) as an opportunity to implement health and hygiene safety guidelines was indicated by 9(30%) principals and 31(19%) teachers a least opportunity. Likewise, findings from focus groups also revealed that schools under study had sick bay as an opportunity to implement the guidelines. A student from one focus group said, “No student is allowed to sleep in the dormitory during class hours. Any student who is too sick to attend class is taken to sleep in the sick bay under the care of our school nurse”. Sick bay helps to isolate sick students thus reduce the risk of spread of communicable diseases.

Provision of sanitary towels and mosquito nets to students was indicated as a less opportunity a by 23(76%) principals and 63(39%) teachers. Findings from focus group discussion concurred with the principals and teachers that the schools had been provided with sanitary towels and mosquito nets. A student from a focus group had this to say, “We have received sanitary towels twice from an NGO and mosquito nets once by the Public Health Department”. The DQASO confirmed this by saying, “Schools are being provided with mosquito nets and sanitary towels through the Public Health Department. However, the provisions are not adequate hence a number of schools are yet to be

reached". This study is in agreement with a report from a Standard correspondent Frankline (2013) quoting an education officer he wrote, "Studies have shown that one million girls in the country miss at least four school days every month because they are unable to access sanitary pads".

Principals further indicated that adequate sanitation facilities sensitive to gender and culture as a great opportunity to implement the guidelines was indicated by 20(66%) principals and 90(56%) teachers concurred on them. In agreement, findings from focus group discussion indicated that their sanitation facilities were gender sensitive but they were inadequate in most cases. A student from a focus group had this to say, "We have our separate toilets but they are not enough. We line up for too long waiting for one another while time for break is very short". This was further confirmed through observation that sanitation facilities were built in separate directions for boys and girls in all the mixed schools under study thus being gender sensitive but in 19(63%) of the schools they were not proportionate to the student population. Poor sanitary facilities or outright lack of separated toilets and latrines may hinder attendance. Wedgwood (2005) in her paper entitled Post-Basic Education and Poverty in Tanzania stated that inadequate latrines are a factor that would affect retention of girls in school. The finding of the current study concurs with FAWE (2001a) which revealed that almost all schools suffered a general shortage of sanitation facilities. This finding is also consistent with Rocha (2001), Luvega (2007) and Akech and Simatwa (2010) who found out that most schools had dilapidated toilets and that population of pupils was far much beyond the toilets. They found out that inadequate provision of sanitation facilities was a serious

challenge that cuts across primary and secondary schools. This also concurs with the findings of (Omolo, 2011, UNESCO, 2005).

Twenty one (70%) Principals and 116(71%) teachers indicated that clean source of water was a great opportunity to implement health and hygiene safety guidelines. On the same note, findings from focus group discussion revealed that their schools had clean source of water. One student from a focus group said, "Rain catchment has been done and the water is preserved for us specifically for drinking". Observation on the ground revealed that 16(53%) had done rain catchment but they ran dry during drought. Use of water whose safety is not guaranteed can be a health hazard. The finding of the current study contradicts the study by Toili (2001) who found out that most schools in rural areas depended on untreated water from streams and rivers which put them at risk of contracting diseases.

To establish overall perception on opportunities for public secondary school principals in the implementation of health and hygiene safety guidelines, Inter Quartile Ranges for principals' and teachers' responses were calculated from the data in Table 4.3. The results were as shown in Figure 4.5 and 4.6

$$\text{Mean} = \bar{X} = 3.8$$

$$\text{IQR} = Q_3 - Q_1 = (4.1 - 1.2) = 2.9$$

$$\text{Mean} = \bar{X} = 3.2$$

$$\text{IQR} = Q_3 - Q_1 = (3.9 - 1.3) = 2.6$$

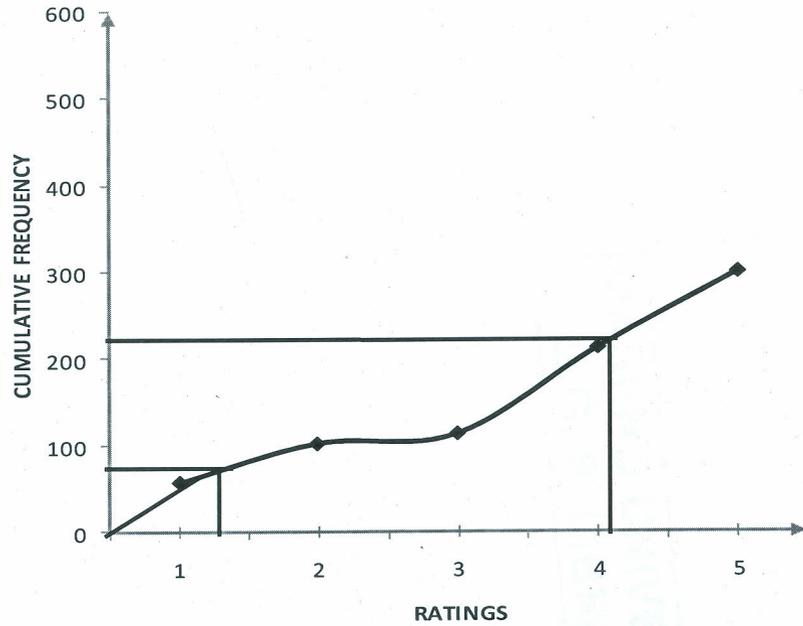


Figure 4.5 Inter Quartile Range on Perceptions of Principals on opportunities for principals in the Implementation of Health and Hygiene Safety Guidelines

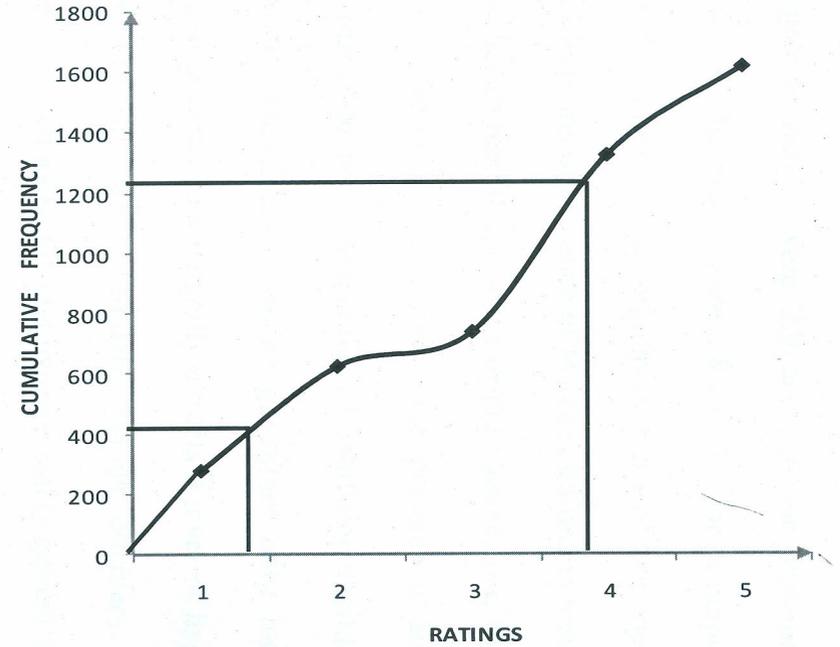


Figure 4.6 Inter Quartile Range on Perceptions of Teachers on opportunities for principals in the Implementation of Health and Hygiene Safety Guidelines

The inter quartile ranges were 2.9 and 2.6 for principals and teachers showing a difference of 0.3. The means were 3.8 and 3.2 for principals and teachers respectively. This means that most of the principals were of the view that principals had great opportunities in terms of presence of teachers trained in health education, accessibility of the school to health facility, presence of peer counselors, teaching of life skills, presence of health clubs, presence of qualified nurse, presence of sick bay, provision of sanitary towels and mosquito nets, availability of sanitation facilities and availability of clean source of water. Health and hygiene guidelines have more opportunities in schools because school environment naturally attracts a level of hygiene that must be observed. The government of Kenya through various circulars has emphasized a lot on implementation of school health and hygiene safety guidelines.

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Table 4.4: Perceptions of Principals and Teachers on Challenges faced by Principals in the Implementation of Health and Hygiene Safety Guidelines (n=30, n=162)

Challenges			Ratings					Total
			1	2	3	4	5	
Inadequate finances	P	Freq	0	1	0	10	19	30
		Percent	0	3	0	33*	63	100
	T	Freq	4	7	5	55	91	162
		Percent	2	4	3	34	56	100
Unhealthy cultural practices and beliefs	P	Freq	1	8	1	9	11	30
		Percent	3	27	3	30	37	100
	T	Freq	19	65	38	31	9	162
		Percent	12	40	23	19	6	100
Inaccessibility of Health facilities	P	Freq	3	8	2	12	5	30
		Percent	10	27	7	40	17	100
	T	Freq	25	74	9	32	22	162
		Percent	15	46	6	20	14	100
Stigmatization of the affected and infected	P	Freq	12	11	3	2	2	30
		Percent	40	37	10	7	7	100
	T	Freq	20	70	35	24	13	162
		Percent	13	43	22	15	8	100
Ignorance of the students about the policy	P	Freq	3	16	3	6	2	30
		Percent	10	53	10	20	7	100
	T	Freq	23	53	28	38	20	162
		Percent	14	33	17	23	13	100
Lack trained teachers in health education		Freq	9	11	5	3	2	30
		Percent	30	37	17	10	7	100
		Freq	12	30	17	71	32	162
		Percent	7	19	10	44	20	100

Negative attitude of the learners towards the policy	Freq	5	12	3	7	3	30
	Percent	17	40	10	23	10	100
Inadequate skills on the implementation of the guidelines	Freq	16	54	26	51	15	162
	Percentage	10	33	16	31	9	100
Inadequate infrastructure	Freq	7	16	1	6	0	30
	Percentage	23	53	3	20	0	100
Lack of clean source of water	Freq	10	43	22	55	32	162
	Percentage	6	27	14	34	20	100
Inadequate infrastructure	Freq	7	14	1	5	3	30
	Percentage	23	47	3	17	10	100
Lack of clean source of water	Freq	10	27	9	80	36	162
	Percentage	6	17	6	49	22	100
Lack of clean source of water	Freq	0	17	8	4	1	30
	Percentage	0	57	27	13	3	100
Lack of clean source of water	Freq	29	69	7	27	30	162
	Percentage	18	43	4	17	19	100

Key: P=Principal, T= Teacher; Where 5=biggest challenge, 4=bigger challenge, 3=big challenge, 2=small challenge, 1=smallest challenge,

Inadequate finance was indicated as the biggest challenge by 29(96%) principals and 146(90%) teachers for principals in the implementation of health and hygiene safety guidelines. On the same note, findings from focus group discussion concurred with the principals and teachers that inadequate finance was a challenge to the principals in the implementation of health and hygiene safety guidelines. The DQASO in agreement said, “poverty index is very high in this district and this affects fees collection in schools greatly”. Thus the study revealed that inadequate finance was a challenge for principals in the implementation of health and hygiene safety guidelines. The success of implementation of any policy relies heavily on availability of financial resource. The findings of this study revealed that inadequate finance was the greatest challenge for the

principals of secondary schools in Kisumu West District in the implementation of health and hygiene safety guidelines. This finding is consistent with the finding of Makoa (2004) in the study on implementation of HIV/AIDS policy in Lesotho which established that the success of the implementation of any public policy or national plan rested on the strength of available resources for delivery of stated commitments. Hoppers (2007), in addressing Non Formal Education in Burkinafaso argued that lack of sufficient resources was a stumbling block to expansion and improvement of the system. To this end adequate resource in form of funds and human resources was cornerstone to successful safety policy implementation. The finding also concurs with Omolo (2011) and Kukali (2010) whose studies established that funds were by far the most significant factor influencing the implementation of safety policy. Insufficient or complete lack of financial resources hampered implementation of safety policy.

Unhealthy cultural practices were indicated as small challenge by 20(67%) principals and 40(25%). There can be cultural practices in a community that can impact negatively on safety of learners. This is in agreement with the findings of Oloo (2003) whose study on Gender disparity in student performance in day secondary schools found out that the girl-child is a victim of stereotypes arising out of deep rooted socio-cultural norms and ideals which classify education as a male field. However, from the teachers' and students' perception, this was a minor challenge. The principals being the implementer of the policies in the school stand in a better position to understand matters of policy than their teachers and students.

Inaccessibility of the school to health facilities was indicated to be a lesser challenge by 11(37%) principals and 54(34%) teachers. On the same note, findings from focus group discussion revealed that inaccessibility to health facility was a challenge. A student from a focus group said, "Eeh, the hospital is almost four kilometers away from the school. It forces the principal to keep first aid drugs in school to help us in cases of emergency". On the same note the DQASO reiterated by saying, "there are a few schools that are far from the nearest health facility. However, attempts are being made to make health facilities as accessible as possible to schools". This was confirmed in the course of the study through observation where one school was estimated to be about three kilometers from the nearest health center. The study thus revealed that inaccessibility of health facilities to schools is a challenge to principals of public secondary schools in Kisumu West District in the implementation of health and hygiene safety guidelines. Long distance from a health facility can make handling of emergency cases in schools fatal.

Stigmatization of the affected and infected was indicated as a bigger challenge by 23(77%) principals. On the contrary, 37(23%) teachers indicated that this was a smaller challenge. Reports from the focus groups revealed that stigmatization based on HIV/AIDS status was a challenge. In this respect, a student from one focus group said, "I cannot imagine opening up to talk about my HIV status to anybody in this school". The wide range between the principals' response and that of the teachers could be because HIV/AIDS status is very private affair that demands very high level confidentiality. Parents and the students mostly confide in the principal as the administrator of the school and the teacher in charge of guidance and counseling at times. This finding concurs with

Achoka (2007) and Republic of Kenya (2003) that reports hazards of HIV/AIDS pandemic as one of the challenges causing secondary school education dropouts.

19(63%) of the principals and 58(36%) teachers indicated that ignorance of the learners about health and hygiene safety guidelines was a big challenge for the principals in the implementation of health and hygiene safety guidelines. Findings from focus group discussion revealed that a number of students had not seen the Safety Standard Manual for Schools in Kenya which contains the guidelines. From one focus group a student said, "What do the guidelines say? I would wish to read that manual if it exists in this school".

Therefore the study revealed that ignorance of the learners about the health and hygiene safety guidelines was a big challenge to the principals in implementing the guidelines.

The learners being the consumers of these safety policy guidelines needed to be effectively educated on the same. In certain circumstances, learners have destroyed what is put in place for their own safety because of lack of awareness. A study needs to be carried out on the impact of involvement of students in the implementation of safety policy in schools.

Lack of teachers trained in health education was indicated to be a bigger challenge for principals in the implementation of health and hygiene safety guidelines by 20(67%) principals and 104(64%) teachers. The findings from focus group discussion revealed that principals had the challenge of lack of teachers trained in Health Education. The findings revealed that lack of teachers trained in health education was one of the challenges for the principals that posed a threat to implementation of health and hygiene safety guidelines. The guidelines demand that all teachers be trained in first aid. The

extent to which schools trained teachers in health education was dismal despite the fact that students spend most of their time with teachers who would thus be the nearest person in times of emergencies.

17(57%) principals and 66(40%) teachers were of the opinion that negative attitude of the learners towards the policy was a small challenge to the principals in the implementation of the guidelines. This finding concurs with the Kukali (2010) that attitude towards safety policy was a factor influencing implementation in Girls' boarding schools in Bungoma East District. Students are the consumers of this policy and their negative attitude towards the same can have adverse effects on its implementation.

Inadequate skills and knowledge to implement the guidelines was indicated by 23(76%) principals and 87(54%) teachers to be a bigger challenge for principals in the implementation of health and hygiene safety guidelines. The DQASO confirmed this when he said, "The newly deployed principals in the past two years have not been trained in the implementation of the guidelines". A principal in one school under study admitted that his knowledge of the safety policy requirements was merely out of his personal keen interest in reading the Safety Standard Manual for schools in Kenya but he had not undergone any training in implementing the guidelines. The study therefore concluded that inadequate skills and knowledge to implement the guidelines was a challenge to the principals in the implementation of health and hygiene safety guidelines. The manual being the road map for turning schools into safe zones, it would be commendable for principals to take interest in reading the manual even if training opportunities have not been availed.

Inadequate infrastructure was indicated by 21(70%) principals and 116(71%) teachers to be a bigger challenge for the principals in the implementation of health and hygiene guidelines. This is consistent with the findings of Omolo (2011) in a related study on implementation of safety policy in secondary schools in Kisumu East and West districts. He found out that overcrowding was a major problem in secondary schools. This was further demonstrated by un-procedural conversion of structures meant for other uses into dormitories. Such can cause death during stampedes due to fire. The study established that inadequate infrastructure was a challenge to the principals of Kisumu West District in the implementation of health and hygiene safety guidelines.

Five (26%) Principals and 57(36%) teachers indicated that clean source of water was the smallest challenge for the principals in the implementation of health and hygiene safety guidelines. One of the greatest determinants of school health is the type of water consumed by the students and staff. This finding concurs with a study carried out in Pakistan on financing of education which found out that Noor Pushahan girls had acute shortage of drinking water (Republic of Pakistan, 2008). The study thus revealed that lack of clean source of water was a challenge a big challenge to the principals of secondary schools in Kisumu West District in the implementation of health and hygiene safety guidelines.

To find out overall perception on challenges for principals of public secondary schools in the implementation of health and hygiene safety guidelines, Inter Quartile Range for principals' and teachers' responses were calculated from the data in Table 4.4. The results were as shown in Figures 4.7 and 4.8.

$$\text{Mean} = \bar{X} = 3.44$$

$$\text{IQR} = Q_3 - Q_1 = (4.2 - 2.2) = 2.2$$

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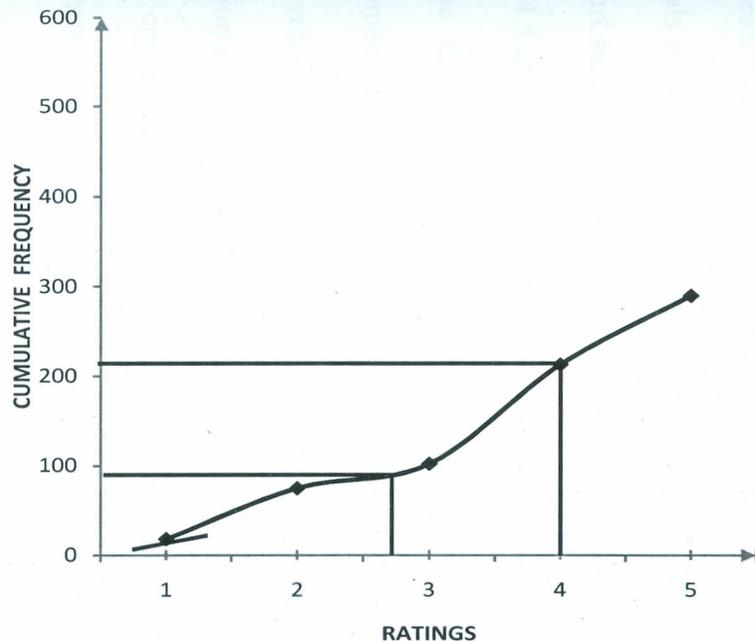


Figure 4.7 Inter Quartile Range on Perceptions of Principals on Challenges facing Principals in the Implementation of Health and Hygiene Safety Guidelines

$$\text{Mean} = \bar{X} = 3.1$$

$$\text{IQR} = Q_3 - Q_1 = (3.8 - 1.2) = 2.4$$

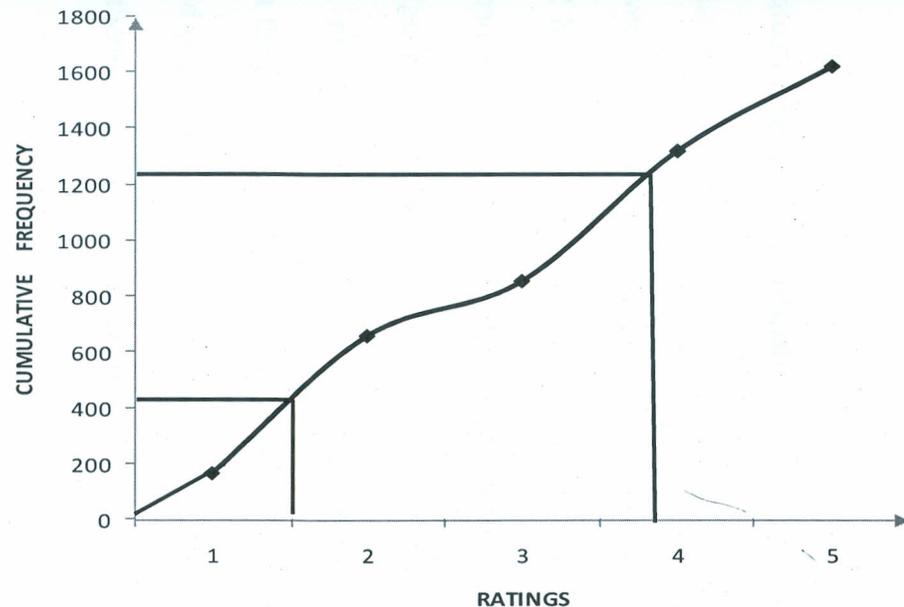


Figure 4.8 Inter Quartile Range on Perceptions of Teachers on Challenges facing Principals in the Implementation of Health and Hygiene Safety Guidelines

The inter quartile ranges for principals and teachers were 2.2 and 2.4 with a difference of 0.2 and the means at 3.4 and 3.1 respectively. This meant that most principals and teachers were of the view that principals had big challenges in the implementation of health and hygiene safety guidelines in terms of inadequate finance, unhealthy cultural practices and beliefs, inaccessibility of health facilities, stigmatization of the affected and infected, ignorance of the students about the policy, lack of trained teachers in health education, negative attitude of the learners towards the policy, inadequate skills to implement the guidelines and lack of clean source of water. Health and hygiene is taught both in and outside the school so students are exposed to them right from home hence it easier for them to follow them in school.

4.4 Opportunities and challenges for Principals of Public Secondary Schools in Kisumu West District in the Implementation of Transport Safety Guidelines

The research question responded to was: What are the opportunities and challenges for principals of public secondary schools in Kisumu West District in the implementation of Transport safety guidelines? The principals' and teachers' responses were as shown in Tables 4.5 and 4.6. To respond to the questions, the respondents were required to agree with the items provided in a five point rating scale format whether the various opportunities and challenges were available in their schools for the principals in the implementation of transport safety guidelines. Further, the students in a focus group discussion and also the DQASO in an interview schedule were asked to give their opinion on the opportunities available for principals in the implementation transport safety guidelines.

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Table: 4.5: Perceptions of Principals and Teachers on opportunities for in the Implementation of Transport Safety Guidelines (n=30, n=162)

Opportunities			Ratings					Total
			1	2	3	4	5	
Knowledge of road safety by learners	P	Freq	3	2	5	12	8	30
		Percent	10	7	17	40	27	100
	T	Freq	5	27	17	79	34	162
		Percent	3	17	10	49	21	100
Supportive local authority	P	Freq	4	3	5	14	4	30
		Percent	13	10	17	47	13	100
	T	Freq	14	29	31	66	22	162
		Percent	9	18	19	41	14	100
Presence of traffic police	P	Freq	4	7	2	14	3	30
		Percent	13	23	7	47	10	100
	T	Freq	31	72	13	30	16	162
		Percent	19	44	8	19	10	100
Availability of comprehensively insured school bus	P	Freq	14	8	0	3	5	30
		Percent	47	27	0	10	17	100
	T	Freq	79	37	7	19	20	162
		Percent	49	23	4	12	12	100
Availability of funds to higher means of transports	P	Freq	8	7	3	8	4	30
		Percent	27	23	10	27	13	100
	T	Freq	32	39	14	62	15	162
		Percent	20	24	9	38	9	100
	T	Percent	43	23	0	17	17	100
		Freq	76	24	15	23	24	162
Percent	47	15	9	14	15	100		
Cooperative and informed parents	P	Freq	5	3	4	16	2	30
		Percent	17	10	13	53	7	100
	T	Freq	10	33	20	81	18	162
		Percent	6	20	12	50	11	100

Cooperating learners while on field trips	P	Freq	0	1	3	16	10	30
		Percent	0	3	10	53	33	100
	T	Freq	10	11	6	90	45	162
		Percent	6	7	4	56	28	100
Good transport network	P	Freq	6	11	0	9	4	30
		Percent	20	37	0	30	13	100
	T	Freq	12	66	8	60	16	162
		Percent	7	41	5	37	10	100
Availability of public service vehicles	P	Freq	5	7	1	12	5	30
		Percent	17	23	3	40	17	100
	T	Freq	16	40	7	75	24	162
		Percent	10	25	4	46	15	100

Key: P=Principal, T= Teacher; Where 5=greatest opportunity, 4=great opportunity, 3=less opportunity, 2=lesser opportunity, 1=least opportunity

Knowledge of road safety rules by the learners was indicated by 20(67%) principals and 113(70%) teachers as a great opportunity for the principals to implement transport safety guidelines. Findings from student discussion groups indicated that they had knowledge of road safety. However, they stated that the knowledge they had is what they were taught in primary which some of them are bound to have forgotten. A student remarked that, “We were taught road safety rules in early primary. Since then, nobody has ever taught us about road safety”. Observance of road safety rules by the learners is critical for their safety. The current study found out that this was one big opportunity for principals of Kisumu West District. The Republic of Kenya (2008) states that negligence, ignorance and irresponsibility in observing basic road usage can lead to involvement of learners in accidents. In agreement, Wake County Transport Policy incorporates teaching of school bus safety to kindergarten through to second-grade students using “Buster the Talking

Bus” and to third-grade through fifth grade students by classroom instruction (Wake County public school, 2011).

Supportive local authority was indicated to be a great opportunity by 18(60%) principals and 88(52%) teachers. Focus groups indicated that local authorities around their schools assisted them with means of transport whenever they were in need. From one focus group a student said, “The municipal vehicle has almost become synonymous to a school bus for this school. They have never let our principal down during activities”. Schools sometimes hire vehicles from their local authorities at subsidized costs thus enabling the principals to carry out their activities more affordably. These vehicles are driven by qualified drivers thus ensuring safety of the students.

Presence of the traffic police was indicated as a great opportunity by 17(57%) principals while 46(29%) teachers saw it as a lesser opportunity. Observation on the ground revealed that schools that were established along the major roads had traffic police on the roads around the schools. The ones that were far off the main roads had poor road network and traffic police were not spotted along those roads. This is in agreement with the practice in Paris where policemen are stationed in front of public schools to provide security, maintain traffic flow and check suspicious activities (Cavanagh, 2004). The presence of traffic police is therefore an opportunity for the principals of Kisumu West District in the implementation of transport safety guidelines.

Availability of comprehensively insured school bus was indicated as the least opportunity by 8(27%) principals and 39(24%) teachers. This was further confirmed by the DQASO who said, "Even though very few schools in the district have school buses, the few that are there are comprehensively insured and driven by PSV drivers". The study therefore revealed that availability of comprehensively insured school bus was the least opportunity for principals to implement transport safety. This finding is in agreement with Republic of Nigeria's transport policy that drivers must have National Drivers' License (Oni and Okanlawon, 2003). In the current state, this was the least opportunity for the principals of Kisumu West District in the implementation of transport safety guidelines.

Availability of funds to hire means of transport was indicated by 12(40%) principals and 77(47%) teachers as a less opportunity for the principals to implement transport safety guidelines. Findings from focus groups indicated that their principals had enough money to hire means of transport. A student from one focus group said, "Yes, our principal has enough money to hire a bus. We have never missed any activity". Availability of funds facilitates affordability of transportation of students under safe conditions as per the requirements of the guidelines.

Cooperative and informed parents were indicated as a great opportunity by 18(60%) principals and 99(61%) teachers. On the same note, focus group discussion revealed that they had co-operative and informed parents on road safety. To elaborate on this a student said; "My mom always reminds me to take care as I ride my bicycle to school". Observation on the ground revealed that most of the schools under study were day

schools. Means of transport to school was predominantly bicycles. It is the responsibility of parents to ensure that the bicycles their children ride to school are road worthy. This finding concurs with Republic of Kenya (2008) which states that most schools are day schools. Learners commute to school using 'matatus', buses, bicycles, motorcycles or walk to school. There are many instances where learners have been involved in accidents due to negligence, ignorance or irresponsibility in observing basic road usage rules.

Cooperative learners and teachers while on field trip was indicated by 26(86%) principals and 135(84%) teachers as the greatest opportunity for principals to implement transport safety guidelines. Likewise, during focus group discussion, one student said, "Our teachers ensure we put on our seatbelts when on a trip and we do exactly that". The guideline requires that students on field trip should be accompanied by a teacher who should ensure they observe safety precautions such as use of seat belts, not alighting from a moving vehicle and not overloading the vehicle. In agreement, Delhi Traffic Police, India, in their road safety guidelines for children state that it is the responsibility of school authorities and teachers to ensure the safety of school children and also to impart the necessary knowledge, skills and attitude in children to be safe road users (Republic of India, 2011).

Good road network was indicated by 13(43%) principals and 45(29%) teachers as a lesser opportunity for principals to implement transport safety. The same was reiterated by findings from focus group discussion that the schools had good road network. Observation on the ground revealed that schools located along the main roads were very

accessible. Good road network is a prerequisite to transport safety. Bad roads are often the cause of road many road accidents.

Ten (34%) Principals and 45(29%) indicated that availability of Public Service Vehicles was a lesser opportunity for principals to implement road safety. Lack of public service vehicles is the frequent cause of overloading as people struggle for the few available vehicles. In such circumstances, learners are more often than not forced to use even vehicles that are not roadworthy in their bid to catch up with school time. Availability of public vehicles would reduce such risks for the learners.

To establish overall perception on opportunities of public secondary school principals had in the implementation of transport safety guidelines; Inter Quartile Ranges for principals' and teachers' responses were calculated from the data in Table 4.5. The results were as shown in Figure 4.9 and 4.10.

$$\text{Mean} = \bar{X} = 3.1$$

$$\text{IQR} = Q_3 - Q_1 = (3.7 - 1.2) = 2.5$$

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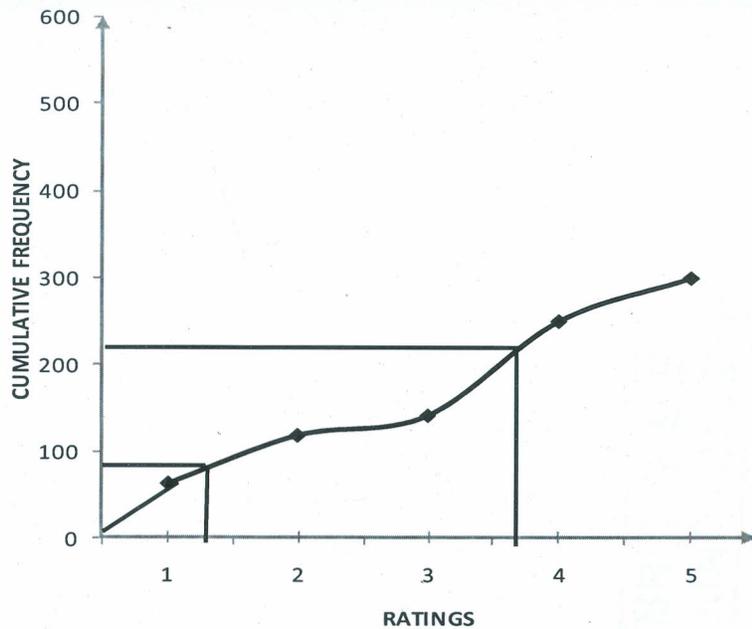


Figure 4.9 Inter Quartile Range Perceptions of Principals on opportunities available for Principals in the Implementation of Transport Safety Guidelines

$$\text{Mean} = \bar{X} = 3.1$$

$$\text{IQR} = Q_3 - Q_1 = (3.8 - 1.3) = 2.5$$

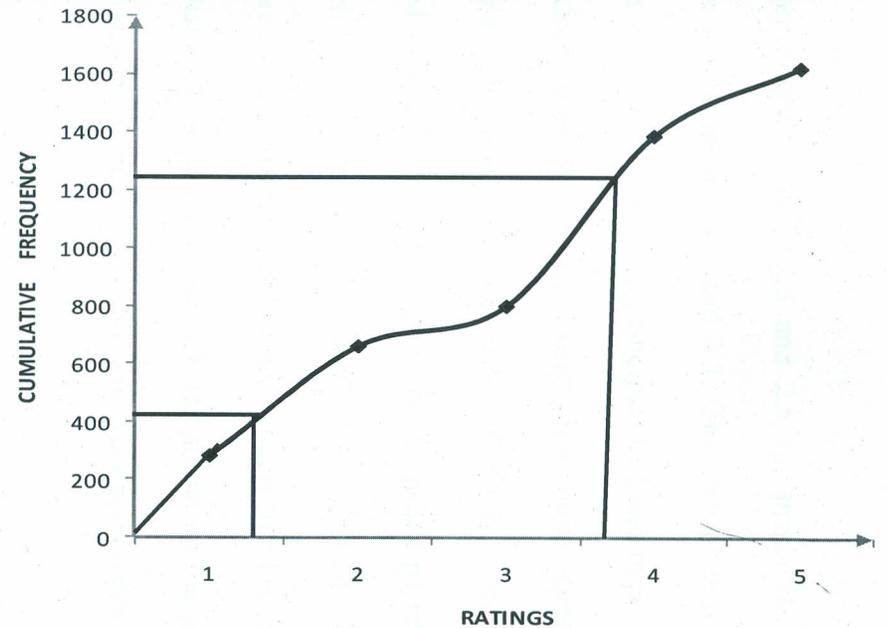


Figure 4.10 Inter Quartile Range on Perceptions of Teachers on opportunities available for Principals in the Implementation of Transport Safety Guidelines

The inter quartile ranges 2.5 and 2.5 for principals and teachers had no variability likewise to the means 3.1 and 3.1. This meant that equal number of principals and teachers were of the view that principals had less opportunities in terms of knowledge of road safety rules by learners, supportive local authority, presence of traffic police, availability of school bus, availability of funds to hire means of transport, presence of qualified PSV drivers, cooperative and informed parents, cooperating learners while on field trips, good transport network and availability of public service vehicles to implement transport safety guidelines. This is true because most of the schools in Kisumu West District lack school buses. Observations on the ground also revealed that majority of these schools were inaccessible with very poor roads.

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Table: 4.6: Perceptions of Principals and Teachers on Challenges Faced by Principals of Kisumu West District in the Implementation of Transport safety guidelines (n=30, n=162)

Challenges	Ratings					Total		
	1	2	3	4	5			
Inadequate finances to buy or hire a bus	P	Freq	0	9	0	5	16	30
		Percent	0	30	0	17	53	100
	T	Freq	6	26	8	60	62	162
		Percent	4	16	5	37	38	100
Inadequate knowledge of road safety rules by learners	P	Freq	0	10	0	12	8	30
		Percent	0	33	0	40	27	100
	T	Freq	14	41	20	66	21	162
		Percent	9	25	12	41	13	100
High cost of transport	P	Freq	0	0	0	16	14	30
		Percent	0	0	0	53	47	100
	T	Freq	0	13	5	81	63	162
		Percent	0	8	3	50	39	100
High level of corruption among law enforcers	P	Freq	0	1	2	14	13	30
		Percent	0	3	7	47	43	100
	T	Freq	2	6	22	59	73	162
		Percent	1	4	14	36	45	100
Laxity in reinforcement of traffic rules by the police	P	Freq	0	1	1	11	17	30
		Percent	0	3	3	37	57	100
	T	Freq	0	7	16	67	72	162
		Percent	0	4	10	41	44	100
Lack of cooperation from parents	P	Freq	1	11	1	11	6	30
		Percent	3	37	3	37	20	100
	T	Freq	7	45	26	60	24	162
		Percent	4	28	16	37	15	100

Lack of training for principals to implement the guidelines	P	Freq	2	5	1	13	9	30
		Percent	7	17	3	43	30	100
	T	Freq	17	25	33	61	26	162
		Percent	10	15	20	38	16	100
Lack of observance of traffic by matatu Drivers and cyclists	P	Freq	0	1	1	18	10	30
		Percent	0	3	3	60	33	100
	T	Freq	0	10	10	75	67	162
		Percent	0	6	6	46	41	100
Inadequate public service vehicles	P	Freq	1	0	3	15	11	30
		Percent	3	0	10	50	37	100
	T	Freq	7	55	13	52	35	162
		Percent	4	34	8	32	22	100

Key: P=Principal, T= Teacher; Where 5=biggest challenge, 4=bigger challenge, 3=big challenge, 2=small challenge, 1=smallest challenge .

Inadequate finance was indicated by 21(70%) principals and 122(75%) teachers as a bigger challenge for the principals in the implementation of transport safety guidelines.

The DQASO in agreement with the principals and teachers said, “lack of school buses is a major problem in this district. We have a big challenge when activities are on”. This finding is in agreement with Omolo (2011) who found out that inadequate finance was the major factor influencing the implementation of safety policy in schools. Thus the study revealed that inadequate finance was a challenge for principals of public secondary schools in Kisumu West District in the implementation of transport safety guidelines.

Inadequate knowledge of road safety rules by learners indicated by 20(67%) principals and 86(54%) teachers as a big challenge. They were supported by findings from focus group discussion which stated that the learners had inadequate knowledge of road safety rules. In this respect, a student from a focus group said, “The knowledge we have on road

safety is basically what we learnt in primary school some of which we have forgotten. Nobody has ever taught me about road safety since I came to secondary school". The study thus established that inadequate knowledge of road safety rules by the learners posed a big challenge to the principals of public secondary schools in Kisumu West District in the implementation of transport safety guidelines. Many accidents on the roads are as a result of ignorance or flouting of traffic rules by drivers, cyclists and pedestrians. Learners would be empowered to be safe road users if they are educated on road safety rules.

Lacked of training on the implementation of safety policy guidelines was indicated by 22(73%) principals and 87(54%) teachers indicated as a bigger challenge for principals in the implementation of transport safety guidelines. In consideration of the importance of safety of the learners, Delhi Traffic Police, India, in their road safety guidelines for children insist that it is the responsibility of school authorities and teachers to ensure the safety of school children and also to impart the necessary knowledge, skills and attitude in children to be a safe road users (Republic of India, 2011). In agreement, Hyde Park Junior School in England designed a fashionable high visibility jackets to assist in road safety for their children (Hyde Park Junior School, 2012). Principals as the implementers of these guidelines need to be effectively educated on the same to enable them impart the same knowledge to the learners.

The study found out that high cost of transport was one of the biggest challenges to the principals in the implementation of road safety guidelines as was indicated by 30(100%) principals and 144(84%) teachers. Likewise, findings from focus group discussion indicated that high cost of transport was a challenge to their principals in the

implementation of road safety guidelines. A student from a focus group said, "The truth is, sometimes we are transported in overloaded vehicles because the cost of transport is too high to hire enough vehicles". The study thus revealed that high cost of transport was a challenge to principals in implementing transport safety guidelines. This concurs with report by Ombui (2011) that more than 40 students of Bishop Sulmenti Girl's secondary school in Teso District were seriously injured after a school bus they were travelling in overturned. The school bus capacity was 25 passengers but it was carrying 47 at the time of the accident.

High level of corruption among law enforcers was indicated as one of the biggest challenges for principals in implementing transport safety by 27(90%) principals and 132(82%) teachers. Confirming this, the DQASO added, "The traffic police take bribes from school vehicles therefore giving them leeway to flout traffic rules". On the same note, discussion from focus groups revealed that corruption among the law enforcers was a challenge to the principals in implementation of transport safety guidelines. A student from one focus group exclaimed, "Eeh, our policemen are too much. Bribe taking has become an official activity for the policemen on the our roads". The study therefore concluded that high level of corruption by law enforcers was a challenge for the principals in the implementation of transport safety guidelines.

Twenty eight (94%) principals and 139(85%) teachers indicated that laxity of the police in reinforcing traffic rules was one of the biggest challenge to the principals in the implementation of transport safety guidelines. This was in agreement with findings from focus group discussion stated that the police were not serious with law enforcement on

the roads. Accidents on the Kenyan roads have been on the increase partly because the traffic police who are charged with the responsibility of monitoring traffic take bribes and as a result most of those who break traffic rules go unpunished.

Twenty four (80%) principals and 127(78%) teachers indicated that poor road network was a bigger challenge to the principals in the implementation of transport safety guidelines. Observation on the ground revealed that most roads leading to secondary schools in Kisumu West District especially Kombewa division was inaccessible. The roads are muddy and full of potholes. Such roads are prone to accidents thus a risk to the lives of the learners.

Lack of cooperation from the parents was indicated as another bigger challenge for principals in implementing transport safety guidelines by 24(80%) principals and 127(78%) teachers. They were supported by reports from focus groups. One student from a focus group said, "Some of our parents do not care about our safety on the road. The bicycles we use to school are cricking and breaking system very poor in most of them." The study revealed that lack of cooperation from parents was a challenge to the principals in implementing road safety guidelines. Road safety guidelines demand that bicycles used by learners must be fitted with reflectors. Many accidents in Kenya involve pedestrians. Road safety of the child is a corporate responsibility of both the teacher and the parent.

Lack of observance of traffic rules by matatu drivers and cyclists was indicated by 28(93%) principals and 142(87%) teachers as one of the biggest challenges for principals in the implementation of transport safety guidelines. Students' lives are put at risk by being driven by people who are not qualified. This concurs with a report that a school bus carrying students of Millat Grammar school which had an accident was an old model, driven by an inexperienced driver who had never driven on highways (Wikipedia, 2012).

The DQASO in addition said,

Dishonest drivers interfered with the speed governors of school buses and this posed a big challenge to safety of the learners. Further to that, withdrawal of insurance cover for school buses by the government is also posing a great challenge to the principals. Insuring school buses had become too expensive for schools forcing them to engage school buses in commercial activities.

The study established that lack of observance of traffic rules was a challenge to principals in implementing transport safety guidelines.

To find determine overall perception on challenges of public secondary school principals had in the implementation of road safety guidelines, Inter Quartile Ranges for principals and teachers' responses were calculated from the data in Table 4.6. The results were as shown in Figures 4.11 and 4.12.

$$\text{Mean} = \bar{X} = 4$$

$$\text{IQR} = Q_3 - Q_1 = (4.3 - 3.1) = 1.2$$

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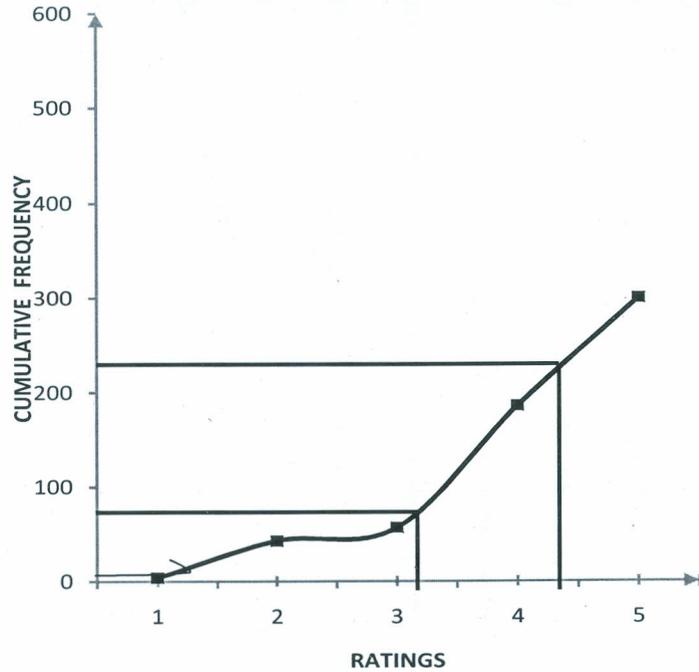


Figure 4.11 Inter Quartile Range on Perceptions of Principals on Challenges Faced by Principals in the Implementation of Transport safety guidelines

$$\text{Mean} = \bar{X} = 3.8$$

$$\text{IQR} = Q_3 - Q_1 = (4.0 - 1.4) = 1.4$$

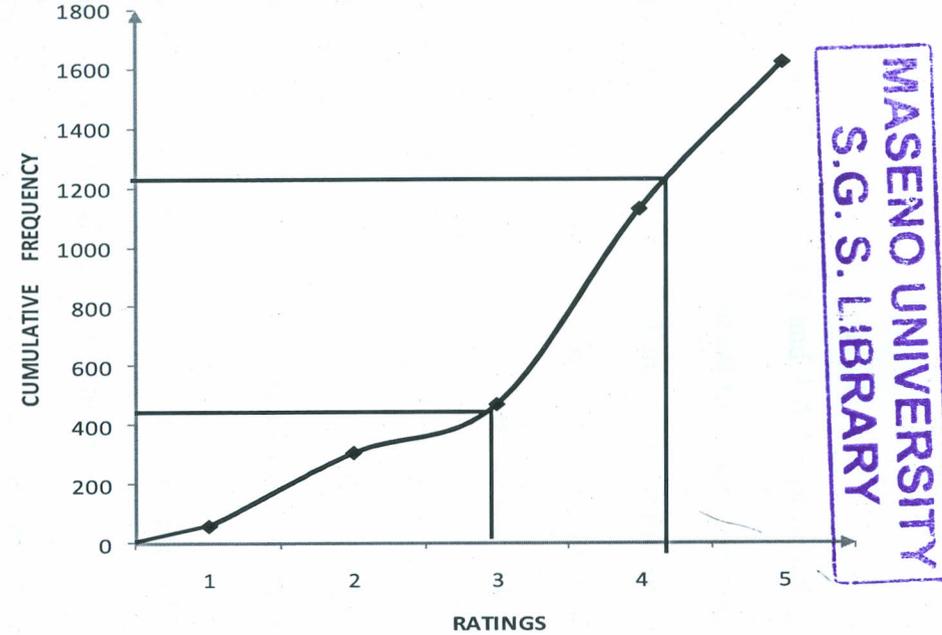


Figure 4.12 Inter Quartile Range on Perceptions of Teachers on Challenges Faced by Principals in the Implementation of Transport safety guidelines

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The Inter Quartile Ranges 1.2 and 1.4 for principals and teachers were very low and means 4.0 and 3.8 high. This meant that most principals and teachers were of the view that principals had bigger challenges in terms of inadequate finance to hire bus, inadequate road safety rules by learners, high cost of transport, high level of corruption among law enforcers, laxity in enforcement of traffic rules by the police, poor road network, lack of cooperation from parents, lack of training for principals to implement the guidelines, lack of observance of traffic rules by matatu drivers and cyclists and inadequate public service vehicles to implement transport safety guidelines.

4.5 Opportunities and Challenges for Principals of Kisumu West District in the Implementation of Food Safety Guidelines

The research question responded was, what are the opportunities and challenges available for the principals of public secondary schools in Kisumu West District in the implementation of food safety guideline.

The principals' and teachers' responses were as shown in Tables 4.7 and 4.8. To respond to the questions, the respondents were required to agree with the items provided in a five point rating scale format whether the various opportunities or challenges were available in their schools for the principals in the implementation of school community relations safety guidelines. Further, the students in a focus group discussion and also the DQASO in an interview schedule were asked to give their opinion on the opportunities and challenges available for principals in the implementation of school community relations safety guidelines.

Table 4.7 Perceptions of Principals and Teachers on Opportunities for Principals in the Implementation of Food Safety Guidelines (n=30, n=162)

Opportunities			Ratings					Total
			1	2	3	4	5	
Presence of public Health department	P	Freq	6	4	1	12	7	30
		Percent	20	13	3	40	23	100
	T	Freq	20	35	22	60	25	162
		Percent	12	22	14	37	15	100
Presence of school canteen	P	Freq	7	5	1	13	4	30
		Percent	23	17	3	43	13	100
	T	Freq	28	36	13	60	25	162
		Percent	17	22	8	37	15	100
Availability of clean and well maintained dining hall	P	Freq	11	5	3	7	4	30
		Percent	37	17	10	23	13	100
	T	Freq	50	60	10	27	15	162
		Percent	31	37	7	17	10	100
Availability of trained catering personnel	P	Freq	9	10	2	6	3	30
		Percent	30	33	7	20	10	100
	T	Freq	39	60	15	33	15	162
		Percent	24	37	9	20	10	100
Presence of health club in the school	P	Freq	7	8	3	9	3	30
		Percent	23	27	10	30	10	100
	T	Freq	36	25	10	69	22	162
		Percent	22	15	6	43	14	100
Availability of teachers trained	P	Freq	5	7	3	11	4	30
		Percent	17	23	10	37	13	100
	T	Freq	22	41	22	60	17	162
		Percent	14	25	14	37	10	100
Availability of school feeding program	P	Freq	0	0	0	10	20	30
		Percent	0	0	0	33	67	100
	T	Freq	2	5	7	90	58	162
		Percent	1	3	4	56	36	100

Availability of well equipped food store

P	Freq	5	8	0	11	6	30
	Percent	17	27	0	37	20	100
T	Freq	10	43	10	68	31	162
	Percent	6	27	6	42	19	100

Availability of clean and safe source of water

P	Freq	2	4	2	13	9	30
	Percent	7	13	7	43	30	100
T	Freq	11	38	8	70	35	162
	Percent	7	23	5	43	22	100

Availability of fresh and cheap food in the locality

P	Freq	3	11	3	10	3	30
	Percent	10	37	10	33	10	100
T	Freq	20	72	10	35	25	162
	Percent	13	44	6	22	15	100

Key: P=Principal, T= Teacher; Where 5=greatest opportunity, 4=great opportunity, 3=less opportunity, 2=lesser opportunity, 1=least opportunity.

Presence of Public Health Department was indicated as an opportunity by 19(63%) principals and 85(52%) teachers as a less opportunity for principals in the implementation of food safety guidelines. This was further confirmed by the DQASO who said, “Public Health Department periodically inspects schools in the district. In addition, during our school visits, we check whether the food handlers in the school undergo periodical medical examination as expected”. Where there is frequent inspection, schools make effort to handle issues of food safety as stipulated in the guidelines. The guidelines spell out the fact that students and premises be inspected at least once a year. Inspection reports are a useful starting point for school safety needs assessments. This finding concurs with Akech and Simatwa (2010) in a study conducted in Kisumu municipality which similarly found out that a majority of the schools were inspected at least once a year.

Availability of school canteen was indicated as a less opportunity by 17(56%) principals and 85(52%) teachers. This was further supported by findings from focus groups which stated that their schools had canteens. A student confirmed this by saying, "We are only allowed to buy from the school canteen. Buying from food vendors is a punishable offence here". The study revealed that presence of school canteen was a less opportunity for principals to implement food safety guidelines. Unrestricted purchase of food by learners from food vendors can easily cause food poisoning. Unsanitary conditions and poor food handling practices lead to exceedingly high rates of food contamination and outbreak of food borne diseases (Republic of Kenya, 2008). The Ministry of Education of Kenya has instructed School Management committees/ Board of Management to ensure that illegal hawking/vending of food to schoolchildren in the school compound or its vicinity is prohibited since the safety of such food cannot be guaranteed.

Eleven (36%) Principals and 42(27%) teachers indicated that clean and well maintained dining hall was a lesser opportunity for principals to implement food safety. This was further confirmed through observation on the ground that established that 4(13%) schools had spacious, clean and well maintained dining halls. Lack of dining hall increased chances of food contamination as the learners are served under in hygienic conditions. This finding is consistent with Omolo (2011) who found out that inadequate facilities were a challenge to principals of public secondary schools in Kisumu West and East Districts.

Presence of trained catering personnel was indicated by 9(30%) principals and 42(27%) teachers as a least opportunity for principals to implement food safety guidelines.

Likewise, findings from focus group discussion revealed that their schools had trained catering personnel. The finding revealed that presence of catering personnel is one of the least opportunities for principals to implement food safety guidelines. Many schools are using catering personnel who are not trained. Safety of the learner is put at risk if the food handlers in school are not trained. This finding is consistent with Ayieko (2011) who stated that food handlers who carry out the food service processes within the institutions are critical to food safety outcomes hence their food safety knowledge and practices need to be up to date.

Presence of Health club in the school was indicated as a lesser opportunity by 12(40%) principals and 91(57%) teachers. The health clubs train learners on health related issues making them more sensitive to matters of hygiene which is essential to their food safety. Fifteen (50%) principals and 77(47%) indicated availability of teachers trained in health education as a lesser opportunity for principals to implement food safety guidelines. The combination of presence of a health club and a teacher trained in health education in the school is an added advantage to implementation of food safety guidelines. Their presence can lead to high level of awareness on issues of food safety among the learners.

Availability of school feeding program was indicated by 30(100%) principals and 148(92%) teachers as the greatest opportunity for principals in the implementation of food safety guidelines. Likewise, findings from focus group discussion revealed that availability of lunch program was an opportunity for principals to implement food safety guidelines. A student from one focus group said, "Some of us basically survive on the food we eat from school". Well fed learners tend to concentrate better on their class

work. Availability of well equipped food store was indicated a less opportunity by 15(50%) principals and 99(61%) teachers. Proper food storage is a source of food contamination and poisoning. Food needs to be stored well enough to make it fit for human consumption. A lot of food also goes to waste as a result of poor storage.

Clean source of water was indicated by 17(57%) principals and 105(65%) teachers as a less opportunity for principals to implement food safety guidelines. This finding revealed that clean source of water in a great opportunity for principals of public secondary schools in Kisumu West District in the implementation of food safety guidelines. This concurs with the findings of Dawo and Simatwa (2010) who established that clean sources of water were essential for institutions.

Thirteen (43%) principals and 60(37%) teachers indicated that availability of fresh and cheap food in the locality of the school was a lesser opportunity to implement food safety guidelines. Fresh food is the safest for consumption. Overstayed food can cause poisoning. This finding concurs with Republic of Kenya (2008) which states that Food safety refers to access and consumption of wholesome food that promotes good health and optimal body functioning.

To establish overall perception on opportunities principals of public secondary school principals had in the implementation of food safety guidelines, inter quartile ranges for principals were calculated from the data in Table 4.7. The results were as shown in Figures 4.13 and 4.14.

$$\text{Mean} = \bar{X} = 3.2$$

$$\text{IQR} = Q_3 - Q_1 = (3.8 - 1.3) = 2.5$$

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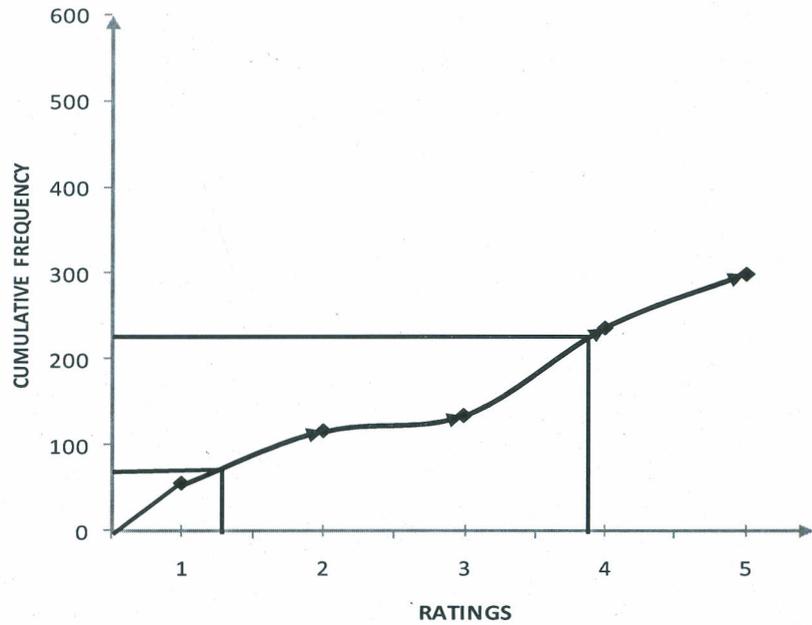


Figure 4.13: Inter Quartile Range on Perception of Principals on Opportunities for Principals in the Implementation of Food Safety Guidelines

$$\text{Mean} = \bar{X} = 3.1$$

$$\text{IQR} = Q_3 - Q_1 = (4.0 - 1.3) = 2.7$$

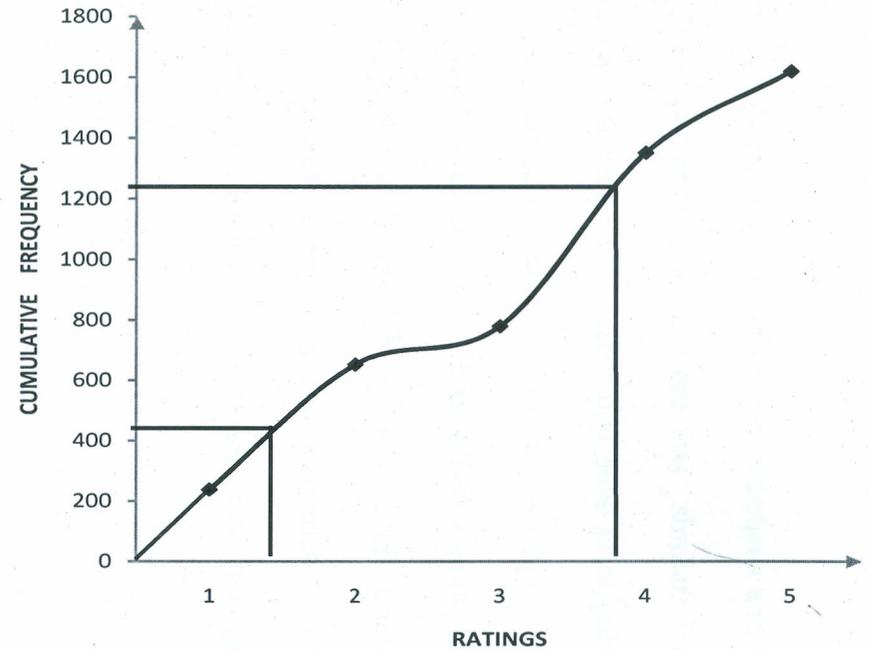


Figure 4.14: Inter Quartile Range on Perception of Teachers on Opportunities for Principals in the Implementation of Food Safety Guidelines

The inter quartile ranges 2.5 and 2.7 for principals and teachers had a difference of 0.2 meaning their perceptions were more less similar. The means were 3.2 and 3.1 for principals and teachers. This meant that most principals and teachers were of the view that principals had less opportunities in terms of presence of public health department, school canteen, clean and well maintained dining hall, trained catering personnel, presence of health club, availability of teachers trained in health education, school feeding program, well equipped food store, availability of clean source of water and fresh and cheap food in the locality to implement food safety guidelines.

Table 4.8: Perceptions of Principals and Teachers on challenges for the principals in the Implementation of Food Safety Guidelines(n=30, n=162)

Challenges		Ratings					Total	
		1	2	3	4	5		
Inadequate finance	P	Freq	0	1	0	14	15	30
		Percent	0	3	0	47	50	100
	T	Freq	3	11	10	68	70	162
		Percent	2	7	6	42	43	100
Unhealthy cultural practices and beliefs	P	Freq	1	13	6	6	4	30
		Percent	3	43	20	20	13	100
	T	Freq	18	75	34	25	10	162
		Percent	11	46	21	15	6	100
Lack of cooperation from learners	P	Freq	1	9	3	15	2	30
		Percent	3	30	10	50	7	100
	T	Freq	6	95	20	28	13	162
		Percent	4	59	13	17	8	100
Inadequate knowledge of food safety guidelines	P	Freq	1	8	3	13	5	30
		Percent	3	27	10	43	17	100
	T	Freq	7	60	30	45	20	162
		Percent	5	37	19	28	13	100
Increasing cost of food	P	Freq	1	2	0	11	16	30
		Percent	3	7	0	37	53	100
	T	Freq	2	5	5	80	70	162
		Percent	1	3	3	49	43	100
Inadequate food storage facilities	P	Freq	1	6	1	10	12	30
		Percent	3	20	3	33	40	100
	T	Freq	20	26	16	75	25	162
		Percent	13	17	10	46	15	100

Lack of cooperation from local community	P	Freq	4	18	4	4	0	30	
		Percent	13	60	13	13	0	100	
	T	Freq	13	72	27	38	12	162	
		Percent	9	44	17	24	7	100	
	Food hawking around the school	P	Freq	4	14	1	9	2	30
			Percent	13	47	3	30	7	100
T		Freq	35	65	10	37	15	162	
		Percent	22	40	6	23	10	100	
Poor weather conditions		P	Freq	1	5	4	15	5	30
			Percent	3	17	13	50	17	100
	T	Freq	12	46	17	62	25	162	
		Percent	7	28	10	38	15	100	
	Lack of trained catering personnel	P	Freq	1	6	1	12	10	30
			Percent	3	20	3	40	33	100
T		Freq	5	22	16	75	44	162	
		Percent	3	14	10	46	27	100	

Key: P=Principal, T= Teacher; Where 5=biggest challenge, 4=bigger challenge, 3=big challenge, 2=small challenge, 1=smallest challenge

Inadequate finance was indicated as the biggest challenge for principals in the implementation of food safety as was indicated by 29(97%) principals and 138(85%) teachers. The DQASO also concurred with the principals and teachers that inadequate finance was a challenge to principals in the implementation of food safety guidelines. In this respect, the DQASO said, "There is high level of poverty and orphanage in this district so schools are once in awhile given relief food to subsidize the cost of school feeding program". Likewise, during focus group discussion, one student said, "Due to lack of enough funds, our principal is unable to offer us a fully balanced diet like what is

provided in high cost schools". The study revealed that inadequate finance was the biggest challenge for principals in the implementation of food safety guidelines.

Unhealthy cultural beliefs were indicated as smallest challenge to the principals of public secondary schools in Kisumu West District in the implementation of food safety guidelines by 10(30%) principals and 35(21%) teachers. On the same note, focus group discussion revealed that unhealthy cultural practices and beliefs about food was a challenge to their principals in implementing food safety guidelines. In this respect, a student from one focus group discussion said, "Like the girls here are always advised against eating soil but they have refused to stop". The study therefore concluded that unhealthy cultural beliefs and practices was a challenge for principals in implementation of food safety guidelines.

Lack of cooperation from the learners was indicated as smallest challenge by 10(30%) principals and 35(21%) teachers. The guidelines focus on the learner and so their cooperation is a pre-requisite to their successful implementation. However, the study findings show that lack of cooperation by the learners is a challenge to the principals in the implementation of food safety guidelines.

On the same note, 17(57%) principals and 41(25%) teachers indicated that inadequate knowledge of food safety guidelines by the learners as a challenge to the principals in implementing food safety guidelines. Likewise, focus group discussion also revealed that inadequate knowledge of food safety guidelines by the learners was a challenge for their principals in the implementation of food safety guidelines. A student from a focus said, "I

have never seen the Safety Standards Manual for Schools in Kenya that you are talking about, how can I know about the food safety guidelines?”. The learners being the consumers of safety policy guidelines, their knowledge of these guidelines is a prerequisite to their successful implementation. The study revealed that inadequate knowledge of food safety guidelines was a challenge to the principals.

High cost of food was indicated as the biggest challenge in the implementation of food safety guidelines by 27(90%) principals and 150(92%) teachers. This was further reiterated by reports from focus groups that increasing cost of food was a challenge to their principals in the implementation of food safety guidelines. In respect to this a member of a focus group said, “During drought, the cost of vegetables is unbearable in this place. During such seasons, we basically survive on beans”. The DQASO concurred with them by adding that, “The situation is worsened by the principals who do not plan well. They fail to stock grains during the harvest season when they are cheaper”. The finding established that high cost of food was one of the greatest challenges for secondary school principals in Kisumu West District in the implementation of food safety guidelines. High cost of food limits the ability of the principals to keep the learners on a well balanced diet which is part of good food safety practices.

Inadequate food storage facilities were indicated as a big challenge by 22(73%) principals and 100(61%) teachers. Findings from focus group discussion also confirmed that inadequate food storage facilities were a challenge to their principals in the implementation of food safety guidelines. Commenting on this, a student from one focus

group said, "We struggle over maize and beans with weevils. Our food store is full of them". The way food is stored is critical to its safety. Food has to be stored well to avoid contamination and wastage. The findings established that inadequate food storage facilities are a challenge to secondary school principals in the implementation of food safety guidelines.

Eight (13%) principals and 50(30%) teachers indicated that lack of cooperation from the local community was the smallest challenge to principals in the implementation of food safety guidelines. Likewise, focus groups discussion revealed that lack of co-operation from the local community was a challenge to their principals in the implementation of food safety guidelines. The study found out that lack of cooperation from the local community a challenge to principals of public secondary school of Kisumu West District in the implementation of food safety guidelines.

Eleven (37%) Principals and 52(33%) teachers indicated that food hawking around the school was a small challenge to the principals in the implementation of food safety guidelines. Findings from focus group discussion revealed that there was food hawking around the schools. Food safety guideline state that illegal hawking or vending to school children in the school compound or its vicinity is prohibited since the safety of such food cannot be guaranteed (Republic of Kenya, 2008). Purchasing ready-to-eat foods from street vendors pose a considerable risk of public health, especially due to poor hygiene practices. This finding concurs with the finding by FAO/WHO that some vendors in Accia, Harare Lilongwe and Lusaka washed their hands in the same bucket used for washing utensils, which may lead to contamination (FAO/WHO, 2005). Unsanitary

conditions and poor food handling practices lead to exceedingly high rates of food contamination and outbreak of food borne diseases.

Poor weather conditions around the schools were indicated as a big challenge by 20(67%) principals and 87(53%) teachers. The findings from focus group discussion confirmed that poor weather conditions were a challenge to the principals in the implementation of food safety guidelines. In respect to this a student said, “It gets so dry here that many a times we experience crop failure”. This was reiterated by the DQASO who said, “Poor weather conditions affects some parts of this district adversely”. The study established that poor weather conditions were a big challenge to principals of public secondary schools of Kisumu West District in the implementation of food safety guidelines.

To find out overall perception on challenges principals of public secondary schools had in the implementation of food safety guidelines, Inter Quartile Ranges for principals and teachers responses were calculated from the data in Table 4.8. The results were as shown in Figures 4.15 and 4.16.

$$\text{Mean} = \bar{X} = 3.5$$

$$\text{IQR} = Q_3 - Q_1 = (3.9 - 1.7) = 2.2$$

119

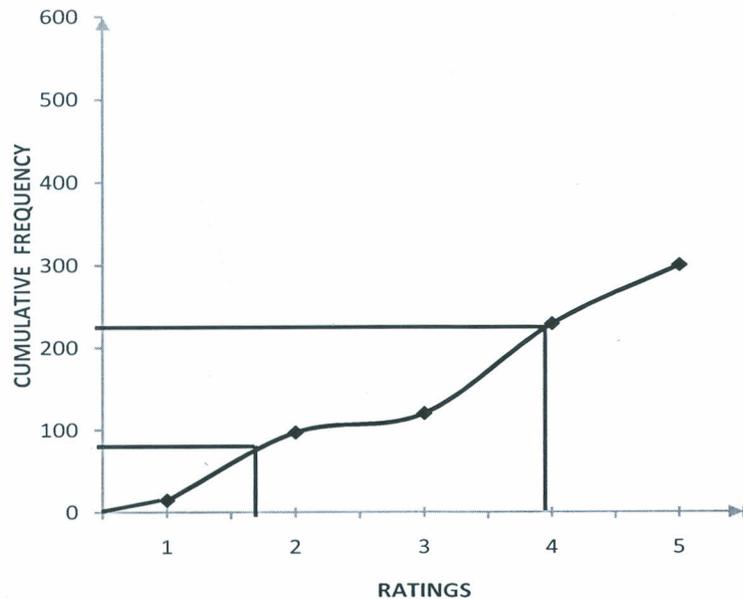


Figure 4.15 Inter Quartile Range on Perceptions of Principals on challenges faced by the principals in the Implementation of Food Safety Guidelines

$$\text{Mean} = \bar{X} = 3.3$$

$$\text{IQR} = Q_3 - Q_1 = (3.9 - 1.3) = 2.6$$

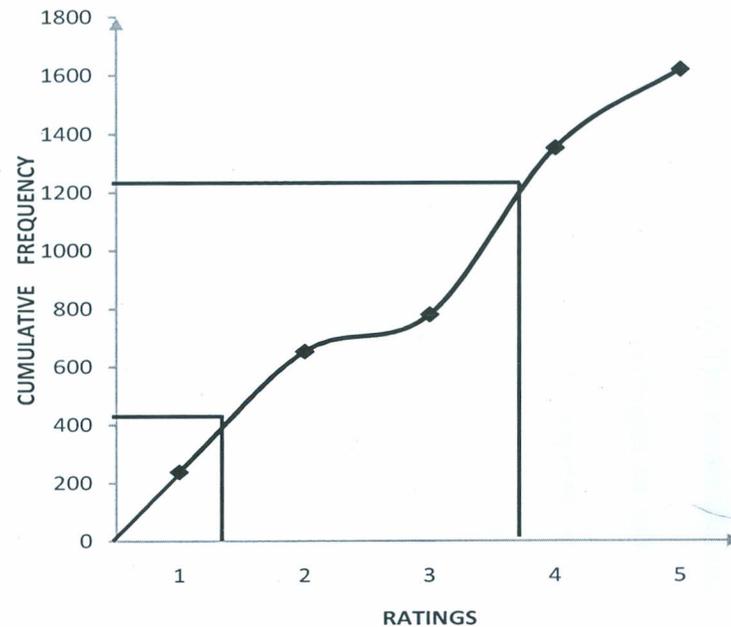


Figure 4.16 Inter Quartile Range on Perceptions of Teachers challenges for the principals in the Implementation of Food Safety Guidelines

The inter quartile ranges were 2.2 and 2.6 while the means were 3.5 and 3.3 for principals and teachers respectively. This meant that most principals and teachers were of the view that principals had big challenges in terms of inadequate finance, unhealthy cultural practices and beliefs, lack of cooperation from the learners, inadequate food storage facilities, lack of cooperation from the local community, poor weather conditions and lack of trained catering personnel to implement food safety guidelines.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This a summary, conclusions and recommendations of the findings of the study based on the objectives.

5.2 Summary

The Summary of the findings of the study were as follows:

5.2.1 Opportunities and challenges for Principals of Kisumu West District in the Implementation of School Community Relations guidelines.

5.2.1.1 Opportunities

According to the findings of the study, the greatest opportunities for principals of Kisumu West District in the implementation of school community relations safety guidelines were regular PTA meetings 30(100%), positive attitude of the community towards the school 26(87%) and supportive BOM 25(84%). Greater opportunities for the principals to implement school community relations safety guidelines included; regular chiefs' *barazas* 23(77%), training in the implementation of safety guidelines 22(74%), presence of NGOs/CBOs 21(70%), joint co-curricular activities between the school and local community 22(74%), and presence of safety committee or a teacher in charge of safety 17(57%). The study established that the least opportunity for principals of Kisumu West District in the implementation of school community relations safety guidelines was presence of community group monitoring safety standards 15(50%). The overall

perceptions on opportunities for principals in the implementation of school community guidelines was 3.8 for principals and 3.6 for the teachers with Inter Quartile Ranges of 1.1 and 1.7 for principals and teachers respectively. This meant that there were great opportunities for principals of public secondary schools in Kisumu West District in the implementation of school community relations safety guidelines.

5.2.1.2 Challenges

The findings of the study established that the biggest challenge for principals of public secondary schools of Kisumu West District in the implementation of school community relations safety guidelines was vices from the community that penetrating the schools 24(80%). The findings of the study established that bigger challenges for the principals in the implementation of school community relations guidelines included lack of training for principals in the implementation of the guidelines 21(70%), regionalism/tribalism/clannism affecting the school 20(67%), local community offering market for items stolen from the school 17(56%), and cultural practices of the community conflicting with school policy 18(60%). The small challenges included; security threats from the community 14(46%), negative attitude of the local community towards the school 7(24%), unsupportive sponsors 9(30%) and unsupportive BOM 9(30%). The overall perceptions on the challenges for principals in the implementation of school community relations safety guidelines was 3.1 for principals and 2.8 for teachers with Inter Quartile Ranges of 2.6 and 2.3 for principals and teachers respectively. The study thus found out that principals of public secondary schools of Kisumu West District had small challenges in the implementation of school community relations safety guidelines.

5.2.2 Opportunities and challenges for Principals of Public Secondary Schools in the Implementation of Health and Hygiene safety Guidelines in Kisumu West District.

5.2.2.1 Opportunities

The findings of the study established that the greatest opportunity for principals of public secondary schools in Kisumu West District in the implementation of health and hygiene safety guidelines was accessibility of health facility to the schools 26(86%). It was established that greater opportunities for the principals of public secondary schools in Kisumu West District in the implementation of health and hygiene safety guidelines were, presence of health clubs in the schools 23(77%), presence of peer counselors 23(77%), presence of teachers trained in health education 20(67%), availability of clean source of water 21(70%), availability of adequate sanitary facilities sensitive to gender 20(66%) and teaching of Life Skills education in schools 15(50%). Lesser opportunities for principals in the implementation of health and hygiene safety guidelines included; presence of sick bay in the school 9(30%) and availability of qualified school nurse 7(23%). The overall perceptions on opportunities for principals of public secondary schools in the implementation of health and hygiene safety guidelines was 3.8 for principals and 3.2 for teachers with the inter quartile ranges of 2.9 and 2.6 for principals and teachers respectively. This meant that most of the principals and teachers were of the view that principals had great opportunity to implement health and hygiene safety guidelines in public secondary schools in Kisumu West District.

5.2.2.2 Challenges

The findings of the study revealed that there were challenges facing secondary school principals in Kisumu West District in the implementation of health and hygiene safety guidelines. The biggest challenge was inadequate finance 29(96%). It was established that bigger challenges for principals in the implementation of health and hygiene safety guidelines included; stigmatization of the affected and infected with HIV/AIDS 4(14%), inadequate skills to implement the guidelines 6(20%), unhealthy cultural practices and beliefs 20(67%), lack of trained teachers in health education 5(17%), inadequate infrastructure 8(27%), ignorance of the students about the policy 8(27%) and negative attitude of the learners towards the policy 10(33%). Lack of clean source of water 5(16%) was found out to be a small challenge while inaccessibility to health facilities was the smallest challenge. The overall perceptions of principals in the implementation of health and hygiene safety guidelines was 3.4 for principals and 3.1 for teachers with inter quartile ranges of 2.2 and 2.4 respectively. This meant that most principals and teachers were of the view that principals had small challenges in the implementation of health and hygiene safety guidelines.

5.2.3 Opportunities and challenges for Principals of Public Secondary Schools in Kisumu West District in the Implementation of Transport Safety.

5.2.3.1 Opportunities

The findings revealed that the greatest opportunity for principals of Kisumu West District in the implementation of transport safety was cooperative learners while on field trips. The findings of the study revealed that greater opportunities for principals in the

implementation of transport safety guidelines were knowledge of road safety rules by the learners 20(67%), supportive local authority 18(60%), presence of traffic police 17(57%), cooperative and informed parents 18(70%), and availability of public service vehicles 17(57%). The lesser opportunities for principals to implement transport safety included; availability of funds to hire means of transport 12(40%), good transport network 13(43%), presence of qualified PSV drivers 10(34%) and availability of comprehensively insured school bus 8(27%). The perception on opportunities for principals in the implementation of transport safety were 3.1 with inter quartile ranges of 2.5. This meant that most principals and teachers were of the view that principals had less opportunity to implement transport safety guidelines in public secondary schools in Kisumu West District.

5.2.3.2 Challenges

The study found out that the biggest challenges for principals of public schools in Kisumu West District in the implementation of transport safety included; high cost of transport 30(100%), laxity in reinforcement of traffic rules by the police 28(94%), high level of corruption among the law enforcers 27(90%), lack of observance of traffic rules by matatu drivers and cyclists 28(93%), inadequate public service vehicles 26(87%), and poor road network 24(80). The bigger challenges for principals of public schools in Kisumu West District in the implementation of transport safety were; inadequate finance to buy school bus 21(70%), lack of training for principals in the implementation of the guidelines 22(73%), inadequate knowledge of road safety rules 20(67%) and lack of cooperation from parents 17(57%). The overall perception on challenges for principals of

public secondary schools in Kisumu West District in the implementation of transport safety 4.0 for principals and 3.8 for teachers with inter quartile ranges of 1.2 and 1.4 respectively. This meant that most principals and teachers were of the view that principals had bigger challenges in the implementation of transport safety guidelines in public secondary schools in Kisumu West District.

5.2.4 Opportunities and challenges for Principals of Public Secondary Schools of Kisumu West District in the Implementation of Food Safety Guidelines.

5.2.4.1 Opportunities

The study findings established that the greatest opportunity for principals of public secondary schools in Kisumu West District in the implementation of food safety guidelines was availability of school feeding program 30(100%). The greater opportunities for the principals of public secondary school in Kisumu West District in the implementation of food safety included availability of clean source of water, presence of public health department 12(40%), availability of well equipped food store 17(57%), presence of school canteen 17(66%) and availability of teachers trained in health education 15(50). Less opportunity included availability of fresh and cheap food in the locality of the school 13(43%), presence of health club in the school 12(40%), availability of clean and well maintained dining hall 11(36%) and presence of trained catering personnel 9(30%). The overall perception on the opportunities for principals of public secondary schools in Kisumu West District in the implementation of food safety guidelines was 3.2 for principals and 3.1 for teachers with inter quartile ranges of 2.5 and 2.7 for principals and teachers respectively. This meant that there were less opportunities

for principals of public secondary schools in Kisumu West District in the implementation of food safety guidelines.

5.2.4.2 Challenges

The findings of the study established that the biggest challenges for principals of public secondary schools in Kisumu West District in the implementation of food safety guidelines were; inadequate finance 29(97%) and high cost of food 27(90%). Bigger challenges were inadequate food storage facilities 22(73%), poor weather conditions 20(67%), and inadequate knowledge of food safety guidelines. The findings of the study established that unhealthy cultural beliefs about food 10(33%), lack of cooperation from the learners 17(57%), food hawking around the school 11(37%) and lack of cooperation from the local community 4(13%) were lesser challenges.

The overall perception on challenges for was 3.5 for principals and 3.3 for teachers with inter quartile ranges of 2.2 and 2.6 for principals and teachers respectively. This meant that most of the principals and teachers were of the view that principals of public secondary schools in Kisumu West District had big challenges in the implementation of food safety guidelines.

5.3 Conclusions

Based on the study findings, the following conclusions were made as per the objectives on opportunities and challenges for principals in the implementation of selected safety policy guidelines in Kisumu West District.

5.3.1 School community relations

From the findings it was concluded that principals had greatest opportunities to implement school community relations safety guidelines in public secondary schools in Kisumu West District in terms of regular PTA meetings, positive attitude of the community towards the school and supportive BOM. Biggest challenge was vices from the community penetrating the school.

5.3.2 Health and Hygiene guidelines

It was concluded the greatest opportunity for principals of public secondary schools in Kisumu West District in the implementation of health and hygiene safety guidelines was accessibility of health facility to the schools. The biggest challenge was inadequate finance.

5.3.3 Transport Safety guidelines

It was concluded that the greatest opportunity for principals of public secondary schools in Kisumu West District in the implementation of transport safety was knowledge of road safety rules by learners. The biggest challenges for principals of public secondary schools in Kisumu West District in the implementation of transport safety were high cost of transport, laxity in reinforcement of traffic rules by the police, high level of corruption among the law enforcers, lack of observance of traffic rules by *matatu* drivers/cyclists and poor road network.

5.3.4 Food Safety Guidelines

It was concluded that the greatest opportunity for principals to implement food safety was availability of school feeding program. The biggest challenge however was inadequate finance.

5.4 Recommendations

The following recommendations were made based on the study findings as per the objectives:

5.4.1 School community relations guidelines

- i. Secondary school principals should involve local community in the implementation of school safety.
- ii. All principals should ensure that they form safety committees in their schools as per requirements of the safety standards manual.

5.4.2 Health and Hygiene safety guidelines

- i. The principals should advise the government to allocate funds for the implementation of safety guidelines in public secondary schools.
- ii. Principals should ensure that they have at least one teacher trained in first aid and health education in the school.
- iii. Principals should ensure that their schools have a functioning peer counselors

5.4.3 Transport safety guidelines

- i. Principals should ensure that their learners are taught road safety rules.
- ii. The principals should request their County governments to ensure that roads leading to schools are accessible and bumps are erected on busy roads passing next to schools.

5.4.4 Food Safety guidelines

- i. Principals should ensure that their schools have an income generating activity to supplement the cost of food.
- ii. The principals should ensure their schools have a school canteen to avoid food hawking around the school.

5.5. Suggestions for Further Research

Based on the gaps exposed by the study, the following suggestions for further research were:

- i. Establish the effect of stakeholders' participation in school management on academic achievements.
- ii. Find out the effects of training of principals, staff and students on the implementation educational policies in schools in order to improve quality education.

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