RESEARCH ARTICLE

STAKEHOLDER'S LEVEL OF AWARENESS ON LEARNER'S SAFETY IN PRIMARY BOARDING SCHOOLS IN NORTH RIFT REGION, KENYA

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Manuscript Info

Abstract

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According to studies and reports, a lack of commitment to safety policies causes children to feel unsafe in schools. This study aimed to determine the stakeholder's level of awareness on learner safety in primary boarding schools in the North Rift Region, Kenya. The study employed a convergent design. The targeted population was derived from 161 Public and Private Primary Boarding Schools in the North Rift Region. The target population was 813, comprising of 161 head teachers, 322 teachers, 161 BOM chairpersons, 1610 pupil representatives and 8 QASO. The sample size for this study was 685 respondents comprising of 48 schools where 48 head teachers, 96 teachers and 8 QASO Officers, 48 BOM chairpersons and 483 pupil representatives. The researcher stratified schools from the 8 counties in the North Rift Region. The study used questionnaires, interview schedules, focus group discussions and observation checklists as the main data collection instruments. Data were both quantitative and qualitative. Data were analyzed using the thematic method. The study established that stakeholders' level of awareness has a positive and significant effect on the safety of learners (β=.996, p=0.000). The study concluded that not all stakeholders are involved in decision-making regarding the safety policy implementation and training and induction courses for safety in the school. The Safety Standards Manual for Schools, being a Ministry of Education publication, should be availed to all school heads.

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Introduction:-

In order for regional and national members to realize school safety, the United Nations Educational Scientific and Cultural Organization (UNICEF) issued a School Safety Manual as a tool for teachers in Africa. The Manual was produced as part of a Teacher Training and Development for Peacebuilding in the Horn of Africa and surrounding countries project. It aimed at introducing teachers to the knowledge and skills needed to establish, maintain and sustain basic school safety (Roorda, Koomen, Spilt, & Oort, 2011). The Manual states that it is the responsibility of schools to provide a safe environment for their students.

Belmont Primary School Health and Safety Policy's objective is to ensure, as far as is reasonably practicable, that no person is placed in a position where injury or ill health is caused as a result of the building or any procedures/practices carried out within the school. The Governors, principals and senior management teams will pay

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particular attention to the provision and maintenance of the following; a safe and healthy working environment with safe access and exits, well-maintained plant, equipment and systems, safe storage of substances for example, cleaning and equipment, information and/or training which allows all employees to avoid hazards and contributes positively to health and safety at work.

In Spain, Pons and Aguado (2012) explore the concept of safety as schools interpret it and analyze the extent to which schools are committed to the goal of creating safe and healthy school environments. The study also identifies organizational and management practices that promote the safety of school staff and users. It was noted that creating safe and healthy environments was not always an explicitly endorsed principle or goal for schools. However, all members of the educational community were involved in ensuring adequate levels of school safety; diverse management and organizational actions and measures were implemented to ensure physical, emotional and social safety, consequently influencing teaching and learning processes in schools.

School physical facilities safety implementation mirrors individual, school prevention, and wider community disaster prevention efforts. Safety plays an important role in schools (Herlianita, 2017). Ensuring student safety has been part of African countries' ethical framework for decades. Schools also have legal responsibilities for safety. Like other public services, and schools are adapting to a period of considerable change and continuing to meet existing challenges. Safety education and integrating 'risk' within the curriculum are key to this. Meanwhile, schools have a primary duty to safeguard the staff and young people in their care while at the same time creating the 'risk-aware, but not risk-averse' citizens of tomorrow (Hart, 2013).

In promoting a safe school environment in South Africa, current approaches to enhancing school safety have been put in place. These approaches include exemplary programmes such as Zulu and Urbani (Van der Merwe & Van der Walt, 2004). Zulu involves developing partnerships among schools, parents, local businesses and community organizations in implementing model programmes that address the security needs of individual schools. The Crisp project organizes school safety teams to link parents, schools, local organizations and police. Cass is a comprehensive model involving local community partners, national government development guidelines and support materials for school managers, educators, and safety committees. This has strengthened school-community partnerships and child participation and consequently addressed the aspects of the teaching-learning environment and educational quality (Topping & Wolfendale, 2017).

Literature Review:-

A study by Manigo and Allison (2017) on the level of awareness of safety policy in boarding primary schools found that fifty percent of the school heads agreed that it was necessary to improve the Occupational Safety and Health (OSH) status in their school. Seventy-five percent (75%) of the school heads admitted that some students had some accidents or other injuries outside their schools (such as road accidents while going to or from school and during school-related activities). Most of the school's valuable properties were deemed safe from being stolen. Twenty-eight (28) school heads said that the school properties were not totally safe from burglary despite the fact that school storerooms were all provided with safety grills. About ninety percent (90%) of the school heads said the movements of visitors in their schools were under supervision, while only 8.6% of the school heads said that visitors were not under good supervision.

Safety and health are one of major concerns as public health issues. Many injuries or accidents are reported in the news, including school accidents and injuries. Methodology: This survey was conducted among the head of primary schools in Kota Bharu from May to June 2004. The study showed that headteachers' knowledge of safety and health was relatively low (7.7%). Forty-two percent of the schools did not implement any safety and health programme, while more than 50 % did not have safety policies in their school. It is necessary to have specific safety programmes in schools to improve safety and health awareness among teachers, staff, students and the community.

Safety and security among school children are important aspects of health. Providing a safe and secure environment is a top priority for educators throughout the country. Through careful evaluation, planning and communication, we can help maintain a safe learning environment (Kazemi, Pichini, Scappaticci & Savic, 2016).

According to the Occupational Safety and Health Administration (OSHA), employers should write a policy statement indicating that the management accepts and commits responsibility for the safety and health of the employees and others affected by work activities. Safety and health should explain the organisation's commitment to

safety and health to all levels of management, the role of workers, the policy implementation, the structure and functions of safety and health committees and other in-house safety and health arrangements. Written policy documents deal with practical systems and procedures. It concerns mainly potential hazards and methods of dealing with them (Kazemi al., 2016).

Kerr and King (2018) pointed out that the majority of primary schools in the district surveyed did not have any specific safety and health programme. Some specific activities prescribed were emergency response planning and training, such as fire drills and safety guidelines in laboratories used by teachers, staff and students. Some schools, though, held campaigns to promote a safe and healthy lifestyle among students and teachers. Currently, the Ministry of Health is holding some health programmes for school children, specifically for immunization and medical surveillance among students. Children are exposed to accidents which cause injuries to students every day while going to or from school. Therefore, traffic congestion should be improved on the roads in order to provide a safer environment for pedestrians, bicyclists, and motorists alike and promote safety awareness among children walking and cycling to school. This strategy will help reduce accidents and injuries among children who walk or cycle to school.

Safety policy is unlikely to be successful; employees themselves are involved. In this connection, the school reminds all employees to be responsible by working for their own safety and that of other employees, including pupils and public members. All staff should cooperate with the school as to enable them to carry out their responsibilities. Everyone is responsible for doing their own work, always having safety in mind. The school does not have rules covering every situation. Safety is achieved by risk assessment and risk management. Priority in the school is given to safety so that staff, visitors and pupils can go about their work and business without the risk of injury, suffering ill health, and harming anyone else (Menger, Rosecrance, Stallones & Roman-Muniz, 2016).

Wyckoff and Unell (2017) mentioned that school drivers must supervise the closing of doors to avoid trapping fingers and to ensure that they are closed firmly. Drivers must insist and check that seat belts are adjusted correctly and fastened by all passengers, children and adults alike. On no account are passengers allowed to share seats. Food and drink must not be consumed, and noisy or rowdy behaviour should not be tolerated. The driver should stop the vehicle safely off the main road in order to check or reprimand pupils. A First Aid Kit and Instructions for any breakdown assistance are found in each minibus. There are also mobile phones aboard to be used in case of emergency. Any incidents, accidents, mechanical concerns or fitment problems should be reported to the Bursary immediately. A checklist before departure and instructions in case of Breakdown is available in each vehicle.

According to a study by Foster (2018), schools acknowledge the health hazards which arise from exposure to asbestos and their responsibility to ensure that, as far as it is reasonably practicable, no persons are exposed to risks to their health due to exposure from Asbestos Containing Materials (ACM) that may be present in any of the buildings. The policies and procedures on asbestos will apply to all buildings and all individuals without exception. The Bursary shall be tasked with reviewing and revising the policy and procedures to meet with continuing requirements in accordance with appropriate legislation as necessary. This policy document should be read in the context of the School Safety policy. All those who have responsibility for the control and maintenance, and repair of the school premises have a duty to manage the ACM present on the premises.

Characteristics of a safe school
A safe school is where all who are using the different physical facilities feel secure and comfortable being in the school. Maduna and Marais (1994) define school safety as an environment which is not detrimental to one's health or well-being. A safe school should have adequate and well-maintained facilities such as toilets, classrooms and grounds that are clearly demarcated with proper fencing and a school gate (UNICE Kenya, 2010).

Furlong and Clotz (1993) assert that characteristics evident in safe school and friendly schools are effective when there is quality leadership. A solution-focused rather than a problem-focused approach, policies and plans that aim to feel safe and valued, and a range of strategies across all levels of operation, preventive measures, early intervention, and case management are characteristics of a safe and friendly school. Lundberg (1994) posits that school safety encompasses the total learning environment, including learners, classrooms, educators, parents and the community. This view expounds on what school safety entails.

Squelch (2001) defines a safe school as one that is free from danger and possible harm, where non–educators, educators and learners can work. He also propounds that a safe school is characterized by certain physical aspects such as the secure wall, fencing and gates, buildings in good repair and well-maintained school grounds.

Further, Schiffbaver (2000) recommends that attention should be given to hallways, stairways and verandas where learners walk to and from classes. Buckley et al. (2004) are in agreement that they link certain school environmental factors to improve students' performance, for example, ventilation, thermal comfort, classroom lightning and natural lightning. His study suggests that improvement in educational outcomes can be supported by providing quality facilities followed by the maintenance of the same. Herald and Craig (2004), in their research on school quality in Africa, found that the basic quality of school facilities contributed to quality in terms of students learning. In this context, a basic school quality will include enough classrooms, sufficient desks, chalkboards and storage facilities. Vaduganathan (2005) is in agreement that the quality of education in primary school resides with school physical facilities, among other factors.

According to Sprague et al. (2002), there are four major sources of vulnerability to the safety of the school setting; first is the physical layout of the school building and supervision/ use of school space, secondly is the administrative teaching and management of the school; thirdly is the characteristics of the surrounding neighbors' served by the school and fourth is the characteristics of the students enrolled in the school.

When parents send their children to school, they do so under the assumption that the students will return home safely at the end of the day. School management is obligated to provide an environment which is conducive to learning. School officials must regularly monitor their facilities for emerging dangers such as accidents and deaths. Reasonable precautions should be taken to protect the safety of all persons who enter school facilities or grounds UNICEF-Kenya (2010). Abraham Maslow (1968) outlined human needs in a hierarchical form of eight levels: levels 1 and 2 at the bottom are very important regarding safety and health measures. Level 1 is the physiological needs that are good for growth and development, where one has to get enough food, drink, sleep, and play. The environment must be conducive and free from threatening conditions.

Level 2 emphasizes safety and security: - all people in the school environment, including pupils, teachers, and non-teaching staff, should feel they are safe and secure. Not much learning will go on if life and security are threatened. A school should be a safe place in the community. An attractive physical environment influences people's attitudes, behaviours and dispositions. Therefore teachers, students, and workers need this kind of environment.

Methodology:-
The study adopted a convergent design to bring together the quantitative and the qualitative data analysis results so they can be compared or combined (Creswell & Clark, 2018). The research was carried out among public and private primary boarding schools in North Rift Region. The targeted population was derived from 161 public and private primary boarding schools in the North Rift Region. Stratified and simple random sampling was used to determine the schools which took part in the study. The study used a questionnaire and interview schedule to collect data. Quantitative data collected were coded, edited and analyzed through the Statistical Package for Social Science (SPSS) software version 25. Qualitative data were grouped into themes based on the study objective.

Results:-
Stakeholder's Level of Awareness on Learner's Safety in Primary Boarding Schools
The study sought to investigate the Stakeholder's Level of Awareness on Learner's Safety in Primary Boarding Schools in North Rift Region.

Teachers Response on Stakeholder's Level of Awareness
The study sought to investigate the stakeholder's level of awareness on learner's safety in primary boarding schools in North Rift Region. Table 1 presents the study results.

Table 1:- Teachers' Responses on the Stakeholder's Level of Awareness.

Statements		SA	A	UN	D	SD	Mean	Std. Dev
1. All the stakeholders are not involved in	F	28	44	7	2	5	4.02	1.02

	decision making regarding the implementation of the safety policy.	%	32.6	51.1	8.1	2.4	5.8		
2.	Training and induction courses for the safety in school is not conducted to all stakeholders.	F	16	46	15	7	2	3.78	0.93
		%	18.6	53.5	17.4	8.1	2.4		
3.	School reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people,	F	25	48	6	4	3	4.02	0.93
		%	29.1	55.8	6.9	4.7	3.5		
4.	Every stakeholder is aware of his/her responsibility in ensuring health and safely in school.	F	31	39	8	2	6	4.01	1.09
		%	36	45.3	9.3	2.4	6.9		
5.	The school avail the safety manuals and circulars from the ministry on safety and standards to every stakeholder in school.	F	23	43	7	7	6	3.8	1.16
		%	26.7	50	8.1	8.1	6.9		
6.	Monitoring and evaluation of the physical facilities in the school is done by every stakeholder to ensure standards and safety measures are in place.	F	2	42	11	5	2	3.99	0.94
		%	2.4	48.8	12.7	5.8	2.4		
7.	School drivers always supervise pupils on board to ensure they are safe when travelling.	F	28	37	12	5	4	3.93	1.06
		%	32.6	43.2	13.9	5.9	4.7		
8.	School drivers are aware of appropriate time they should travel when transporting pupils.	F	37	27	10	9	3	4	1.14
		%	43	31.4	11.6	10.5	3.4		
9.	Security guards knows the time pupils are supposed to be at every place in order to avoid safety issues.	F	32	27	10	9	3	4.08	1.01
		%	37.2	31.4	11.6	10.5	3.5		
10.	The cooks observe hygiene and are aware of the medical inspections required of them.	F	37	39	3	1	6	4.16	1.06
		%	4.3	45.3	3.5	1.2	6.9		

The findings in Table 1 show that 28(32.5%) of the respondents strongly agreed, 44(51.1%) agreed, 7(8.1%) were undecided on the statement that all the stakeholders are not involved in decision-making regarding the implementation of the safety policy, however, 2(2.4%) disagreed and 5(5.8%) strongly disagreed with the statement that all the stakeholders are not involved in decision making regarding the implementation of the safety policy. Furthermore, the study showed in terms of Mean and Standard Deviations that most respondents agreed that all the stakeholders are not involved in decision-making regarding implementing the safety policy (Mean=4.02, Standard Deviation=1.02). The study concurs with a study by Smith (2019), who cited that involving stakeholders develops an environment of trust. Allowing the voices of the stakeholders to be heard and their issues to be known also makes them accountable to the project. B.O.M chair from school 3 noted that;

"We ensure that all stakeholders are involved in decision making regarding to implementation of the safety policy."

The findings further showed that 16(18.6%) of the respondents strongly agreed, 46(53.5%) agreed, 15(17.4%) were undecided on the statement that training and induction courses for the safety in school are not conducted for all stakeholders, however, 7(8.2%) of them disagreed while 2(2.4%) of them strongly disagreed that training and induction courses for the safety in school are not conducted to all stakeholders. On top of that, the study showed in terms of Mean and Standard Deviations that the majority of the respondents agreed that training and induction courses for safety in school are not conducted for all stakeholders (Mean=3.78, Standard Deviation=0.93). Loosemore (2019) cited that the primary purpose of induction training is to set safety standards and raise awareness about the risks. It also explains to pupils how to manage safety in their workplace. QASO from zone 3 indicated that;

"Ministry of Education will always ensure that all teachers, parents and pupils are trained on basic courses on safety in schools"

Also, the findings revealed that 25(29.1%) of the respondents strongly agreed, 48(55.8%) agreed, 6(6.9%) were undecided on the statement that the school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public, however,4(4.7%) of them disagreed, and 3(3.5%) of them strongly disagreed with the statement that school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public. The study also showed in terms of Mean and Standard Deviations that the majority of the respondents agreed that school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public (Mean=4.02, Standard Deviation=0.93). The findings also showed that 31(36%) of the respondents strongly agreed, 39(45.3%) agreed, and 8(9.3%) were undecided on the statement that every stakeholder is aware of their responsibility in ensuring the health and safety in school; however, 2(2.3%) of them disagreed, but 6%) of them strongly disagreed that every stakeholder is aware of their responsibility in ensuring that health and safety in school are maintained. On top of that, the study showed in terms of Mean and Standard Deviations that most respondents agreed that every stakeholder is aware of their responsibility to ensure that health and safety in school are maintained (Mean=4.01, Standard Deviation=1.09). Watson (2018) cited that engaging stakeholders consistently and from the beginning enable the school to design a program that helps identify appropriate safety and health standards. BOM from school 21 noted that;

> "A stakeholder's primary role is to help the school meet its strategic objectives by contributing their experience and perspective to a project and therefore our stakeholders aware of his/her responsibility in ensuring health and safely in school."

The findings also showed that 23(26.7%) of the respondents strongly agreed, 43(50%) agreed, 7(8.1%) were undecided on the statement that the school avail the safety manuals and circulars from the Ministry of Education on safety and standards to every stakeholder in school, however, 7(8.1%) of them disagreed and 6(6.9%) of them strongly disagreed that the school avails the Safety Manuals and circulars from the Ministry of Education on safety and standards to every stakeholder in school. On top of that, the study showed in terms of Mean and Standard Deviation that the majority of the respondents agreed that every stakeholder was aware of their responsibility in ensuring that health and safety are maintained in school (Mean=4.01, Standard Deviation=1.09)

The study furthermore revealed that 2(2.4%) of the respondents strongly agreed, 42(48.8%) agreed, and 11(12.7%) were undecided on the statement that every stakeholder does monitoring and evaluation of the physical facilities in the school to ensure standards and safety measures are in place, however, 5(5.8%) of them disagreed, but 2(2.4%) of them strongly disagreed that every stakeholder did monitoring and evaluation of the physical facilities in the school to ensure that standards and safety measures are in place. On top of that, the study showed in terms of Mean and Standard Deviations that most respondents agreed that every stakeholder monitored and evaluated the school's physical facilities to ensure standards and safety measures were in place (Mean=3.99, Standard Deviation=0.94). Priority must be given to safety so that staff, visitors and pupils can go about their work and business without the risk of injury, without suffering ill health, and without harming anyone else (Menger, Rosecrance, Stallones & Roman-Muniz, 2016).

Furthermore, 26(30.2%) of the respondents strongly agreed, 42(48.8%) agreed, and 11(12.8%) were undecided on the statement that every stakeholder does monitoring and evaluation of the physical facilities in the school to ensure standards and safety measures are in place, however, 5(5.9%) of them disagreed, but 2(2.3%) of them strongly disagreed that every stakeholder does monitoring and evaluation of the physical facilities in the school to ensure standards and safety measures are in place. On top of that, the study showed in terms of Mean and Standard Deviations that the majority of the respondents agreed that every stakeholder monitors and evaluates the school's physical facilities to ensure standards and safety measures are in place (Mean=3.93, Standard Deviation=1.06). From interviews, the BOM chair from school 16 indicated that;

> "The school have availed safety manuals and on safety and standards to every stakeholder in school for safety for everyone is our main goal as the school stakeholders."

On top of the findings above, the study also showed that 28(32.6%) of the respondents strongly agreed, 37(43%) agreed, and 12(13.9%) were undecided on the statement that school drivers always supervise pupils on board to

ensure they are safe when travelling, however, 5(5.9%) of them disagreed, and 4(4.7%) of them strongly disagreed that school drivers always supervised pupils on board to ensure they are safe when travelling. The study also showed in terms of Mean and Standard Deviations that the majority of the respondents agreed that school drivers always supervise pupils on board to ensure they are safe when travelling (Mean=4.00, Standard Deviation=1.14). Further, the findings indicated that 37(43%) of the respondents strongly agreed, 27(31.4%) agreed, but 10(11.6%) were undecided on the statement that school drivers are aware of the appropriate time they should travel when transporting pupils, however, 9(10.5%) of them disagreed, and 3(3.5%) of them strongly disagreed that school drivers were aware of the appropriate time they should travel when transporting pupils. The study also showed through Mean and Standard Deviations that most respondents agreed that school drivers were aware of the appropriate time they should travel when transporting pupils (Mean=3.93, Standard Deviation=1.06). The study concurs with Wyckoff and Unell (2017), who observed that drivers must supervise doors closing to avoid trapping fingers and ensure firm closure of the bus doors. From interviews, a BOM member from school 28 noted that;

> "The work of our drivers is not only to drive the school vehicles but to ensure the safety of our pupils. They also ensure that they reach their destinations on time and come back to school in time."

The findings also indicate that 32(37.2%) of the respondents strongly agreed, and 27(31.4%) agreed, 10(11.6%) of them were undecided on the statement that security guards knew the time pupils were supposed to be at every place in order to avoid safety issues, however, 9(10.5%) of them disagreed but 3(3.5%) of them strongly disagreed that security guards knew the time pupils were supposed to be at every place in order to avoid safety issues. Moreover, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that security guards knew the time pupils were supposed to be at specific place in order to avoid safety issues (Mean=4.08, Standard Deviation=1.01). The findings agreed with study by Mary (2016), who mentioned that school guards must maintain the safety and peacefulness of the school's environment as violence at school could result in hindering the growth or progress of the students and could also affect their personalities.

Finally, the findings indicated that 37(43%) of the respondents strongly agreed, 39(45.3%) agreed, but 3(3.5%) of them were undecided on the statement that the cooks observe hygiene and are aware of the medical inspections required of them, however, 1(3.5%) respondents disagreed and 6(6.9%) of them strongly disagreed that the cooks observe hygiene and are aware of the medical inspections required of them. Furthermore, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that the cooks observed hygiene and were aware of the medical inspections required of them (Mean=4.16, Standard Deviation=1.06). Ismail (2016), in his study mentioned that if food safety and hygiene are not maintained, consumers could become seriously ill with food poisoning and foodborne illnesses. The findings from Ismail's study are similar with findings from the study as indicated by the interview with QASO. From interview, QASO zone 5 noted that;

> "Good health is paramount in any institution, and therefore we do regular check on medical inspections on school cooks. This ensured that food cooked to students are clean and they are safe for the pupils."

The findings on stakeholder's level of awareness on learner's safety in primary boarding schools in North Rift Region reveals that all the stakeholders are not involved in decision making regarding the implementation of the safety policy. Also, Training and induction courses for safety in school is not conducted to all stakeholders. Further, School reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public. Finally, the findings indicated that every stakeholder is aware of his/her responsibility in ensuring that health and safety in school are maintained. The findings from this study concurred with Kerr and King (2018) who found out that majority of primary schools in the district surveyed did not have any specific safety and health program. Some specific activities prescribed were emergency response planning and training such as fire drills and safety guidelines in laboratories used by teachers, staff and students. Some schools though held campaigns to promote a safe and healthy lifestyle among students and teachers.

Currently, the Ministry of Health is holding some health programs among school children, which is specifically for immunization and medical surveillance among students. Children are exposed to accidents and injuries every day while going to or from school. Therefore, schools should be prepared to improve traffic congestion to provide a safer environment for pedestrians, bicyclists, and motorists alike, and promote safety-awareness among children walking and cycling to school. These strategies helped reduce accidents and injuries among school children who walk or cycle to school which most of them do. No safety policy is likely to be successful unless it actively involves employees themselves. In this connection, the school reminds all employees of their own responsibilities and to take

care in their work for their own safety and that of other employees, for the safety of pupils and members of the public.

Head Teachers Response on Stakeholder's Level of Awareness
The study sought to investigate the stakeholder's level of awareness on learner's safety in primary boarding schools in North Rift Region. Table 2 presents the results.

Table 2:- Head Teachers' Responses on Stakeholder's Level of Awareness.

Statements		SA	A	UN	D	SD	Mean	Std. Dev
1. All the stakeholders are not involved in decision making regarding the implementation of the safety policy.	F	16	21	1	1	2	4.17	0.97
	%	39	51.2	2.4	2.4	4.8		
2. Training and induction courses for the safety in school is not conducted to all stakeholders.	F	9	24	5	2	1	3.93	0.88
	%	21.9	58.5	12.2	4.8	2.4		
3. School reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people,	F	20	17	1	2	1	4.29	0.93
	%	48.7	41.4	2.4	4.8	2.4		
4. Every stakeholder is aware of his/her responsibility in ensuring health and safely in school.	F	13	21	2	4	1	4.00	1.00
	%	31.7	51.2	4.8	9.8	2.4		
5. The school avail the safety manuals and circulars from the ministry on safety and standards to every stakeholder in school.	F	20	14	2	4	1	4.17	1.07
	%	48.7	34.1	4.9	9.8	2.4		
6. Monitoring and evaluation of the physical facilities in the school is done by every stakeholder to ensure standards and safety measures are in place.	F	18	19	1	2	1	4.24	0.92
	%	43.9	46.3	2.4	4.8	2.4		
7. School drivers always supervise pupils on board to ensure they are safe when travelling.	F	20	12	4	4	1	4.12	1.10
	%	48.7	29.6	9.8	9.8	2.4		
8. School drivers are aware of appropriate time they should travel when transporting pupils.	F	23	9	2	4	3	4.10	1.30
	%	56.1	21.9	4.9	9.8	7.3		
9. Security guards knows the time pupils are supposed to be at every place in order to avoid safety issues.	F	21	12	3	2	3	4.12	1.21
	%	51.2	29.6	7.3	4.8	7.3		
10. The cooks observe hygiene and are aware of the medical inspections required of them.	F	22	12	1	1	5	4.10	1.34
	%	53.7	29.2	2.4	2.4	12.9		

The findings from table 2 shows that 16(39%) of the respondents strongly agreed, 21(51.2%) agreed, but 1(2.4%) of them undecided on the statement that all the stakeholders were not involved in decision making regarding the implementation of the safety policy, 1(2.4%) of them disagreed but 2(4.8%) of them strongly disagreed that all the stakeholders were not involved in decision making regarding the implementation of the safety policy. Furthermore, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that all the stakeholders were not involved in decision making regarding the implementation of the safety policy (Mean=4.17, Standard Deviation=0.97).

The findings from the study further indicated that 9(21.9%) of the respondents strongly agreed, 24(58.5%) agreed, but 5(7.3%) of them undecided on the statement that training and induction courses for the safety in school are not conducted to all stakeholders, 2(4.8%) disagreed and 1(2.4%) strongly disagreed that training and induction courses for the safety in school are not conducted to all stakeholders. The study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that training and induction courses for the safety in school is not conducted to all stakeholders (Mean=3.93, Standard Deviation=0.88).

Also, the findings showed that 20(48.7%) of the respondents strongly agreed, 17(41.5%) agreed, while 1(2.4%) of them was undecided on the statement that school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public, 2(4.8%) disagreed and 1(2.4%) strongly disagreed that school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public. Moreover, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that School reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people, for the safety of pupils and members of the public (Mean=4.29, Standard Deviation=0.93).

The findings from the study further indicated that, 13(31.7%) of the respondents strongly agreed, 21(51.2%) agreed, but 2(4.8%) of them undecided on the statement that every stakeholder was aware of his/her responsibility in ensuring health and safety in school, 4(9.8%) of them disagreed and 1(2.4%) of them strongly disagreed that every stakeholder was aware of his/her responsibility in ensuring that health and safety in school. The study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that every stakeholder was aware of his/her responsibility in ensuring that health and safety in school (Mean=4.00, Standard Deviation=1.00). Also, the findings indicated that 20(48.7%) of the respondents strongly agreed, 14(34.1%) agreed, 2(4.8%) of them were undecided on the statement that school avail the safety manuals and circulars from the ministry on safety and standards to every stakeholder in school, 4(9.8%) of them disagreed and 1(2.4%) of them strongly disagreed that the school avail the safety manuals and circulars from the ministry on safety and standards to every stakeholder in school. The study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that the school availed the Safety Manuals and Circulars from the Ministry of Education on Safety and Standards to every stakeholder in the school (Mean=4.17, Standard Deviation=1.07).

Furthermore, the findings indicated that, 18(43.9%) of the respondents strongly agreed, 19(46.3%) agreed, but 1(2.4%) of them was undecided on the statement that monitoring and evaluation of the physical facilities in the school was done by every stakeholder to ensure that standards and safety measures were in place, 2(4.8%) of them disagreed but 1(2.4%) of them strongly disagreed that monitoring and evaluation of the physical facilities in the school was done by every stakeholder to ensure that standards and safety measures were in place. Furthermore, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that monitoring and evaluation of the physical facilities in the school was done by every stakeholder to ensure that standards and safety measures were in place (Mean=4.24, Standard Deviation=0.92). Also, the findings showed that 20(48.7%) of the respondents strongly agreed, 12(29.3%) agreed, but 4(9.8%) undecided on the statement that school drivers always supervise pupils on board to ensure that they are safe when travelling, however, 4(9.8%) of them disagreed but 1(2.4%) of them strongly disagreed that school drivers always supervised pupils on board to ensure that they were safe when travelling. On top of that, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that school drivers always supervised pupils on board to ensure that they are safe when travelling (Mean=4.12, Standard Deviation=1.10).

Further, the findings indicated that 23(56.1%) of the respondents strongly agreed, 9(21.9%) agreed, but 2(4.8%) were undecided on the statement that school drivers were aware of appropriate time they should travel when transporting pupils, 4(9.8%) disagreed and 3(7.3%) strongly disagreed that school drivers were aware of appropriate time they should travel when transporting pupils. In addition, the study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that school drivers were aware of appropriate time they should travel when transporting pupils (Mean=4.10, Standard Deviation=1.30). The findings also showed that, 21(51.2%) of the respondents strongly agreed, 12(29.6%) agreed, but 3(7.3%) of them undecided on the statement that security guards knew the time pupils were supposed to be at every place in order to avoid safety issues, 2(4.8%) disagreed and 3(7.3%) strongly disagreed that security guards knew the time pupils were supposed to be at every place in order to avoid safety issues. Furthermore, the study also showed in terms of Mean and Standard Deviations that

majority of the respondents agreed that Security guards knows the time pupils are supposed to be at every place in order to avoid safety issues (Mean=4.12, Standard Deviation=1.21).

Finally, the findings showed that 22(53.7%) of the respondents strongly agreed, 12(29.3%) agreed, but 1(2.4%) of them undecided on the statement that the cooks observed hygiene and were aware of the medical inspections required of them, 1(2.4%) disagreed and 5(12.2%) strongly disagreed that the cooks observed hygiene and were aware of the medical inspections required of them. The study also showed in terms of Mean and Standard Deviations that majority of the respondents agreed that cooks observed hygiene and were aware of the medical inspections required of them (Mean=4.10, Standard Deviation=1.34).

Results for Multiple Regression Analysis:-
Multiple regression analysis was run to establish assess the stakeholder's level of awareness on learner's safety in primary boarding schools in North Rift Region

Model Summary
The coefficient of determination (R^2) and correlation coefficient (R) shows the degree of association between dependent and independent variables. The results are presented in Table 3.

Table 3:- Multiple Regression Model Summary.

R	R Square	Adjusted R Square	Std. Error of the Estimate
.978[a]	.956	.954	.22100

The results of the regression in Table 3 indicate that R^2 value was 0.956 and R value was 0.978. R value of 0.978 gave an indication that there was a strong linear relationship between dependent and independent variables. The R^2 indicates that explanatory power of the independent variables was 0.956. This implied that about 95.6% of the variation in dependent variable is explained by the regression model.

Regression Model Fitness Test Model fitness was run to find out if model best fit for the data. The study results were presented in Table 4.

Table 4:- Regression Model Fitness Results.

	Sum of Squares	df	Mean Square	F	Sig.
Regression	40.973	1	40.973	838.913	.000[b]
Residual	1.905	39	.049		
Total	42.878	40			

Table 4 shows that the respondents F-statistics produced (F =838.913) which was significant at p=0.000 thus confirming the fitness of the model. This implies that the multiple regression model was fit for the data. The F value indicates that all the variables in the equation are important hence the overall regression is significant.

Regression Model Coefficients
Regression model coefficients were run in order to use the regression equation. The results are presented in Table 5.
Table 5:- Regression Model Coefficients.

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	.090	.142		.632	.531
Stakeholder's level of awareness	.996	.034	.978	28.964	.000

The results in Table 5 established that stakeholder's level of awareness has a positive and significant effect on safety of learners (β=.996, p=0.000). This implies that an increase in stakeholder's level of awareness leads to increase in safety of learners by 0.996 units. The study findings agreed with Loosemore (2019) who cited that the primary purpose of induction training is to set safety standards and to raise awareness about the risks and also explains to pupils on how to manage safety in their workplace.

Conclusion:-

The study also concluded that all the stakeholders are not involved in decision-making regarding the implementation of the safety policy; also, training and induction courses for the safety in the school are conducted, and the school reminds all stakeholders of their own responsibilities and to take care in their work for their own safety and that of other people for the safety of pupils and members of the public.

Recommendations:-

The Safety Standards Manual for Schools, being a Ministry of Education publication, should be availed to all school heads. This can be easily done during the annual school heads' meetings, and in addition, the Education Officers in the counties should ensure those unable to attend get copies.

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