



**THE COMPLIANCE OF MANAGEMENT ON REGISTRATION
REQUIREMENTS IN REGARD TO PHYSICAL INFRASTRUCTURE
OF PRIMARY TEACHER TRAINING COLLEGES
IN BUNGOMA COUNTY, KENYA**

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Abstract:

Demand for basic education by communities in Bungoma County has led to proliferation of many teacher training colleges. However, safety of learners in these colleges remains a major challenge to all college administrators. This reinforces a widely held view that the management has not fully implemented required safety measures in teacher training colleges. The purpose of this study will be to investigate the level of compliance by management to registration requirements on safety in Primary Teacher Training Colleges in Bungoma County Kenya. The study will be guided by the following objectives: To evaluate the college administration compliance towards registration requirements in regard to physical infrastructure in primary teacher training colleges in Bungoma County. The study concluded that college principals had a high positive compliance towards registration requirement in regard to physical infrastructure of teacher training colleges in Bungoma County. The study recommends that college administrators should enhance compliance on requirements in regard to physical facilities, health, hygiene and requirements concerning land sizes.

Keywords: attitudes; education; safety standards; teacher training colleges

1. Introduction

The Safety Standards Manual for Schools in Kenya (Republic of Kenya, 2008) describes physical Infrastructure as facilities which include structures such as classrooms, offices,

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toilets, dormitories, libraries, and kitchen and playground equipment among others. These facilities can either be permanent or temporary. Such physical facilities should be appropriate adequate and properly located, devoid of any risks to users or to those around them. They should also comply with the provisions of Education Act 2013, Public Health Act 2012 and Ministry of Public Works Building Regulations/ Standards.

Anderson (1980) defines school safety programme as the pursuit of the normal environment in which hazards are reduced to a practical minimum and the behavior of pupils is adapted to safe and effective living. Physical Hazards can be reduced if they are recognized and modified. Studies reveal that about 43% of accidental deaths among school age children are connected with school life. Of these accidents about 20% occur in school buildings, about 17 on school ground, and about 6% on the way to and from school. Another 20% of the fatal indoor accidents occur in hall and on stairs steps and laboratories account for about 18% and other classrooms account for 14% (Anderson et al, 1980).

Omolo and Simatwa (2010) investigated the implementation of safety policies in public schools in Kisumu East and West districts, Kenya. The study established that some safety policies were implemented to lesser extent as evidenced by the following cases: there was a decreasing trend in conducting fire drills, fire extinguishers were found in only 26.6% of the schools, there was overcrowding in 70% of the schools, constraints in implementation of safety policies included inadequate funds, time capacity, transport and coordination. Based on these findings it was concluded that the overall implementation of safety policies fell short of the requirement as stated by the safety standards manual and policy circular. The study recommended that: the ministry of education should ensure that head teachers reside in school and implement policies, Head teachers should ensure that fire drills are conducted more regularly, fire extinguishers are purchased and head teachers should construct and maintain secure fences.

The study also found out that in public secondary schools in Kisumu East and West Districts, Kenya 70% had emergency doors, 60% had safety instructions prominently displayed in laboratories and workshops, 50% had successfully implemented policy requiring windows to open outwards and be without grills, 93.33% had perimeter fences and secure gates with security personnel. On safety practices the study found out that regular inspection of the school plant had been implemented by 73.33 while 26.67% of schools had not.

Clarke (1964) argues that school buildings should be adequate in size and arrangement for the number of pupils enrolled and for the type of education the community wishes to furnish for its future citizens. They should also be constructed so as to provide a healthy and safe environment for the students and teaching personnel. They should follow the minimum specified standards as set by the school board and state department of education. Gathoni (2013) established that teachers lack training in firefighting techniques and that most schools, consequently lacked firefighting preparedness. They lack information on safe administration of first aid, despite being

entrusted with administering the same to their colleagues and students. Walko-Frankovic (2012) says that staff also needs training on topics that include disruptive students and potentially violent situations.

1.1 Statement of the Problem

Social demand for teacher training vacancies in Bungoma County has led to unprecedented growth in the number of Teacher Training Colleges in recent times to meet this demand with the County boasting the highest number of primary Teacher training Colleges in the region. Teacher Training Colleges that are unsafe can be a major hindrance to provision of quality education and efficiency in many counties. No meaningful teaching and learning can take place in an environment that is unsafe and unsecure to both learners and staff. The Ministry of Education (MOE) commitment to the safety and overall welfare of learners culminated in a Safety Standards Manual for schools in Kenya, (Republic of Kenya, 2008). These guidelines were aimed at ensuring that the safety of learners is established and sustained. Despite the government efforts the available literature revealed that most institutions have no capacity to handle emergencies and are yet to implement safety standards manual produced seven years ago. The main objective of the study was to examine the compliance by the administration to registration requirements of physical facilities and safety in primary teacher training colleges in Bungoma County, Kenya.

2. Literature Review

According to a research done by the World Bank (2004), in Sub Saharan Africa alone it is estimated that up to US\$ 30 billion will be required to address the shortfall in provision of suitable and safe learning environments. Typically, classrooms are overcrowded, mainly buildings and other facilities are inadequate, sites are poorly planned and there is little maintenance. This situation is not suitable for teaching and learning. A basic minimum package of school infrastructure which is accessible, durable, functional, safe, hygienic and easily maintained therefore needs to be part of any strategy to meet the Millennium Development Goal for Education. In its progress report, India and Northern Affairs Canada (INAC, 2010) emphasizes that school projects, whether for new schools construction or renovations, are further prioritized at the regional level based on the following criteria: health and safety, overcrowding and curriculum requirements.

Omolo et al. (2010) found out that strategies devised by headteachers to enhance the implementation of safety policies included: integrating safety activities into daily school routine (20%) regular inspection of school plant (36.6%); training staff on emergency preparedness(10%); purchasing the required safety equipment (50%) and conducting regular emergency drills (3.33%). Quality assurance e and standards officers (Qasos) had devised several strategies recommending compliance for promotion(50%) providing communication between stakeholders (50%) and going for regular in-service courses on safety implementation by 50%.

Furthermore, the study found that 26.67% out of 30 schools had fire extinguishers; 66.67% of the headteachers used professionals in site selection, development and maintenance of school infrastructure, 73.33% of the schools had been inspected at least once in preceding year. Head teachers had the role of monitoring and evaluating the school plant to ascertain safety needs, appointing safety committee members and promoting a safe zone culture.

Omollo et al. (2010) found out that those factors influencing the implementation of safety policies in public schools in Kisumu East and West districts as stated by headteachers included; inadequate funds (86.67%) late school fee remittance (30%); low enrolment (6.67); inadequate time (10%) inadequate capacity (26.67%) and lack of coordination from the ministry of education (6.67%). The same views are shared by Otieno et al (2010), who report that the principal Wayanga secondary school contends that most schools are poor and cannot afford fire extinguishers. The District Education Officer (DEO) Homabay, says that the situation is dire and needs government intervention because schools find it expensive to purchase gear to fight fires and those with fire extinguishers cannot maintain them. This is why poor schools rely on prefects guards leading to lapses. Most of the above studies have not addressed the issue of compliance with registration requirements on safety of physical infrastructure in primary teacher training colleges. The current study will look at the extend of compliance with safety requirements on physical infrastructure especially with regard to primary teacher training colleges in Bungoma county.

3. Research Design and Methodology

The descriptive survey design will be adopted to determine the influence of management attitudes to compliance to safety standards and requirements on physical infrastructure, health and hygiene and school environment in Teacher Training Colleges in Bungoma County, Kenya. A survey is used to describe, explain or explore existing status of variables at a given time. (Mugenda and Mugenda, 2003). The design is in agreement with the views of Gay (1992), who contend that it is used to assess the attitudes and opinions about events, individuals or procedures.

3.1 Area of Study

Bungoma County covers an area of about 3,032 km² and is located on the southern slopes of Mt Elgon. It borders the Republic of Uganda to the North West, Trans Nzoia County to the North East, Kakamega to the East and Busia to the West. The County lies between latitude 00⁰⁰ 281"North and Latitude 10⁰⁰ 301" North of the Equator, and Longitude 340⁰⁰ 201" East and 350⁰⁰ 151"East of the Greenwich Meridian. The County is divided into 9 sub counties.

Table 1: Distribution of Primary Teacher Training Colleges

| County | Number of Primary Teacher Colleges |
|----------|------------------------------------|
| Bungoma | 22 |
| Kakamega | 14 |
| Vihiga | 11 |
| Busia | 08 |

Source: CDEs offices Bungoma, Kakamega, Vihiga and Busia.

3.2 Target population

The study population will comprise the 22 college principals because they are in charge of implementation of the Ministry of Education Safety guidelines and college administrators, 22 chairmen of boards of management of the primary teacher training colleges, and all the nine District Quality assurance and Standards Officers in the nine Sub counties who will give details on specific aspects of safety standards and guidelines in their respective colleges and sub counties.

3.3 Sampling technique and Instrumentation

Purposive sampling will be used to pick the 20 principals from the colleges to be sampled. This will also apply to the Sub County Quality Assurance Officers (SCQASOs). The principals will be picked because they bear the responsibility of implementing safety standards and guidelines in their colleges. Sub County Quality Assurance and Standards Officers (SCQASOs) are responsible for enforcing compliance to the safety standards and guidelines by all institutions. The instruments of data collection will be questionnaires and interview schedules

4. Results and Findings

Table 2 shows various response from college principals in regard to various statements on compliance with registration requirement for physical facilities. In a scale of 1 to 5: Key 5 - Very strongly agree; 4 - Strongly agree 3 - Agree; 2 - Disagree; 1 - Strongly disagree. In the interpretation of the scores, a value mean between 1.0 to 2.4 (low compliance); 2.5 to 3.4 (moderate compliance); on the other hand, a value between 3.5 to 4.4 (high compliance); 4.5 to 5.0 (very high compliance).

Table 2: Compliance with Registration Requirement for Physical Facilities

| Physical infrastructure | SA | A | U | D | SD | Mean |
|---|-------------|--------------|-------------|--------------|------------|------|
| The college infrastructure is constructed in agreement with the public works specifications | 9 (40.9) | 10 (45.4) | 3 (13.6) | 0 (0.0) | 0 (0.0) | 4.27 |
| The college has well maintained playgrounds for various sporting activities | 0 (0.0) | 9 (40.9) | 2 (9.1) | 11 (50.0) | 0 (0.0) | 2.91 |
| All doorways in the college open outwards and are not bolted outward | 0 (0.0) | 11 (50.0) | 2 (9.1) | 9 (40.9) | 0 (0.0) | 3.09 |

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| | | | | | | |
|--|--------------|--------------|--------------|--------------|------------|------|
| All windows in the college are without grills and wire mesh | 11 (50.0) | 10 (45.4) | 1 (4.5) | 0 (0.0) | 0 (0.0) | 4.45 |
| All facilities adhere to specification for special needs learners e.g ramps | 0 (0.0) | 1 (4.5) | 19 (86.4) | 2 (9.1) | 0 (0.0) | 3.04 |
| The college has constituted effective security committee | 21 (95.5) | 1 (4.5) | 0 (0.0) | 0 (0.0) | 0 (0.0) | 4.95 |
| College has been fitted with sufficient fire extinguishers | 9 (40.9) | 2 (9.1) | 11 (50) | 0 (0.0) | 0 (0.0) | 3.91 |
| College has sufficient first aid kits | 9 (40.9) | 11 (50.0) | 2 (9.1) | 0 (0.0) | 0 (0.0) | 3.91 |
| College has reliable alarm system | 9 (40.9) | 11 (50.0) | 2 (9.1) | 0 (0.0) | 0 (0.0) | 3.91 |
| College is fitted with sufficient lighting arrestors | 9 (40.9) | 11 (50.0) | 2 (9.1) | 0 (0.0) | 0 (0.0) | 3.91 |
| The college maintains emergency kitty | 21 (95.5) | 1 (4.5) | 0 (0.0) | 0 (0.0) | 0 (0.0) | 4.95 |
| Beds adhere to ministerial specification e.g triple deckers | 21 (95.5) | 1 (4.5) | 0 (0.0) | 0 (0.0) | 0 (0.0) | 4.95 |
| Ablution blocks adjacent to the hostels/dormitory adhere to recommended ratios | 3 (13.5) | 9 (40.9) | 0 (0.0) | 10 (45.5) | 0 (0.0) | 3.23 |
| Mean | | | | | | 3.96 |

Key: Strongly agree [SA]; Agree [A]; Undecided [U]; Disagree [D]; Strongly Disagree [SD]

According to teacher training Colleges principals, the college infrastructure is constructed in agreement with the public works specifications. The study showed that 40.9% strongly agreed while 45.4% agreed. This amounted to 86.3% of college principals who agreed that indeed they constructed college facilities following ministry of public works specifications. However, 13.6% were undecided. The mean ratings was 4.27 (high compliance). The interpretation was that college administration was highly complying with the quality standards of constructing physical facilities according to ministry of public works requirement and hence safety standards were being adhered to according to ministry of education requirement. The mean rating of 4.27 also indicate high positive attitude toward following standards required in constructing facilities in the colleges.

The teacher training colleges have well but moderately maintained playgrounds for various sporting activities. According to College principals, the college playgrounds constructed for various sporting activities are moderate favorable to safety standard and specifications. The study showed that 40.9% agreed. This was below average. However, 9.1% were undecided and 50% disagreed. This amounted to 59.1 of those who held negative attitude. The mean ratings was 2.91(moderate compliance). The interpretation was that college administration was moderately complying with the quality standards on the playgrounds for various sporting activities according to ministry of education requirement and hence safety standards were not being fully being adhered to according to ministry of education requirement. The mean rating of 2.91 also indicate low positive attitude toward following standards required in maintenance of playground facilities in the colleges. In his study in Kilifi Subcounty, Mongare (2011) stated that it was evident

that almost all schools in Kilifi Sub-County had good playing grounds which are a requirement. Before a school is set up, among the features that are taken into consideration is the playing ground for the pupils (MoE SSM, 2008). Apart from the playing grounds, headteachers were requested to show whether their schools were well fenced and from the results it was found that 90% of the schools did not have perimeter fences. This exposed pupils to danger in case of external aggression or attacks. According to Squelch (2000: 138), the most visible aspect of the school's physical environment is the quality of the security and maintenance of school buildings and grounds. This, therefore, implies that a clean and safe environment that is conducive to education has security of property, well cared for facilities, furniture and equipment, clean toilets, water and green environment and absence of harassment.

In the teacher training colleges, some doorways in the colleges open outwards and are not bolted outward. According to College principals, some doorways follow specifications while some do not. The study showed that 50% agreed while 9.1% were undecided and 40.9% disagreed. The mean ratings was 3.09 (moderate compliance). The interpretation was that college administration was moderately complying with the quality standards on the aspects of doorway such that they are opening outwards and not bolted outwards and which are in accordance to ministry of public works requirement and hence safety standards were being moderately being adhered to according to ministry of education requirement. The mean rating of 3.09 also indicate moderate positive attitude toward following standards required in constructing facilities in the colleges.

All windows in the teacher training colleges are without grills and wire mesh. According to College principals, the college windows are constructed in agreement with the public works specifications. The study showed that 50% strongly agreed while 45.4% agreed. This amounted to 95.4% of college principals who agreed that indeed they have constructed college windows following ministry of public works specifications. However, 4.5% were undecided. The mean ratings was 4.45 (high compliance). The interpretation was that college administration was highly complying with the quality standards of constructing windows according to ministry of public works requirement and hence safety standards were being adhered to according to ministry of education requirement. The mean rating of 4.45 also indicate high positive attitude toward following standards required in constructing facilities in the colleges and therefore safety standards were being followed. According to Mongare (2011), the way classes windows are made in schools play a great role in rescuing pupils in case of a catastrophe. In his study, the headteachers were supposed to state the make of the class windows in their schools and their responses were that out of hundred percent, only 18.18% of the respondents confirmed that their schools had grills whereas 72.73% indicated that they did not have grills. Of more interest is the fact that 9.09% of the respondents stated that their schools did not have class windows. Lack of grills on the windows is a good strategy in ensuring quick escape in cases of an emergency (Odalo, 2001). In the same breadth, headteachers of boarding schools were asked to state how the dormitory doors opened

and only 27.27% (3) of the respondents responded to this question. It was reported that 66.67% (2) of the boarding schools headteachers confirmed that dormitory doors opened outwards whereas 33.33% (1) opened inwards. This therefore showed that the MoE SSM guidelines had been complied with in public boarding primary schools in Kilifi Sub-County. According to the SSM, all dormitory doors must be opened towards the outside to ease escape during an emergency in cases of a calamity (SSM, 2008). Also, having correct structures built in line with requirements set out in the SSM reduces incidences of calamities in schools. Odalo (2001) observed that the absence of emergency exits led to the high death toll during the Kyanguli Secondary School fire in which sixty eight boys lost their lives in this incident.

Most teacher training college Principals were undecided on whether all Facilities adhere to specification for special needs learners e,g ramps. According to College principals, the college infrastructure is constructed in agreement with the public works specifications. The study showed that 4.5% agreed while 84.4% were undecided and 9.1% disagreed. This amounted to 93.5% of college principals who disagreed that they constructed college facilities following ministry of public works specifications. The mean ratings was 3.04 (moderate compliance). The interpretation was that college administration was moderately complying with the quality standards of constructing physical facilities according to ministry of public works requirement and hence safety standards were being moderately adhered to according to ministry of education requirement. The mean rating of 3.08 also indicate moderate positive attitude toward following standards required in constructing facilities in the colleges and hence safety standards were moderate.

The teacher training colleges in Bungoma County have constituted effective security committee. According to College principals, the college security committee follow various guidelines in agreement with the local community. The study showed that 95.5% strongly agreed while 4.5% agreed. This amounted to 100% of college principals who agreed that indeed they formed college security committee according to ministry of education requirement. The mean ratings was 4.95 (very high compliance). The interpretation was that college administration was very highly complying with the quality standards for maintaining safety of the colleges according to safety standards by ministry of education requirement. The mean rating of 4.95 also indicate very high positive attitude toward following standards required in in maintaining safety in the colleges. However, this contradict the findings by Wanyama (2011) and Mburu (2012) who found out that most schools had not set up safety committees and majority of teachers had not been trained. The researchers observed that where safety standards adherence had been done the teachers had not been involved in sensitizing the students on safety standards. Consequently, despite the government coming up with policy documents aimed at compliance to safety standards results of implementation are still low in secondary schools. Ntheya (2011) investigated the participation of secondary school administrators in school safety and implementation of safety policies with regard to physical infrastructure and training of teachers on issues of safety in schools. The study

found that a small percentage of schools had constituted safety committees. All respondents ranked school safety last. The study further established that principals' strategies towards implementation was a factor enhancing full implementation and this necessitated the reason why the study is applicable in Yatta Sub County.

Teacher training colleges were fitted with sufficient fire extinguishers. According to College principals, the college physical facilities are fitted with fire extinguishers according various specifications. The study showed that 40.9% strongly agreed while 9.1% agreed. This amounted to 50% of college principals who agreed that indeed they fitted the college physical facilities with fire extinguishers according to ministry of public works specifications. However, 50% were undecided. The mean ratings was 3.91 (high compliance). The interpretation was that college administration was highly complying with the quality standards of fitting fire extinguisher in physical facilities according to ministry of public works requirement and hence safety standards were being adhered to according to ministry of education requirement. The mean rating of 3.91 also indicate high positive attitude toward following standards required for safety of colleges. The study by Makhanu (2009) stated that firefighting equipment and other life saving devices should be displayed where they can easily be spotted. Teachers, learners and the support staff should be routinely reminded about the existence of the devices and how to use them. Construction, Installation and Maintenance of safety equipment should be done periodically to ensure safety standards are Maintained. Teachers should form safety committees whose roles and duties should be defined and summarized, basically the role of these committees should be safety inspection, audit and prevention of accidents. School teachers play pivotal roles in the running of the school. According to Mongare (2011), in his studies on Kilifi Sub County, Headteachers were then asked to state whether fire extinguishers were fixed in every class in their respective schools. The headteachers' responses were that classes were not fitted with fire extinguishers (95%). These results were in agreement with studies that were done in Kisumu Sub - County where it was found that all schools lacked fire extinguishers (Simatwa and Omolo, 2010). Fire extinguishers (Makabila et al., 2006) must be in place in strategic positions such that when there is a fire outbreak, the pupils can easily access them while looking for the exit (Gikandi et al., 2006).

Teacher Training colleges have sufficient first aid kits. According to College principals, the colleges have sufficient first aid kits according to various specifications. The study showed that 40.9% strongly agreed while 50% agreed. This amounted to 90.9% of college principals who agreed that indeed they had sufficient first aid kits according to ministry of public health specifications. However, 9.1% were undecided. The mean ratings was 3.91 (high compliance). The interpretation was that college administration was highly complying with the quality standards of providing first aid kits and making them available in strategic places according to ministry of education requirement. The mean rating of 4.27 also indicate high positive attitude toward following standards required in terms of safety requirement in colleges.

Teacher training colleges have reliable alarm system. According to College principals, the colleges have sufficient and reliable alarm systems according to various specifications. The study showed that 40.9% strongly agreed while 50% agreed. This amounted to 90.9% of college principals who agreed that indeed they had alarm systems in place according to ministry of education guidelines. However, 9.1% were undecided. The mean ratings was 3.91 (high compliance). The interpretation was that college administration was highly complying with the quality standards of placement of alarm systems on college facilities and hence safety standards were being adhered to according to ministry of education requirement. The mean rating of 3.91 also indicate high positive attitude toward following standards required by ministry of education in maintaining safety standards.

Teacher training Colleges are fitted with sufficient lighting arrestors. According to College principals, the colleges are fitted with sufficient lighting arrestors according to the public works specifications. The study showed that 40.9% strongly agreed while 50% agreed. This amounted to 90.9% of college principals who agreed that indeed they have fitted lighting arrestors according to ministry of public works specifications. However, 9.1% were undecided. The mean ratings was 3.91 (high compliance). The interpretation was that college administration was highly complying with the quality standards of fitting college facilities with sufficient lighting arrestors and that fitting the lighting arrestors followed public works requirement and hence safety standards were being adhered to according to ministry of education requirement. The mean rating of 3.91 also indicate high positive attitude toward following standards required in fitting buildings with lighting arrestors.

The teacher training colleges maintains emergency kitty. According to College principals, the colleges must maintain emergency kitty for the purpose of safeguarding college infrastructure and any eventualities. The study showed that 95.5% strongly agreed while 4.5% agreed. This amounted to 100% of college principals who agreed that indeed they keep emergency kitty. The mean ratings was 4.95 (very high compliance). The interpretation was that college administration was very highly complying with the quality standards and safety requirement for any eventualities. The mean rating 4.95 also indicate very high positive attitude toward following standards required by ministry of education. Kiriimi (2014) in his study in Buuri district found that many schools did not have emergency exits and the few which had, had not been labeled. In this regard participation and sensitization of students was wanting, thus endangering lives of students in case of emergencies. The researcher recommended that similar studies be replicated in other counties and this is the reason why the study is being carried out in Yatta Sub County.

Beds in teacher training colleges adhere to ministerial specification e.g triple deckers. The study showed that 95.5% strongly agreed while 4.5% agreed. This amounted to 100% of college principals who agreed that indeed they adhere to ministerial guidelines. The mean ratings was 4.95 (very high compliance). The interpretation was that college administration was very highly complying with the quality standards and

safety requirement for beds in the teacher training colleges. The mean rating 4.95 also indicate very high positive attitude toward following standards required by ministry of education.

Teacher training colleges ablution blocks adjacent to the hostels and dormitory adhere to recommended ratios. The study showed that 13.5% strongly agreed while 40.9% agreed. This amounted to 54.4% of college principals who agreed that indeed the ablution blocks constructed in college facilities following ministry of public works specifications. However, 45.5% disagreed. The mean ratings was 3.23 (moderate compliance). The interpretation was that college administration was moderately complying with the quality standards of constructing of ablution blocks according to ministry of public works requirement and hence safety standards were moderately being adhered to according to ministry of education requirement. The mean rating of 3.23 also indicate moderate positive attitude toward following standards required in constructing facilities in the colleges. Of great importance is the presence of toilets or pit latrines in schools. The MoE in its SSM provides that pit latrines must be built at least 10m away from tuition and boarding facilities and face downward side. They should also be at least 15m away from the borehole or well. According to Mongare (2011), almost all schools in Kilifi Sub-County (90.9%) had built their latrines at least 10m away from tuition and boarding facilities and faced downward side whereas 9.1% had not. On the other hand, 54.5% had not complied with the policy that states that pit latrines must be at least 15m away from the borehole or well. It was only 45.5% of the respondents who confirmed that primary schools in Kilifi Sub-County had complied with the policy.

In conclusion the average mean ratings of 3.96 (high compliance) indicate that most colleges have complied with safety requirement for the registration of teacher training colleges.

5. Conclusion

The average mean rating of 3.96 (high compliance) for administrators could be interpreted that the college principals had complied with the requirement towards maintenance of safety standards in regard to physical facilities in the colleges within Bungoma County. The compliance was in regard to construction of ablution block, classes, Hostels, dormitories, lighting equipment and installation, alarm systems, specification in regard to windows, doors furniture and equipment and lighting arrestors. The study concluded that college principal had a high positive compliance in regard to clean and safe physical facilities and environment as per registration requirements.

5.1 Recommendation

The study makes recommendations that the college principal with provisional registration seek full registration and sustains compliance in management and adherence to registration requirement for the physical infrastructure of college facilities.

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