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RESEARCH ARTICLE

INFLUENCE OF SAFETY STANDARDS TRAINING ON THE IMPLEMENTATION OF SAFETY STANDARDS IN BOARDING SCHOOLS IN KENYA: A CASE STUDY OF RANGWE SUB-COUNTY

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ABSTRACT

In the year 2021 October /November an estimated 35 schools across Kenya were set on fire causing many to close down. This led to Ministry of Education's directive to have students proceed on unprecedented half term recess from 19 November to 23 November 2021. Earlier on, waves of arson had been experienced. It is important to note that, despite the existence of school safety standards guidelines since 2008, cases of student's tragedies in schools as a result of insecurity have continued to be reported more so in boarding schools every year. For instance, in Rangwe Sub-county, Kenya between 2012 and 2018, 8 students lost their lives in a Girls Boarding Primary School while, properties of unknown value were burnt down when fierce fires gutted down dormitories at a girl's secondary school and a boy's secondary school. In another instance, a 17-year-old student was arrested after he was found with a gun in school at a boy's secondary school. The purpose of the study was to investigate the influence of safety standards training on implementation of school safety standards in boarding schools in Rangwe Sub-county. The study established that training on implementation of school safety standards accounted for 40% of the variation in the implementation of safety standards. This means that training on implementation of safety standards enhanced the implementation of school safety standards in boarding schools in Rangwe sub-county. The study concluded that safety standards training influenced the implementation of safety standards in boarding schools in Rangwe Sub-county. Based on the findings of the study, it is recommended that, principals, head teachers, teachers, students and security personnel be regularly trained on management of school safety standards. The findings of this study are significant to educational managers by enhancing their understanding of training which shapes the implementation of safety standards in boarding schools. It also forms baseline information for future research in related areas.

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INTRODUCTION

Safety in schools is fundamental to student's academic achievements. The school administrators therefore have a responsibility to ensure that the school is safe and conducive for learning (Day & Golench, 1995). This is because students spend most of their valuable time in schools. These means that parents have transferred the parental responsibility of their children's safety to schools. As a result, teachers and school administrators by virtue of their profession and law are obliged to act *in loco parentis* in relation to the learners. This is the function that the educators should fulfill in relation to the common law principal (Prisloos, 2005). They can accomplish this by working through established rules and procedures; hence school safety standards guidelines play an important role

in ensuring that the safety of learners is guaranteed while at school. According to the United States Department of Education (2004) various approaches are used in enhancing school safety in the United States of America. School wide policies and practices are affected to systematically address needs of students, school personnel, the community and the physical plants of the school. The United States Department of Education requires safety policies in schools to be strictly enforced in view of the threats posed by terrorism, drug related violence, proliferation of fire arms and natural disasters like typhoons, floods and hurricanes. Most American public schools have zero-tolerance policies on activities that are likely to compromise school safety. In the Netherlands, school safety related work has focused on the safety of premises, school capacity building, and bullying and improved incidence response.

The Amsterdam school safety project is a 5-year project involving 40 secondary schools. It uses school safety plans, physical improvements to the school and curriculum and social supports to promote an integrative, preventive approach to school safety in participating schools (Soomeren, 2002). In Australia, both commonwealth and State initiatives have addressed school safety issues. A comprehensive review of school based prevention projects and policies have been undertaken, innovative and restorative approaches that deal with safety in schools has been piloted in Queensland and the Australian capital territory. As a requirement all government schools in Australia are fitted with smoke detection systems connected by automatic telephone link to regional fire stations (Shaw, 2004). Regardless of these measures, there has been an upward trend in the number of school children who have died or gotten injured in school violence, disasters and emergencies that could have been avoided if school safety policies were strictly adhered to. Training of key stakeholders is crucial for the effective implementation of school safety standards guidelines. Stroud, Stallings and Korbusieski (2007) study on implementation of science laboratory safety programme in North Carolina schools found that nearly 60% of principals had low knowledge in science laboratory safety. In such situations, school principals would fail to implement laboratory safety to the letter hence compromising students' safety. Huseyin and Satyen (2006) study on fire safety training in Australia established that safety training increases the level of fire safety knowledge and, the accuracy of response to a fire. In Tanzania, Kahwa (2009) study on Fire preparedness in schools established that only 11.7% of the schools surveyed had been inspected and that none of the secondary schools had fire safety certificate. Uganda has had several of boarding secondary school fire disasters where lives and property has been lost. An inspection report on by the Ministry of Education shortly after St Leo Junior Academy in Masaka District, revealed that 50% of secondary schools failed to implement the set minimal operational, safety and security guidelines. Although the Directorate of Education Standards is mandated to carry out inspection at least once in a year, the report indicated that the inspectors- were overwhelmed with departmental workload and insufficient resources (Ssenkibirwa, 2012). The fact that school inspectors failed to carry out regular inspection as required provided an opportunity for school management to fail in implementation of safety and security guidelines in boarding secondary schools in Uganda.

According to The Basic Education Act of 2013, the Quality Assurance and Standards officers are obliged to facilitate compliance with standards by promoting a collegial and collective approach to quality assurance. They may at any time enter any basic education and (Republic of Kenya, 2013). A study carried out in Githunguri, Kiambu County, shows that the safety policy in reference to the Safety Standards Manual of 2008 is not sufficiently implemented due to limitation of funds (Nderitu, 2009). Ongori (2014) carried out a study on school based factors influencing the implementation of fire safety in public schools in Kenyena District. The study established that school financial resources, training of school stakeholders, frequency of inspection on school fire safety by Quality Assurance and Standards Officers and school fire safety planning influence implementation of fire safety standards in schools. In his study on factors influencing compliance with disaster risk reduction guidelines in public primary schools in Kiambaa Division, Kiambu County,

Gicharu (2015) established that no school in Kiambaa Division had fully complied with disaster risk reduction guidelines as confirmed by all the head teachers and all the teachers. Majority of the head teachers (81.0%) and a majority of the teachers (81%) were of the opinion that lack of financial resources affected compliance with disaster risk reduction guidelines in public primary schools in Kiambaa Division.

Kirimi (2014), Carried out a study on institutional factors influencing adherence to safety standards guidelines in Buuri District. From the study findings majority of the principals (81.8%) and Board of Management (88.9%) avail financial resources to cater for safety needs in schools, though the funds are usually not adequate. The situation is not different in Homabay County as most schools have not complied with the guidelines in the safety standards Manual. The Standards Team (2010) report cites principals of secondary schools in Homabay County doubting their school's ability to handle fires. The Education Office in Homabay County concedes that the situation is dire and needs government intervention as schools in Homabay find it expensive to purchase firefighting equipment's. Onyango (2011) in his study on disaster awareness and preparedness of secondary schools in Homabay County established that secondary schools in Homa Bay County are faced with a variety of disasters with varying magnitudes. It also established that crucial disaster awareness information materials such as school safety manuals were not available in most schools (70.9%). It was also found that most secondary students (75.4%) were not conversant with road safety rules as some of them were flouting these rules which might have exposed them to transport related disasters.

In Rangwe sub-county, a dormitory was gutted down at a girl's high school. The death of eight girls in a dormitory fire at A girls boarding primary is a clear pointer that most schools in Rangwe Sub County as elsewhere in the country have not complied with the school safety policy requirements spelled out by the Ministry of Education in 2008. The dormitory door at the girls boarding primary school was locked from outside with the padlock and the key was nowhere around, the windows were grilled, the dormitory had no emergence exit and there were no fire extinguishers (Nation team, 2012; Kwamboka & Omoro, 2012). In September 2013, properties of unknown value were burnt down when fierce fires gutted down dormitories at a Girls National school and a Boys secondary school (The Standard Team, 2013). As a result of these, the then Rangwe Member of Parliament then Hon Oner and The County Director of Education Mr. Barongo directed schools to remove metal grills from all dormitory windows to make escape easy in case of fires. The six District Education Officers in Homabay County were directed to ensure that safety measures are improved in boarding schools and take stern action against Heads who do not comply with the directives (Onyango, 2013). In another instance, a 17-year-old student was arrested after he was found with a gun in school at a boy's secondary school (The Standard Team, 2017). These incidences raise doubts about successful implementation of school safety standards guidelines in boarding schools in Rangwe Sub county if similar cases are to be avoided in future. From the above background, it is apparent that despite the existence of safety standards guidelines, schools in Rangwe sub-county are yet to comply. This therefore calls for an in-depth study to establish the influence of selected factors on the implementation of school safety standard guidelines in Rangwe sub-county.

SYNTHESIS OF LITERATURE ON INFLUENCE OF SAFETY STANDARDS TRAINING ON IMPLEMENTATION OF SCHOOL SAFETY STANDARDS:

Training of key school stakeholders is also crucial for the effective implementation of school safety standards guidelines in schools. Stroud, Stallings and Korbusieski (2007) study observed that nearly 60% of principals had low knowledge in science laboratory safety. In such situations, school principals would fail to implement laboratory safety to the letter hence compromising students' safety. Safety training increases the level of fire safety knowledge and, the accuracy of response to a fire (Huseyin & Satyen, 2006). This could lead to a reduction in the rate of fire casualties.

Proulx (2001) contends that the amount of previous fire safety training is a major determinant on how an individual can respond to a fire. Kahwa (2009), emphasize the importance of capacity building to law enforcers to enforce compliance to fire safety standards in schools in Tanzania. Health and safety training is a key part of the preventive programme. Safety training spells out the rules and provides information on potential hazards and how to avoid them (Armstrong, 2009). Gichuru (2013) contend that most school stakeholders are not trained on fire safety because there has never been a need to train on fire safety and there are no materials to teach with. Nderitu (2009) found that lack of trained personnel in disaster management was a great challenge in schools. According to Huseyin and Satyen (2006), fire safety training increases: (a) the level of fire safety knowledge and, (b) the accuracy of response to a fire. This could lead to a reduction in the rate of fire casualties. Onderi and Makori (2013) study revealed that the BOG and PTA training and support was seriously lacking and that sufficient induction into their roles was lacking. This affects the implementation fire safety standards. Mburu (2012) sought to identify factors influencing the implementation of safety standards in public secondary schools in Limuru District, Kiambu County.

The author found out that 63 percent of the teachers had attended safety training programmes and 37 percent of learners. In Turkana Sub County (Ronoh & Wambua, 2009) found students in Turkana Sub County had not received sufficient talk on what to do in case of riots. The study also established that schools had not conducted adequate training of staff and students on how to prevent violence. It was further established that 75% of the teachers and students did not know how to use a fire extinguisher. It was revealed in the study that teachers and students in Turkana Sub County were poorly prepared to respond to fire out break and destructive violence. The study was on safety awareness and preparedness in Turkana District. In agreement, Kirui, Mbugua and Sang' (2010) in their study on challenges facing head teachers in security management in Kisii county found laxity with which some schools in Kisii handle safety as only 15.4% of the schools had teachers qualified in disaster preparedness. The study also established that only 45% of the prefects can use fire extinguishers. These findings indicate that schools in Turkana and Kisii sub-counties are not adequately prepared to handle disasters and should anything happen a lot of lives and property will be lost. According to Gathoni (2013), teachers lack training in fire-fighting techniques and lack information on administration of first-aid despite being entrusted with the responsibility of administering the same to their colleagues and students.

Kukuli (2009) contends that lack of basics about fire safety issues or on how to respond in the event of fire tragedy is to blame for the large number of casualties experienced. Ongori (2014) carried out a study on school based factors influencing the implementation of fire safety in public schools in Kenyena District. In the study 97% of the respondents agreed that training stakeholders greatly influence the implementation of fire safety in Kenyena District. In another study by Ng'ang'a (2012) on factors influencing compliance with safety standards guidelines in secondary schools in Nyeri district established that there was no training of students on safety; all the principals in the study indicated that students were only trained on first aid administration. The study concluded that the student population as well as the lack of training of students on safety was bad predictors of the compliance of schools with the safety standards manual. In a related study by Njuru (2015) on factors influencing implementation of disaster risk reduction in Nakuru sub-county established that the stakeholders lack adequate training (59.8%) to enlighten them on disaster management preparedness. Nderitu (2009) was on disaster management, Huseyin and Satyn (2006) was on fire safety training. Mburu (2012) study was on factors influencing implementation of safety standards in public secondary schools in Limuru. The present study will fill the gap by looking at factors influencing implementation of safety standards in both public and private primary and secondary schools. Rono and Wambua (2009) study was on safety awareness and preparedness in Turkana county. Kirui and Sang (2013) study was on challenges facing head teachers in security management in Kisii County. Nang'unda (2009) study was on implementation of safety standards guidelines in girls' boarding schools in Bungoma East sub-county.

Gathoni (2013) establishes that teachers lack training in firefighting techniques and that most schools, consequently lacked firefighting preparedness in some sampled Kenyan schools. They lack information on safe administration of first aid, despite being entrusted with administering the same to their colleagues and students. According to the school safety standards manual (2008) when safety training is provided for students, indicators for safety such as active participation of school programs, sense of ownership and low incidences of indiscipline are noted. Training such as fire drills, fire marshals, first aid and evacuation procedures in case of a crisis break-out go a long way in prevention of or lessening the effects of a disaster. Ng'ang'a (2012) was on factors influencing compliance with safety standards in secondary schools in Nyeri. Njuru (2015) study was on factors influencing implementation of disaster risk reduction in Nakuru County. The present study will fill the gap by investigating the influence of training on implementation of safety standards guidelines in boarding secondary and primary schools.

Research Objective

The research objective was to establish the influence of Safety Standards Training on the Implementation of Safety Standards in Boarding Schools in Rangwe Sub-County.

CONCEPTUAL FRAMEWORK

The study was guided by the conceptual framework (Figure.1). The study is grounded in the general implementation theory by Bardach (1975).

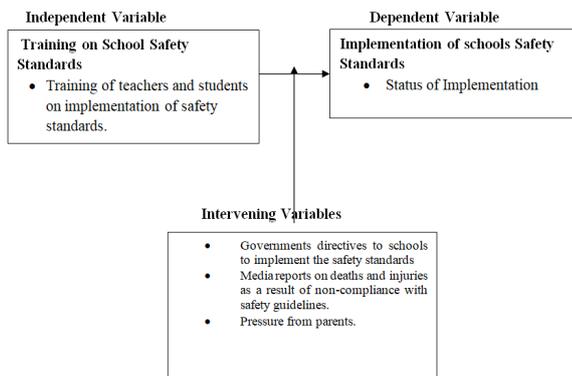


Figure 1. Conceptual Framework showing the Influence of Safety Standards Training on the Implementation of Safety Standards in Schools

The theory is concerned with the examination of organizational compliance with policy directives. The theory argues that several factors may complicate implementation of policies key among them insufficient resources. The theory is relevant to the study because it seeks to establish the influence of selected factors on the implementation of safety standards guidelines. The Ministry of Education released the safety standards Manual whose guidelines are to be implemented in all schools. For successful implementation of safety standards guidelines to be achieved certain factors need to be put in place. The independent variable is conceptualized school safety standards training. According to the conceptual framework adequate training on safety standards are some of the preconditions necessary for successful implementation of the safety standards. For example training on safety standards will afford the teachers and students an opportunity to learn how well to implement the safety standards. The study was based on the premise that timely satisfaction of implementation factors is the key to satisfactory implementation of selected school safety standards guidelines in boarding schools in Rangwe Sub-County. However, these preconditions may not all be satisfied at the correct time leading to implementation gaps. For example, inadequate financial resources may hamper the school's effort in the implementation of school's safety standards guidelines. The conceptual framework was used to identify the main variables for the study and assist in data collection.

RESEARCH METHODOLOGY

Descriptive survey and correlational research designs were used in this study. The study population consisted of 22 principals of 22 boarding secondary schools, 4 Head teachers of 4 boarding primary schools and 242 teachers from 22 boarding secondary schools and 35 teachers from four boarding primary schools and Sub- County Quality Assurance and Standards Officer in Rangwe sub-county. Simple random sampling technique was used to select 171 teachers from boarding secondary schools and 35 teachers from boarding primary schools. Saturated sampling was used to select 21 Principals, 3 head teachers and Sub- County Quality Assurance and Standards Officer. Questionnaires, interview schedule, observation schedule and document analysis guide were used for data collection. Reliability of the instruments was determined by test-re-test method whereby Pearson r coefficient for principals was 0.80, head teacher's questionnaire was 0.81, secondary school teacher's

questionnaire was 0.82 and primary school teacher's questionnaire was 0.80 at the set p - value of 0.05. Face validity of the instruments was enhanced by experts in Educational Administration whose input was included in the final drafts. Quantitative data was analyzed using descriptive statistics in the form of frequency counts, percentages and means. Qualitative data was transcribed and analyzed in emergent themes and sub themes.

RESULTS

General Information

The respondents were asked to indicate the type of their school.

Table 1. School Type

School Type	Percentage (%)
Mixed secondary boarding	32.04%
Girls secondary boarding	30.1%
Boys boarding secondary	24.27%
Primary boarding	13.59%

The findings indicated in Table 1 revealed that 32.04% of the respondents were from mixed boarding secondary schools, 30.1% were from the girls boarding secondary schools, 24.27% from boys boarding secondary schools while 13.59% were from primary boarding schools.

Demographic Characteristics: Personal information of the principals, head teachers and the teachers was sought to give an insight on the respondents' characteristics, which included gender, length of time in the institution and highest level of academic qualification. This information was important in order to establish the characteristics of those responsible for implementing the safety standards guidelines in schools.

Distribution of Respondents by Tenure of office in school

The findings on duration of head teachers' and teachers' stay in their schools are as shown in Table 2. Most of the principals, head teachers and teachers had been in their current stations for five to ten years. Most of those with less than five years are either newly promoted head teachers or newly employed teachers. From the research findings, the principal and Head teachers had enough experience to oversee compliance with the Ministry of Education school safety regulations. The teachers had served in the schools long enough to be aware of the school's safety standards.

Distribution of Respondents by Academic Qualifications:

The study sought to analyze the academic qualifications of the principals, head teachers and teachers. Therefore, it was important to establish the level of knowledge ability of those responsible for implementing the safety standards in schools. Table 3 is a summary of the findings. Majority of the respondents had a Bachelor of Education degree as the highest academic qualification. The response is indicative of teachers who have taken the initiative to further their education for their good and for the objective of achieving career progression. One reason for teachers obtaining higher academic qualifications is that they are favored by the fact that they have three holidays that coincide with university's school-based programmes where students are taught during the school holidays.

Table 2. Distribution of Respondents by Tenure of Office in School

Number of years	Principals		Head teachers		Secondary school teachers		Primary school teachers	
	F	%	F	%	F	%	F	%
1-4 years	4	19	0	0	34	19.9	5	14.3
5-10 years	12	57	2	66.66	106	62.0	23	65.7
Above 10	5	24	1	33.34	31	18.1	7	20.0
Total	21	100	3	100	171	100	35	100

Table 3. Distribution of Respondents by Academic Qualifications

Academic qualifications	Principals		Head teachers		Secondary school teachers		Primary school teachers	
	F	%	F	%	F	%	F	%
Certificate	0	0	0	0	0	0	5	14.3
Diploma	0	0	0	0	10	5.8	7	20.0
Degree	17	80.9	3	100	156	91.2	23	65.7
Masters	4	19.1	0	0	5	3.0	0	0
PhD	0	0	0	0	0	0	0	0
Total	21	100	3	100	171	100	35	100

Table 4. Distribution of Respondents by Gender

Gender	Principals		Head teachers		Secondary school teachers		Primary school teachers	
	F	%	F	%	F	%	F	%
Male	14	66.7	2	66.7	102	59.6	22	62.9
Female	7	33.3	1	33.3	69	40.4	13	37.1
Total	21	100	3	100	171	100	35	100

Table 5. Status of Safety Standards in Boarding schools in Rangwe Sub county

Aspects of Safety Standards	Level of Implementation in Secondary		Level of Implementation in Primary	
	F	MR	F	MR
Class rooms of recommended size of 7.5m x 5.8m	20	5	3	5
Doorways are wide enough for emergence purposes	23	5	1	2
Corridors are well ventilated and lit	15	4	2	4
Classroom windows are without grills and easy to open	22	5	2	4
Each classroom block is fitted with fire extinguishers	20	5	1	2
Space between beds is at least 1.2m	20	4	2	4
Each dormitory has an emergence exit	14	3	1	2
Fire extinguishers are fitted at each emergency exit	14	3	1	2
Installation of lightening arresters on buildings	23	5	1	2
Posting of evacuation maps in every building	22	5	2	4
Regulating the use of hurricane lumps in dormitories	22	5	3	100
Development of a telephone tree	19	4	1	2
Posting of a no trespassing sign at the gate	5	1	0	0
Visitors signing the visitors register at the gate	21	5	3	1
Visitors' leaving their IDs at the gate	24	5	0	0
Leveling of the school ground	12	3	2	3
School ground is fenced	10	3	1	2
School has a gate	21	4	3	5
Overall Mean		4		3

Interpretation of Mean Ratings (MR)

- 1= Very Low
 2= Low
 3= Moderate
 4= High
 5= Very High

There is also the quest for better pay. No teacher had obtained a doctoral degree. This may be due to the fact that although one spends a lot of money to acquire this degree, the teachers' employer, Teachers Service Commission, does not have a scheme of service for the same. School administrators in boarding schools in Rangwe sub-county were academically knowledgeable to enable them implement the safety standards manual. The teachers were found qualified enough to give relevant information on compliance with safety standards guideline in boarding schools in Rangwe sub-county as the majority had a Bachelor's degree in education.

The study found that of the 21 principals, 14 (66.7%) were males whereas only 7(33.3%) of them were females. Male teachers in secondary schools were 102(59.6%) while female teachers were 69(40.4%) on the other hand, male teachers in primary schools were 22(62.9%) while female were 13(37.1%).

Although both genders were represented in the study, there were more male teachers and administrators than females. Having more male teachers than females in Kenyan schools is a characteristic of rural areas. Men are considered more adaptive in such areas than women.

Table 6. Secondary and Primary school teacher's ratings on status of safety standards trainings in boarding schools (Secondary Teachers n=171 and Primary school teachers n=35)

Aspects of Training			SA	A	U	D	SD	Total	M.R	
Training taken as part of preventive programme through sensitization seminars	SE	Freq	43	39	31	45	0	171	3.10	
		%	25	22	19	26	0	100		
		Score	215	156	87	93	0	523		
	PRI	Fre	16	11	8	0	0	35		4.27
		%	45	31	25	0	0	100		
		Score	85	44	0	0	0	13		
Creating awareness on the importance of school safety standards in and outside buildings	SE	Freq	106	34	15	15	1	171	4.33	
		%	62	19	30	32	0	100		
		Score	530	136	45	30	1	742		
	PRI	Fre	26	6	0	0	0	35		4.90
		%	74	19	0	0	0	100		
		Score	145	24	0	0	0	154		
Providing information on various hazards and their avoidance	SE	Freq	116	20	20	15	0	171	4.24	
		%	69	12	12	9	0	100		
		Score	580	80	36	30	0	726		
	PRI	Fre	20	15	0	0	0	35		4.57
		%	57	43	0	0	0	100		
		Score	100	60	0	0	0	160		
Equipping the personnel with special skills and knowledge to enable them to deal with new aspects of safety using available equipments for example First Aid kits.	SE	Freq	63	29	38	32	9	171	4.05	
		%	36	17	22	21	6	100		
		Score	315	116	114	64	9	509		
	PRI	Fre	8	16	8	0	0	35		4.00
		%	25	50	25	0	0	100		
		Score	40	64	24	0	0	128		
Inducting head teachers, deputy head teachers, support staff and students on their roles in fire safety management using fire fighting equipments	SE	Freq	102	35	12	18	4	150	4.24	
		%	60	20	7	11	2	100		
		Score	510	140	36	36	4	726		
	PRI	Fre	16	11	3	2	0	32		4.14
		%	50	34	9	6	0	100		
		Score	75	44	9	4	0	12		
Overall Mean rating									4.20	

Key: SA-Strongly Agree , A – Agree U- Undecided D- Disagree SD- Strong Disagree SE-Secondary School teacher, PRI-Primary school teacher M.R- Mean Rating

Interpretation of Mean Ratings

- 1.00 – 1.44 Very low
- 1.45 - 2.44 Low
- 2.45 - 3.44 Moderate
- 3.45 - 4.44 High
- 4.45 -5.00 Very High

Table 7. Model Summary on influence of Safety standards Training on Implementation of Safety Standards in Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.644 ^a	.415	.400	.932	.415	28.382	5	200	.000

Predictors: (Constant) Safety Standards training

Table 8. ANOVA on Influence of Safety standards Training on Implementation of Safety Standards in Boarding schools in Rangwe sub-county

Model	Sum of Squares	Df	Mean square	F	Significance
Regression	123.355	5	24.671	28.382	.000
Residual	173.849	200	.869		
Total	297.204	205			

Dependent Variable: Implementation of Safety Standards

Research Objective: The Research objective was to establish the influence of safety standards training on the implementation of safety standards in boarding schools in Rangwe Sub-County. In order to establish the influence of safety standards training on the implementation of safety standards in schools, the Status or level of standards in schools and the status of training on safety standards were computed and the results were as shown in Tables 5 and 6.

The observation in the schools in the course of the study as shown in Table 5 revealed that the level of implementation of safety standard in secondary boarding schools in Rangwe sub-county was high with a mean rating of 4 while in boarding primary schools it was Moderate with mean rating of 3. Table 6 illustrates the responses on the influence of training on implementation of school safety standards guidelines.

Table 9. Multiple Regression Analysis on Influence of Safety Standards Training on Implementation of Safety Standards in Boarding Schools in Rangwe Sub-county

Model	Unstandardized coefficient		Standardized coefficient		
	B	Std. Error	Beta	T	Sig
Constant	2.484	.309	0	8.034	.000
Training is part of the preventive programme	.081	.064	.077	1.268	.206
Awareness creation on the importance of school safety standards guidelines.	.421	.056	.411	7.322	.000
Provide information on various hazards and their avoidance	.201	.051	.241	3.960	.000
Equip the personnel with special skills, knowledge to enable them to deal with new aspects of safety	.180	.066	.170	2.720	.007
Induct head teachers, deputy head teachers, support staff and students on their roles in school safety management	.315	.058	.331	5.397	.000

Dependent Variable; Implementation of safety standards; Regression Equation: $Y = \beta_0 + \beta_1 X_1 + \epsilon$

Through training, awareness creation on the importance of school safety standards guidelines is realized. This was revealed by 106(62%) and 26(74%) of the secondary and primary school respondents respectively who rated its influence as being very high and high. The respondents secondary school respondents rated the influence of training through awareness creation on importance of school safety standards guidelines as being high with a mean rating of 4.33 while their primary school counterparts rated its influence as being very high with a mean rating of 4.90. It was further established that 63(19%) of the secondary school respondents rated as very high the influence of training in implementation of safety standards by equipping the school personnel with special skills and knowledge on how to deal with the new aspects of school safety. On the other hand, 8(16%) and 16(50%) of the primary school respondents rated the influence as being very high and high respectively. The secondary and primary school respondents rated the influence of this item as being high with a mean rating of 4.05 and 4.00 respectively. Security challenges facing schools keep changing from time to time. Training inducts head teachers, teacher, support staff and students on fire safety management. The influence of this item was rated as being very high by 102(69%) of the secondary school respondents and 20(57%) of the primary school respondents. The secondary school and primary school respondents rated the influence of training on implementation of safety standards through inducting heads and principals as being high with a mean rating of 4.14 and 4.24 respectively. The study further established that training provides information on various hazards and their avoidance. The secondary school respondents rated the influence of this item as being very high with 116(69%) while 20(57%) of the primary school respondents rating its influence as being very high. The primary school respondents rated the item with a mean of 4.57 which a very high influence while secondary school respondents rated the item as having a high influence with a mean of 4.24. This concurs with Nderitu (2009) who found that lack of trained personnel in disaster management was a great challenge in schools. The respondents rated influence of training on implementation of safety standards guidelines in boarding schools in Rangwe sub-county as being high with an overall mean rating of 4.20. This concurs with Nderitu (2009) who found that lack of trained personnel in disaster management was a great challenge in schools. To establish the influence of safety standards training on the implementation of safety standards in schools, status of safety standards training was regressed against the status of implementation of safety standards in schools. The results were as shown in Table 7.

From Table 7 it can be noted that safety standards training accounted for 40% of the variation in the implementation of safety standards in the school as signified by the Adjusted R Squared 0.400. this means that the safety standards training had an influence of 40% while 60% was due to other factors that were not subject to this study. To establish whether safety standards training was a significant predictor of the implementation of safety standards in schools, ANOVA was computed and the results were as shown in Table 8. From Table 8, it can be observed that Safety standards Training was a significant predictor of safety standards in schools ($F(5, 200) = 28.382, p < 0.05$). This means that Safety standards Training can be relied upon to explain the implementation of safety standards in schools. To establish the actual influence of safety standards training on the implementation of safety standards in schools, multiple regression analysis was computed and the results were as shown in Table 9. From Table 9, it can be noted that different aspects of training significantly influenced implementation of safety standards in boarding schools. That is, awareness creation on importance of safety standards, provision of information on various hazards, equipping the personnel with special skills and knowledge to deal with new aspects of safety and inducting personnel on their roles in school safety management but training taken as part of preventive programme through sensitization seminar is not significantly influence implementation of safety standards. The regression equation provides the model that can be used in predicting the influence of safety standards training on implementation of safety standards in schools.

DISCUSSION

It is only through training that the head teachers and principals are made aware of the various provisions in the school safety standards manual. It is during such forums that the principals and head teachers are reminded of the various provisions like that of ensuring that they should be doing regular spot checks of dormitories before learners retire in bed (Republic of Kenya, 2008). This concurs with Nderitu (2009) who found that lack of trained personnel in disaster management was a great challenge in schools. Security challenges facing schools keep changing from time to time and its only through training that school administrators will be able to identify this threat and the best ways of dealing with them. For example, acts of terrorism and violent extremism are the new threats facing schools. On 14 of April 2014, 276 girls were kidnapped by Boko Haram terrorists in Northern Nigeria. In 1998, gangsters stormed Hawinga girls and raped students (Oriang, 2016).

Successful implementation of school safety require a series of induction courses for the school administrators. Through training head teachers and principals are inducted on their roles in school safety implementation. The Quality Assurance and Standards Officer confirmed during the interview that the Ministry runs a series of induction courses on school safety to newly deployed school administrators to bring them up to the level with the various provisions of the safety standards. "Through such trainings we are able to bring them up to the level of what is expected of as school administrators on implementation of school safety" (Quality Assurance and Standards Officer). A study by Rono and Wambua (2009) established that schools in Turkana sub-county had not conducted adequate training of staff and students on how to prevent violence. It was further established that 75% of the teachers and students didn't know how to use fire extinguishers. Kukali (2009) contends that lack basics about fire safety or how to respond in the event of fire tragedy is to blame for the large number of casualties. According to Gathoni (2013), teachers lack training and information on administration of first aid despite being entrusted with the responsibility of administering the same to their colleagues and students. Most boarding schools in Rangwe sub-county are yet to comply with the safety standards guidelines. These findings concur with those of other researchers namely Nderitu (2009), Omolo and Simatwa (2010) and Kirui (2011) that most schools had met some effort to comply with the requirements of school safety standards.

CONCLUSION

Training on safety standards influences implementation of safety standards by equipping head teachers, deputy teachers, support staff and students with desired skills and knowledge in the management of school safety standards. It also creates awareness on the importance of school safety standards guidelines and it also provides information on various hazards and their avoidance.

RECOMMNDATIONS

- Principals and head teachers of schools should ensure that students, teachers and non teaching staff are conversant with the information contained in the school safety standards manual of 2008.
- Training on protocols on managing school disaster be practiced in schools biannually.
- Schools should be equipped with safety detectors to make them safer.
- Schools should have appropriate warning systems for many of the disasters that often occur.
- Schools should have safety standards school committees charged with the responsibility of ensuring that school safety standards manual guidelines are adhered to.
- Teachers Service Commission should put in place the requirement that for teachers to be registered they must show evidence that they have successfully completed training in different aspects of student safety management in schools.

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