



Leadership Management

Elixir Edu. Tech. 149(2020) 55061-55067

Elixir
ISSN: 2229-712X

Effect of Students Discipline on Safety Measures in Public Boarding Secondary Schools in Trans-Nzoia County, Kenya

Dr. Alunga Jane Udali
University of Eldoret.

ARTICLE INFO

Article history:

Received: 12 November 2020;

Received in revised form:
10 December 2020;

Accepted: 22 December 2020;

Keywords

Students,
Discipline,
School,
Safety,
Measures.

ABSTRACT

Education is bound to be affected if safety and security concerns of students are not addressed fully. With the emergence of the need to present ideas, views and opinions, students usually engage in unruly behavior aimed at seeking attention from the management to listen to them. The objective of the study was to determine how Students discipline affects safety measures in public boarding secondary schools in Trans- Nzoia County, Kenya. The study used descriptive survey research design. The study targeted 40 principals, 754 teachers, 22,562 students and 84 security officers in 40 public boarding secondary schools in Trans-Nzoia County. Simple random sampling and purposive sampling procedure were used to select boarding secondary schools. The total sample was 403 respondents which comprised of 20 principals, 143 teachers, 220 students and 20 security officers. Questionnaires, interview schedule, document analysis, observation checklist and focus groups were used as data collection instruments. Data was analysed using descriptive statistical techniques that were frequencies and percentages. Data was presented in tables and charts. The study established that student indiscipline was a safety threat to other students. The common indiscipline cases were theft, sneaking, drug abuse and fires. Drugs and substance abuse played a major role in influencing indiscipline in secondary schools. This study recommends that teachers under the supervision of the principals should conduct regular impromptu search of the students' items and the school facilities in order to discover security gaps that need to be sealed in the schools. The students, teachers, security officers and any other stakeholders should be sensitized on the safety rules.

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Introduction

Mayer (2007) states that, school discipline is a key to school safety. He states that the simplest rules are the building blocks of school discipline. Enforcement of the school rules should be taken seriously by all staff. When a school enforces discipline among the students, it sends a strong message of safety to the student body. Many of these rules will be specific to the school and the community that it serves, but some rules are universal among all schools. With this in mind, he proposes that creating a safe school is a fundamental concept that all schools should consider in an effort to successfully educate the students. According to Garegae (2007) lack of discipline interferes with the teaching and learning process, manifests itself in various ways including bullying, vandalism, alcohol and substance abuse, truancy, inability or unwillingness to do homework. He further says that if children are not properly taught moral issues, they graduate into criminal gangs instead of educated citizens who could develop the socio-economic sector of the country.

With the emergence of the need to present ideas, views and opinions, students usually engage in unruly behavior aimed at seeking attention from the management to listen to them. Some of the commonly known students' malpractices aimed at venting grievances include unrests, arson attacks, vandalism, and damage of property. The U.S. department of justice observed that arson cases involving adolescent involve

elements of low level of intent, curiosity, or maliciously using fire as a weapon to instill fear (U.S. Department of Justice: Federal Bureau of Investigation, 2011).

With regard to arson attacks among juveniles, the cases increased by 6.2% in 2015 as compared to 2014. In 2005, the FBI reported 13,315 arson cases, 9% having involved children of school going age. Comparatively, arson cases as reported by the government of U.K. In the period 2014/2015, 496,000 arson cases were reported in the England as compared to approximately 1 million arson cases in the period 2003/2004 (Gaught, Gallucci and Smalldridge, 2016). Juvenile in England as opposed to United States engage in few arson attacks because of strict rules and regulations governing the conduct of juveniles.

As a result of the global nature of Student insecurity, various policies have been developed to protect the child. Due to the frequent shootings and drug penetration into the schools, the American government in conjunction with the department of education came up with a number of policies. The purpose was to create safe schools (Federal Research Division, 2017). Some of them are; Federal Legislation for safe and Drug Free Schools, Gun Free School requirements, Improving America's School Act, 1994, No Child Left Behind Act, 2001, Safe School/ Healthy student Initiative, 1999-2013 and Supportive School Discipline Initiative, 2011-2016. The policies emphasize the need to regularly identify

dangerous schools, types of offences involved and provide a safe public-school option.

Regionally, Nigeria came up with a Safe School Declaration Policy in 2016 in order to promote security and safety in schools. This requires school managers to identify early warning signals and regularly train teachers, parents and students on emergency preparedness. Through the policy, school managers and stakeholders are required to highlight the incidences and impact of attacks on students, promote effective programmes and policies to protect attacks, prevent and respond to insecurity accordingly, adhere to existing international laws protecting and strengthening norms and finally fight impunity for attacks on students by promoting and supporting a range of accountability measures (UNICEF, 2016).

Maphosa and Mammen (2011) established that teachers' input into the prevalent forms of students' indiscipline reflect on safety and security in schools and classrooms in South African Schools. The study found the following forms of indiscipline: absenteeism, truancy, bullying, threatening other learners, theft, verbal attacks on fellow learners, assault on fellow learners, graffiti on classroom and toilet, vandalizing school property, verbal attacks on teachers, substance abuse, sexual harassment and indecent assault on female learners were prevalent forms of indiscipline. The study concluded that there were numerous disciplinary problems in schools as reported by teachers ranging from the minor to more serious ones and recommended that teachers should always be on the lookout for different forms of learner indiscipline in schools and classes in an attempt to create safe and conducive learning environment.

In East Africa, arson cases among juveniles have been on the increase especially in the wake of the 21st century. In recent cases of arson attacks in schools were experienced in Uganda, Masaka School was ablaze in 2012 killing five students and leaving more than 50 foreign students stranded (Jjingo, 2012). In 2009, 12 students in Tanzania were killed while 20 others were injured after their school dormitory caught fire (France-Presse, 2009).

In 2001, Kenyan government banned the use of corporal punishment in schools thereby changing the dynamics in the way behavior of students is regulated by teachers at school. In 1998, a dormitory of Bombolulu girls went on fire that killed 26 girls who were asleep at the time the fire started (Kasami, 2016). A commission of inquiry that was set up revealed that the cause of the fire was electricity fault; however, there were allegations that the fire was intentionally started. In 2001, just a few months after the banning of corporal punishment in schools, Kyanguli boys' secondary school went ablaze killing 67 students and destroying property worth millions of Kenyan shillings in one of the most severe school fires in Kenyan history (Burrow, 2009).

Although investigations were conducted, the cause of the fire was never made public; though, locals allege that the fire was deliberately started. Masese, Nasongo and Ngesu (2012) explored the extent and panacea for drug abuse and indiscipline in Kenyan schools. The study concluded that drug abuse is rampant in schools and is responsible for a number of indiscipline cases. As such there is need to address this menace. Cases of school unrests, drug and substance abuse among other juvenile vices have been on the increase since then because lack of effective disciplinary measures to regulate behavior. Oduor (2016) reports that so far at least 117 schools have been set ablaze by students who focus on

majorly dormitories with a few cases reported to destroy administration blocks, laboratories, dining hall among other infrastructural developments.

In Trans-Nzoia County, in 2011, a dormitory was burnt to ashes at night when students were in their respective classes for their evening preps session. Even though no student succumbed to the fire, the school management and the students lost millions worth of properties. Investigations were launched to find out the cause of the incidence, but findings reveal that the fire was deliberately started. As at the end of July, 2016, Mwangi (2016) reports that in Trans-Nzoia County, three schools have been set ablaze and they include Kapsara Secondary, St. Theresa Girls' Bikeke, and St. Francis Surerwa secondary school. Despite the move to enhance security and engage students in friendly conversations, students have continued to burn school facilities. This therefore forms the major problem, which this study seeks to establish the effects of increased indiscipline cases in secondary schools on student's safety.

Literature

Safety Standards Manual

The safety standards manual released to schools by the Ministry of Education suggests that safety committees perform periodical examinations of the safety standards and procedures to pick out possible limitations and develop plans to overcome these limitations (MOE, 2008). They need to test the plans to measure their effectiveness and efficiency; this is to help determine areas that require improvement (Meyers, Durlak and Wandersman, 2012). The policies should also be evaluated against their effects on the safety of the learners (Allison and Bartley, 2012). The head-teachers are required to keep reports of the safety policies implemented at their schools to enable successful reviewing and monitoring (MOE, 2008). The ministry of education has held the teachers responsible for keeping track of information regarding school safety and updating the school head-teacher about the status of safety. They are also charged with the actual implementation of security policies and procedures (MOE, 2008). By the year 2011, most schools had not set up safety committees, nor trained their teachers on security management (Wanyama, 2011).

A study conducted by Ronoh (2018) established that schools had not implemented majority of the recommendations in the safety standards manual put in place by the year 2008. To improve the management of student safety, studies have recommended that schools employ qualified security staff. The security staff should undergo periodical training to refresh their knowledge and update their skills in dealing with various security threats. The TSC (2017) strongly advocates for parents to be involved in the lives of their children by providing proper guidance. This move is especially aimed at combating bullying and drug abuse in schools. The same commission outlaws the keeping of canes in the staffroom and the use of corporal punishment against learners as a way of ensuring their physical and mental safety.

Another measure to improve learner's safety is the outlawing of illegal school tuition; to this end, learners are only supposed to stay in school within the designated term dates. The TSC also encourage schools to hold guidance and counseling sessions for their students about drug abuse. The teachers should sensitize the learners on the dangers of drug abuse and that they should develop strict surveillance programs that will enable them to protect the students against

drugs. The commission further instructs school heads to coordinate with security agencies to address harmful cultural practices such as early marriages and child labour in a bid to secure the learners (Ronoh, 2018).

Compliance with safety standards can be dependent on the number of students at an institution. When the number of students in an institution is high, there is likely to be a lower level of compliance. High students' population compromise the use of facilities and usually result in poorly designed classrooms and poor spacing in dormitories (Ng'ang'a, 2013). Students should be trained on how to give first aid and how to respond to evacuation procedures through fire drills and field marshals; this will lessen the effects of a disaster if it occurs (Gathoni, 2013).

Students ought to be taught relevant safety procedures and how to protect themselves from potential threats. The schools' administration and management should ensure that the school environment present a conducive environment for their learners. The schools' designs should be reflective of the Ministry of Education's safety guidelines and security plan; they should have an emergency preparedness plan that involves all the stakeholders (Leandri, 2011).

The effects of incompliance to the Ministry of Education safety guidelines lead to the rise of security costs, a rise in unease among learners, interrupted learning programs and schedules, high absenteeism, and high transfer rate for both students and teachers (Kirui, Mbugua and Sang, 2011). Although the government is trying to reinforce safety in schools through the development of security programs and policies, more schools are faced with increased cases of unruly student bodies and strikes. These unrests are often violent and result in the destruction of property and sometimes the loss of life. After an arson attack that resulted in the death of two students at Enderasha Boys Secondary School in Kieni, the school's chaplain attributed the incident to drug and substance abuse by some students. Students can easily access drugs under the unsuspecting eyes of their teachers and those charged with their security.

Student Indiscipline

Schools need to comply with the ministry guidelines in order to be prepared to prevent or handle insecurity cases when they occur. The most common threats to safety in schools include bullying, destruction of property, drug abuse, and indiscipline among students (Matsoga, 2003). According to Ruto (2009), students' safety is vital in school and when they are out of school to ensure the soundness of their physical and mental health. Students who have experienced incidences where their security was threatened usually end up being affected mentally or physically. There have been rising incidences in Kenya where the security of school going children has been threatened; the most common ways have been through the rise of school fires and sexual assault. The World Health Organization (WHO) estimates that 36 – 62% of all sexual assault victims are aged below 15 years.

Matsoga (2003) observed that Indiscipline among learners can be a security threat to the other students in schools. Indiscipline inhibits the learning process. Learning is highly dependent on environments that provide the right conditions for both the teachers and learners. Indiscipline often gives rise to other problems such as drug and substance abuse, and incitement among the students to engage in unlawful behavior and lead to school unrests. Indiscipline may encourage students to bring to school dangerous weapons that threaten the safety of the other students. In a study conducted by

Kirui, Mbugua and Sang (2011), teachers in Kisii County expressed that they faced security problems at their schools. The guards at the schools admitted to facing tough security challenges at their school stations. These security challenges included school unrests, pilferage, destruction of property, arson attempts, trespasses, as well as bullying.

According to Kirui et al., (2011), there have been numerous fires in schools in the past few years that some have resulted in the death of students; all of them have resulted in massive destruction of property. Some of these cases are a result of students' dissatisfaction and disagreements with the schools' administration. Some of the concerns of the students include restricted freedom, unsuitable boarding facilities and harsh terms by the teachers. Study by Ruto (2009) established existence of threat of drug abuse among the students in Kenya. Drug abuse affects the students' ability to focus on their education and their mental and physical health in the long-run. Teachers need to develop programs to fight the drugs menace in schools and also back the government's ban on billboard and televised advertisements of alcohol and cigarettes. The teachers should develop an initiative to incorporate in the media segments that promote the fight against drug abuse among students.

Ronoh and Kyalo (2010) observed that students use petrol for a dual purpose of burning and inhaling. Petrol-based drugs are known to impair judgment because they are mind-altering drugs. The quiet crisis in schools and lack of effective communication between learners and teachers are what causes students to instigate killings and destruction of property. The need to experiment, stress, and depression, early exposure to drugs and illicit substances, and low self-esteem are some of the reasons that cause drug and substance abuse, which in turn encourage students to engage in malicious and juvenile delinquency among them arson attacks.

The National Authority for the Campaign against Alcohol and Drug Abuse, NACADA conducted a survey in Kenya in 2015 in 17 counties and noted that cases of drug abuse among teenagers were on the increase and that such teens risked their lives and those of persons close to them (Mwiringi, 2016). Relative to that, situations where students are given too much pocket money by parents, relatives, and friends encourage them to engage in drug and substance abuse, which lead to indiscipline cases involving fighting, arson, sexual offenses, and vandalism among others (Ausseill, 2016).

Kavutha and Egerton (2015) conducted a study in Matiyani District in Kenya with an aim of establishing the influence of drug use on academic performance. In her findings, the researcher found out that, most schools that performed poorly had leading cases of drug and substance abuse and furthermore, had reported cases of unrests and other violent crimes among learners. Based on Kavutha and Egerton (2015) findings, it is true that students' unrests are majorly caused by drug and substance abuse and educationists ought to formulate strict policies and reform the entire sector to prevent cases of violent crimes within the school setting. Most scholars who have analyzed the cases arson attacks in secondary schools agree that the school community, parents, and other education stakeholders have not been working jointly to regulate the behavior of learners.

Theoretical framework

This study is based on Abraham Maslow's Hierarchy of Needs Theory (1943). The proponent, Abraham Maslow presented a hierarchy of needs model using the terms

physiological, safety, social, esteem and self-actualization to describe the pattern that human motivations generally move through. Physiological and safety needs are considered lower level while social, esteem and self-actualization are said to be the high-level needs. He believed that human beings possess a set of motivation systems that are not related to rewards or unconscious desires. According to Maslow, individuals are motivated by the unsatisfied needs in each level. The human psychological needs are arranged with the understanding that people are incapable of paying higher attention to higher level needs when lower level needs remain unmet. Once the needs are met, they cease to be motivators and the individual moves up to the next level. The lower level needs include food, shelter, clothing, shelter and safety. With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. Absence of safety may be due to war, natural or man-made disaster. The safety needs are protection from elements, security, order, limits and stability financial security, health and well-being of an individual.

The theory supposes that humans prefer a safe, organized and predictable world. They avoid physical harm and chaos and in cases of threats, safety needs predominate. Maslow supposed that all humans struggle to reach the highest levels of their abilities and that everyone is capable and has the desire to esteem needs and self-actualization levels. The theory has been critiqued for its little proof to bear its hierarchical aspect. For instance in some cultures, communal needs are placed before any needs. There is also little proof that people are motivated to gratify only one level at a time (Babayusi, 2011). This theory is relevant to this study because it prioritizes safety as a basic human need. In regard to this study, for a school to achieve its education mission it is important to make students feel safe and secure. Depriving students of a safe and secure learning environment is simply denying them their fundamental human right.

Research methodology

This study utilized descriptive survey research design. Kothari (2009), views a research design as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure. This study employed surveys, interviews and focus group discussion which make the design ideal (Creswell, 2012).

The study targeted 40 principals, 754 teachers, 22,562 students and 84 security officers in the 40 public boarding secondary schools. The schools are categorized into four groups comprising of 2 national schools, 8 extra county schools, 21 County schools and 9 sub-County schools. Creswell (2006) suggest that a sample of 30% and above can be enough for a study.

The researcher selected 20(50%) of the 40 public boarding secondary schools in the study area using purposive, stratified and simple random sampling techniques from the 2 National schools, 8 public boarding Extra County schools, 21 public boarding County schools and 9 public boarding Sub-County schools. The schools were further stratified as: Public boys' boarding schools, public girls' boarding schools and public mixed boarding schools. During the time of data collection, there were 17 public boys' boarding schools, 20 public girls' boarding schools and 3 public mixed boarding schools.

The 2 national schools were purposively selected for inclusion in the study. 4 extra county schools, 10 county

schools and 4 sub-county schools were proportionately selected across the strata based on gender for this study. Therefore, using proportionate random sampling, 2 boys' schools and 2 girls schools were selected from the extra county category, 5 boys schools, 3 girls schools and 2 mixed schools were selected from the county schools category and 2 boys school, 3 girls schools were selected from the sub-county schools category. Every principal was purposively sampled as each school has one principal.

The researcher purposively sampled one security officer from each of the twenty sampled schools. Therefore, 20 principals and 20 school security officers in the schools sampled were purposively included in this study. There were 387 teachers and 11570 students in the 20 sampled schools representing 51.3% of the total number of teachers (754) and students (22562) respectively in the 40 public boarding secondary schools. For the purpose of this study, the teachers' and students' samples were obtained using coefficient of variation.

Nassiuma (2000) asserts that in most surveys, a coefficient of variation in the range of $21\% \leq C \leq 30\%$ and a standard error in the range $2\% \leq e \leq 5\%$ is usually acceptable. The study therefore, used a coefficient of variation of 30% and a standard error of 2%. The higher limit for coefficient of variation and standard error was selected so as to ensure low variability in the sample and minimize the degree of error. Nassiuma (2000) gives the formula as follows:-

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where, n=S size, N=Population, c=covariance, e=standard error

For the teachers, N=387, therefore:

$$n = \frac{387*(0.3)^2}{(0.3)^2 + (387-1)*(0.02)^2}$$

$$n = 143 \text{ respondents}$$

For the students, N=11570, therefore:

$$n = \frac{11570*(0.3)^2}{(0.3)^2 + (11570-1)*(0.02)^2}$$

$$n = 220 \text{ respondents}$$

A sample of 220 students was selected proportionately from each of the selected 20 schools. A sample of 11 students was randomly sampled from the school prefects. Questionnaires with closed and open ended questions were administered to 143 teachers in the 20 sampled boarding secondary schools, oral interview to 20 Principals and 20 security officers and Focus group interview was administered to the 220 students.

Results

Student Indiscipline cases

The study sought to find out the extent to which student discipline levels affect the student's safety. The majority 90(75%) of the teachers revealed that drug abuse was the most prevalent indiscipline case. Drug abuse commonly involves use of cigarettes, bhang and alcohol which are illegal in public secondary schools. However, the least 30(25%) identified that school unrests was the other cases of indiscipline. The study sought to find out how the schools dealt with indiscipline cases.

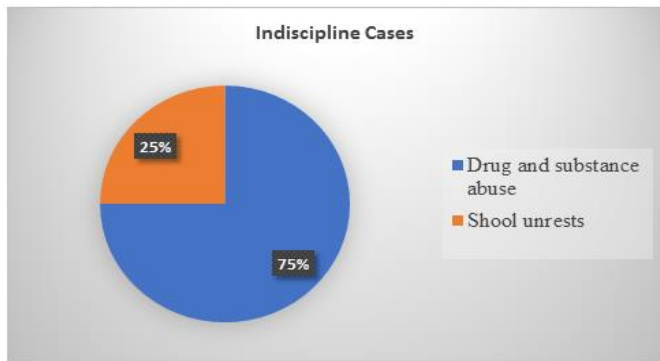


Figure 1 Student Indiscipline cases

Ways Indiscipline affects school safety

The data was collected from teachers through questionnaire, from students through focus group discussion guide and from the school principals and security officers through the use of interview guide. Information concerning ways that indiscipline affects school safety was sought from teachers and presented in Table 1.

Majority 50(41.7%) of the teachers agreed that student indiscipline is a safety threat to other students, with 40(33.3%) strongly agreed and 30(25.0%) disagreed. This finding indicates that student indiscipline is a security threat to the schools in Trans Nzoia County. The findings by Kirui, Mbugua and Sang (2011) revealed that a number of school fires were as a result of students' dissatisfaction with the school administration due to restricted freedom, unsatisfactory boarding facilities and harsh rules by the teachers.

The results show that 56(46.7%) of the teachers agreed that all avenues for drug entry into school were sealed. The second highest 34(28.3%) strongly agreed and the lowest 30(25.0%) disagreed. This implies that to a certain extent, avenues for drug penetration into schools have been sealed but not all. There are still schools where drug entry is experienced in Trans Nzoia County. The responses from student focus discussion and the security officers about common crimes revealed that drugs get into schools through some support staff that have stayed for too long in the stations and have created close relationship with students and the management.

Majority 50(41.7%) of the teachers who participated in this study agreed that indiscipline students get drugs to school which make them engage in bad behaviour. 6(30.0%) disagreed and the lowest 34(28.3%) strongly agreed. This is in line with the findings of Kombo and Tromp (2006) who established that indiscipline students get drugs to school which make them engage in bad behaviour such as theft, murder and sneaking.

The responses from student focus discussion and the security officers about common crimes revealed that drugs get into schools through some support staff that have stayed for too long in the stations and have created close relationship with students and the management. One student stated that, "the drugs are kept in mattress and pillow cases and others in the latrine ventilations. They are used in the latrines and at times the security officer guards the perpetrators from outside"

This agrees with the Ministry of Education (2001) report which found out that drugs are sold to students in schools without the knowledge of the parents and teachers. Gikonyo (2005) associates drug abuse with cases of student unrest in schools. Teachers need to develop programs that fight advertisement and use of drugs in schools. This is also in agreement with the views of Ruto (2009) who assert that drug penetration into schools cause students to lose focus and exhibit criminal character. Unfortunately, the parents, teachers and the administrators are not aware how, where and when the illegal trade goes on.

From the study majority 60(50.0%) of the teachers agreed that Illicit drugs are available depending on how much money a student has, with 42(35.0%) strongly disagreeing and 18(15.0%) disagreeing. It should be noted that whenever one uses illicit drugs, his/her ability to think and act normally changes and the victim behaves unconsciously especially if he/she is in a group. The study established that at least 43 (35.8%) of the teachers agreed that most students get their first experience of drug abuse in school, 36(30.0%) were undecided and 6(5%) disagreed.

This agrees with Mwirungi (2016) that cases of arson attacks in schools in Kenya are high and reports from NACADA, that students in learning institutions are actively involved in drug and substance abuse. Considering the low level of security, students and the external community are able to smuggle drugs into learning institutions where they sell to students. It is true that if drugs and other illicit substances can be smuggled into the school community, then students can buy any quantity at given prices. Furthermore, the security personnel manning the schools were no trained and they lacked the capacity to handle students especially those who were up for mischief. Relative to this, it was true that students would access any illicit drugs in any quantities depending on the amount of money they had. In many schools, it was noted that cases of drug and substance abuse were highly reported because the security was poor; there were no strict monitoring of students who leave and those who enter the school.

Table 1. Ways Indiscipline affects school safety.

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Student indiscipline is a safety threat to other students	40	33.3	50	41.7	0	0.0	30	25.0	0	0.0
Avenues for drug entry into school are sealed	34	28.3	56	46.7	0	0.0	30	25.0	0	0.0
Indiscipline students get drugs to school which make them engage in bad behaviour	34	28.3	50	41.7	0	0.0	36	30.0	0	0.0
Illicit drugs are available depending on how much money a student has	42	35.0	60	50.0	0	0.0	18	15.0	0	0.0
Most students get their first experience of drug abuse in school	35	29.2	43	35.8	36	30.0	6	5.0	0	0.0

Table 2. Level of Student Safety in Public Secondary Schools.

Statement	Very safe		Moderately safe		Do not know		Not safe		Not very safe	
	F	%	F	%	F	%	F	%	F	%
Fires	8	6.7	60	50.0	0	0.0	30	25.0	22	18.3
Strikes	16	13.3	48	40.0	0	0.0	46	38.3	10	8.3
Robbery	12	10.0	57	47.5	0	0.0	51	42.5	0	0.0
Disease outbreak	14	11.7	80	66.7	0	0.0	26	21.7	0	0.0
Safety against child abuse	18	15.0	64	53.3	0	0.0	38	31.7	0	0.0

Student Safety

The dependent variable for this study was student safety. The level of student safety in public boarding secondary schools in Trans-Nzoia County was measured using five-point Likert scale statements where: 1-Very safe, 2-Moderately safe, 3-Do not know, 4-Not safe, 5- Not very safe. For the purpose of this study, 'very safe' and 'moderately safe' were considered as 'safe' while 'not safe' and 'not very safe' were considered as 'not safe'. The teachers were asked to state the extent to which they thought the students in their schools were safe. Teachers' responses are presented in Table 2.

At least half (50.0%) of the teachers stated that the students were moderately safe of fires, while 30(25.0%) stated that the students were not safe and 22(18.3%) of the teachers stated that the students were not very safe of fires. 48(40.0%) of the teachers stated that the students were moderately safe of strikes whereas 46(38.3%) stated that the students were not safe of strikes and 16(13.3%) stated that the students were very safe of strikes. 57(47.5%) of the respondents stated that the students were moderately safe of robbery whereas 51(42.5%) stated that the students were not safe of robbery and 12(10.0%) stated that the students were very safe of robbery.

Majority 80(66.7%) of the teachers were of the opinion that the students were moderately safe of outbreak of diseases. 26 (21.7%) stated that students are not safe of disease outbreak whereas the lowest number 14(11.7) rated students as very safe of disease outbreak. There were more than half 64(53.3%) of the teachers who asserted that the students were moderately safe against child abuse, 38(31.7%) stated that they were not safe and 18(15.0%) stated that they were very safe. This implies that majority of the teachers generally rated students' safety as moderate. UNICEF (2006) advocates for 100% child protection. The Kenyan policy on children rights also advocate for 100% protection of the children.

During focus group discussion with the students and interviews with security officers and school principals, the respondents were asked to state the common crimes in their schools. The respondents agreed that in almost all the schools, the common crimes were theft, sneaking, drug abuse, fires, students' indiscipline, corporal punishment and bullying by prefects. This was similar with the findings of a study done by Matsoga (2003) who established that the most common threats to safety in schools include bullying, destruction of property, drug abuse, and indiscipline among students.

Kirui (2011) asserts that there have been numerous fires in schools in the past few years that some have resulted in the death of students; all of them have resulted in massive destruction of property. Some of these cases are a result of students' dissatisfaction and disagreements with the schools' administration. Some of the concerns of the students include restricted freedom, unsuitable boarding facilities and harsh terms by the teachers.

Conclusion

The student indiscipline was a safety threat to other students. The common indiscipline cases were theft, sneaking, drug abuse and fires. Drugs and substance abuse played a major role in influencing indiscipline in secondary schools. Once the students used these drugs, their actions and behavior are unconscious.

Student discipline has an effect on the compliance with student safety standards among the secondary schools in the

study. There were indiscipline cases that pose a threat to the student safety. The administration always dealt with such cases firmly via the disciplinary committees.

Recommendation

This study recommends that teachers under the supervision of the principals should conduct regular impromptu search of the students' items and the school facilities in order to discover security gaps that need to be sealed in the schools.

The students, teachers, security officers and any other stakeholders should be sensitized on the safety rules. The principal in collaboration with the guidance and counseling department should also identify one faithful student and security officer who can provide information concerning student indiscipline cases.

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