

**IMPACTS OF LACK OF IMPLEMENTATION OF SAFETY GUIDELINES ON
LEARNING PROCESS IN SECONDARY SCHOOLS, A CASE STUDY OF KINANGOP
SUB COUNTY, KENYA**

BY

ANTHONY NYAGA GICHUHI

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ABSTRACT

School Safety is an essential element of the training and learning process. In fact no significant training and learning can happen in an environment that is insecure to both learners and employees. Thus, it is important that all stakeholders in education promote safe school environment (Republic of Kenya, 2008). Four years ago, in a clear reaction to catastrophes that happened in schools in the last ten years, Ministry of Education (MOE) developed a Safety Standards Manual. Nevertheless it is appearing that numerous schools have no ability to deal with emergencies and are yet to even execute Safety Standards Manual established four years ago. The purpose of this study was to find out why school management is not fully compliant to MOE Safety Standards and Guidelines in secondary schools in Kinangop Sub-County, Nyandarua County. The Government policies, administrative aspects, disaster management and emergency facilities represent the independent variables whilst school safety represents the dependent variable. The objectives of the study was to: ascertain the safety situation, outline the major causes of disasters, study the constraints in the implementation of safety measures and investigate the main strategies established to prevent occurrence of disasters in secondary schools in Kinangop Sub-County, Nyandarua County. The study made use of a descriptive survey design and data was collected using questionnaires. The target population was 28 secondary schools in Kinangop Sub-County, Nyandarua County. Stratified, purposive and simple random sampling was applied in choosing the appropriate sample of the study of 49 teachers. Reliability of instruments was determined by using test-retest method. Validity of research instruments was determined by carrying out a pilot study ahead of the actual study. Data was quantified using descriptive statistics such as frequencies and percentages and results presented in graphs, charts and tables. Thematic analysis was used to analyze qualitative data.