

**THE MANAGEMENT OF SCHOOL SAFETY AND SECURITY IN SELECTED
PRIMARY SCHOOLS IN CHISAMBA DISTRICT**

By

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A dissertation submitted to the University of Zambia in partial fulfilment of the requirements for the ward of the degree of Master of Education in Educational Management

The University of Zambia

Lusaka

2020

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AUTHOR'S DECLARATION

I, Annely Chibwe, do hereby declare that this dissertation is my original work and that all the works of other persons used in this dissertation has been duly acknowledged; and that this work has never been presented to the University of Zambia or any other university for academic award.

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APPROVAL

This dissertation by Annely Chibwe is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Educational Management of the University of Zambia.

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ABSTRACT

Any disability in the school environment is bound to create a climate of insecurity and fear and impacts on the core educational purpose of schools. Accordingly the need to have deliberate strategies for the management of school safety and security is to create a sense of commitment and greater awareness in the school managers for the need of safer school environments where individuals can interact freely and feel secure in going about their daily schooling activities. The availability of guiding safety and security standards were briefly examined in this study to assess the effectiveness of the safety and security measures within the schools. It is important for any institution of learning hosting a huge population of children below 15 years to prioritise the management of safety and security to avert any risks that may arise in the process of delivering education. Safety and security management measures are valuable and helpful resources that can assist in creating safe and secure environments. As the study highlighted with limited financial support, embracing learner and community participation will result in a more holistic approach to the management of school safety and security, the safer and secure the school environment the higher possibility of achieving the set goals of teaching and learning result in community appreciation and support.

Key words: Primary school; School safety, school security; financing of school safety and security; learner and community participation.

DEDICATION

This publication is dedicated to my dear beloved children Namakoto, Mwiiya, Namukulo, Rose, Margret and Kelvin as an example of hard work for their inspiration. I also wish to appreciate their understanding and encouragement rendered to me during the course of my study.

ACKNOWLEDGEMENTS

I would like to thank Dr. L Mweemba for his support and guidance as my supervisor, especially according me a chance to discuss the document and give my perspective, correcting and reading countless drafts of this dissertation and strengthened my desire to learn, know, and do even more in accomplishment of this dissertation publication.

I am also grateful to lecturers in the Department of Educational Administration and Policy Studies at the University of Zambia, for their guidance and motivation.

I am indebted to thank my supervisor Mercy Chabu Ngoma for her encouragement and support to ensure I attend all my residential schools.

I also wish to thank my lady friends I have grown to call my sisters Frinah Chidakwa and Mercy Kabika for the inspiration, cordial and moral support rendered during my school and research work.

My humble appreciation also goes to the 3 selected primary school head teachers and their staff for their willingness to allow me conduct the study in their schools. Thank you for allowing me to work in your schools and assisting me with completion of my questionnaires. Your completion of questionnaires as honestly as possible made it possible for me to fulfil the conditions for completion of studies. You accepted to be part of this study without being paid anything.

To the colleagues in my UNZAZOU Post Graduate class the interactions and learning was so valuable and has contributed to my enhanced leadership and career growth. Thank you so much to you all for your love and encouragements.

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ACRONYMS AND ABBREVIATIONS

AGM	Annual General Meeting
DEBS	District Education Board Secretary
ESSP	Education Sector and Skills Plan
IPT	Independent Project Trust
MoGE	Ministry of General Education
PEO	Provincial Education Office
PS	Permanent Secretary
RATSA	Road Transport and Safety Agency
SDGs	Sustainable Development Goals
ZANIS	Zambia National Information Service
ZESB	Zambia Educational Statistical Bulletin

CHAPTER ONE: INTRODUCTION

1.0 Overview

The chapter contains the background information to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, delimitation, limitations, conceptual framework and operational definitions of terms used in the study.

1.2 Background

Education transcends access to formal schooling and embraces the right to a specific quality of education and a broad range of life experiences and learning processes that enable children, individually and collectively, to develop their personalities, talents and abilities and to live a full and satisfying life within society. (Committee of the rights of the child. General comment No. 1. 17 April 2001. Para.2-9.) Further to this the right to education is law as stipulated in Article 26 of the Universal Declaration of Human Rights, therefore a fundamental right, every child is entitled to a free, quality, safe and secure education at all levels. Therefore the role education plays in an individual's life cannot be down played.

Countries adopt various systems to provide education formally from birth to tertiary education. For example in the United States, education is free and mandatory from the age of five to sixteen in all states, Pre –kindergarten is offered to children who are aged 3 to 4 years prior to elementary (primary) school then secondary school while for Zambia primary education is compulsory and is free from grade one to grade seven offered, with pre-primary for ages 3-6 and primary 7-14. From the examples above it is clear that great importance is attached to the early stages of education and more so to primary education. Primary education is the second stage of educational development for many countries and it is perceived as a main means of transference to secondary, tertiary education for improving living standards, promoting economic growth and it is accepted precedence in the struggle against poverty (Alderman et al, 2001; Suryadarma, et al 2006).

The creation of safe and secure schools requires strategic will power and commitment and requires placing school safety and security top of the educational agenda. Without

safe schools the vision of teaching and learning cannot be attained as a safe school is fundamental to the success of academic mission.

A school being a complex system that undergoes multiple processes of development requires leader's intellectual prototypes or beliefs as part of the system and, along with these structures and practices that determine the system's behaviour for safety and security. Cooper (2000) defines safety as organizational culture that affects members' attitude in relation to performance. Safety therefore relates to a stable environment that allows for smooth operation of human lives. Safety of human beings is vital to their survival and productivity.

In 1989 the world leaders converged and agreed to recognise the Convention on the rights of children and protecting them from any form of harm so they can attain their full potential. The treaty set out the civil, political, economic, social, health and cultural rights of children. State parties, Zambia included accented in article 3-1 that all actions concerning children whether undertaken by public or private, social welfare institutions, administrative authorities or legislative bodies, will ensure the best interest of the children are of primary consideration.

Furthermore, article 3-2 states agree that protection and care as is necessary for the child's wellbeing taking into account the rights, the article indicates that it is the duty of parents or other individuals legally responsible for the children to take all appropriate legislative and administrative measures. In article 3-3 states agree to ensure that the institutions, services and facilities responsible for the care or protection of children shall conform to the standards established by competent authorities, particularly in areas of safety, health, in the number and suitability of staff as well as competent supervision. While article 19-1 further commits all state parties to take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical, or mental violence, injury or abuse while in the care of parents or any other person who has the care of the child and this includes schools.

This is strengthened by the United Nations Hyogo Framework (HFA) of 2005 which provides a comprehensive approach to reducing disaster risks. The framework aims to reduce the impact of disasters; socially, economically, environmentally and protecting community assets (UNISDR, 2009). The Hyogo frame which has five priority areas which include ensuring that disaster risk reduction is a national priority with a strong

institutional basis for implementation, identification, assessment and monitoring of disaster risks. Other priority areas include the use of knowledge, innovation and education to build a safety and resilience while reducing risk factors and strengthening disaster preparedness at all levels.

In 2015 the United Nations General assembly met to adopt the post 2015 agenda which saw the adoption of the 17 sustainable development goals (SDGs). The SDG 4 emphasises ensuring inclusive and quality education for all and promote lifelong learning. Fulfilling the SDG-4 requires not just getting all children into school but ensuring that the schools work in the best interest of the children entrusted with them. This means having schools that are safe, protective with adequately trained teachers availed with adequate resources and appropriate safe learning conditions.

On the other hand, Australia and the commonwealth have taken initiatives to address school safety issues through a comprehensive review of the school based policies, innovative and restorative approaches that deal with safety in schools (Shaw, 2002).

Hirano (2009) observes that in Rwanda, the Ministry of Education developed a policy document that outlines the school infrastructure standards while the government provides security and personal safety to learners in the schools.

According to the 2010 National Census of Population and Housing , the Population of Zambia stood at 13.1 million of which 52.5% are below 18 years old, this young population possess a dependency on Government resulting in limited contribution to the social economic demands of the nation but requiring a lot of safety and protection.

The 2013-2014 Zambia Demographic Health Survey (ZDHS) further states

“That the basic determinants of the good health such as access to water and sanitation are still limited in Zambia. Around 65% of households have access to an improved source of drinking water and 25% to an improved toilet. Limited access to water and sanitation accompanied by poor hygiene contributes to acute respiratory infections and diarrhoeal diseases which are among the leading causes of child deaths in Zambia”.

The Zambia Environmental Management Act (2011) on the other hand also states that „the right to clean, safe and healthy environment shall include the right of access to the various elements of the environment for recreational, educational, health, spiritual,

cultural and economic purposes.” This statement highlights the importance of a safe and secure environment for the betterment of education.

The National Child policy of 2015 states that “...All children have the right to be protected from harm, which includes a broad range of acts of violence, abuse, neglect and exploitation. Sexual abuse and exploitation, armed violence, bullying and harassment in schools, child trafficking” Government therefore has the responsibility to ensure that these rights are protected through national policies, standards and availing resources that will see to it that children’s rights are respected and fulfilled and children learn in safe and secure environments if they are to grow into productive and self-actualised adults that will contribute meaningfully to the much needed human resource for economic development.

The government of Zambia has put in place a number of policies education policy (1996: 2) under the Role of Government in Education states

“Education is a right for each individual. It is also a means for enhancing the well-being and quality of life for the entire society. The government’s role in education arises from its overall concern to protect the rights of individuals, promote social well-being and achieve a good quality of life for every person through all embracing economic development. The government must therefore seek to create, promote and support the conditions within which education can realise its full potential in society.”

According to the 2018 Zambia Educational Statistical Bulletin (ZESB), Zambia has a total of 9,674 schools of which 91% are primary schools (8823). With a total of 4,025,380 learners enrolled in 2018 representing a gross enrolment rate of 105% at primary school and 46.6% in secondary school level. These ratios of enrolments clearly bring out the need for primary school environments that are safe and secure considering the high numbers of children enrolled that require a healthy early development for their individual well-being and economic productivity in their adult life.

The Education Policy of 1996 in the Principles for the development of Education under the principle of Equality and Equity the Government clearly acknowledges the right to education of every individual stating that “it is a matter of justice that access to and participation and benefit in, the education system be available to all where access, participation and achievement in education are impeded by gender, physical, mental,

economic or social factors, the Government will seek to eliminate sources of educational disadvantage in order to enhance equity. From the foregoing it is clear that teaching and learning are affected by the personal health of members of a school community. The ESSP (2017-2021) which provides a guide for education provision in Zambia during the period 2017 to 2021 does not in any way mention the need for safe and secure schools. Throughout the document there is no mention of the management school safety and security. The ESSP (2017-2021) which provides a guide for education provision in Zambia during the period 2017 to 2021 does not in any way mention the need for safe and secure schools. Throughout the document there is no mention of the management school safety and security. The ESSP (2017-2021) which provides a guide for education provision in Zambia during the period 2017 to 2021 does not in any way mention the need for safe and secure schools. Throughout the document there is no mention of the management school safety and security. However despite having in place the National child policy that emphasises the protection of children and enjoyment of child developmental rights such as access to quality education; Zambia has still recorded a number of incidences in school which arose from school environments which are not safe and secure. In some schools classrooms have been blown off, pit latrines have given way, incidences of bullying, violence and indiscipline which impede the aim of teaching and learning have been recorded.

A number of these incidences may have arisen from school environments that are not safe and secure. For example lack of adequate latrines at some schools necessitated closure of some schools during the 2018 cholera outbreak through the SI 81, absence of chlorinated drinking water at some school water points or even broken down water points where children are required to carry with them water as they come to school. School thefts/burglaries the case of

Mambwe District in 2018, thieves broke into the deputy head teacher's office at Ncheka Primary school and stole written grade nine examination papers and answer sheets. Eastern Province commissioner of police Luckson Sakala said;

The thieves drilled a hole from one of the classrooms into the deputy head teacher's office strong room where the papers were kept. Sakala said the incident occurred between November 23rd 2018 at 17:00 hours and November 25th 2018 at 07:30 hours at Ncheka Primary School.

He said the thieves went away with all the written grade nine examination papers including maths, answer sheets which were written on Friday, 23rd November 2018.

Another case of theft incident where Grade 9 examination question papers and a laptop were stolen at Chilochabalenje Primary School in Chibombo District. Unknown people broke into the head teacher's office and the strong room at Chilochabalenje Primary School stealing some Grade 9 examination question papers and a school laptop. ZANIS reported that;

The stolen examination question papers were Business Studies, Social Studies paper 2, and Chitonga paper 2 which are yet to be written. Acting Deputy Head teacher for Chilochabalenje Primary School Imboela Lubinda said the trunk containing Grade 7 examination question papers was also tampered with but no paper has been stolen. He said the incident is suspected to have happened between Monday night and yesterday morning. Explaining to the District Education Board Secretary (DEBS) Berlina Moono and the Police who had rushed to the school, Mr Lubinda said the thieves destroyed the locks to the office door and the strong room where the examination question papers were secured.

In spite the several assertions on the importance of school safety and security, cases of confirmed accidents and incidences that threaten school safety and security recorded and reported, indicate a need to investigate the management of safety and security in Zambian schools. Hence this study to investigate the management of safety and security in selected primary schools in Chisamba District.

1.3 Statement of the problem

Zambian children constitute 46.0 percent of the population with the majority under the age of 15 and is a dependant age group. It is from this age group where the portion enrolled in primary schools in Zambia comes from. Zambia has 8,843 primary schools with a total enrolment of 3,287,907 children. (Education Statistical Bulletin 2018.) Given this huge number of young children enrolled in Zambian primary schools the management of safety and security becomes key in the process of education delivery. The problem investigated by the researcher arose from the fact that a dependent population is enrolled in primary schools coupled with the fact that despite having in place the national policies that emphasise the protection of children and enjoyment of

child developmental rights; incidences of unsafe and insecure environments in government schools have been reported across the country.

Chisamba district has been identified as ideal for this due to the fact that it is a new district, with a projected population of 130,647 by 2019 of which 50,206 are children and fall within the 0-14 year's bracket forming part of the primary school age group more importantly Chisamba district borders Chibombo district which experienced incidences of insecurity. Without the safe and secure learning conditions and environments the educational aims of teaching and learning may not be fully realised hence the need for this study to investigate the management of safety and security in selected primary schools in Chisamba District.

1.4 Purpose

The purpose of the study was to investigate the management of school safety and security in selected primary schools in Chisamba District in so doing, to suggest sustainable mitigations measures to address the identified challenges in selected primary schools in Chisamba District of Central Province, Zambia.

1.5. Research Objectives

The objectives that guided the study were;

1. Investigate the levels of financial resourcing for the management of school safety and security in selected primary schools in Chisamba district.
2. Determine if the staff are trained in the management of school safety and security in selected primary schools in Chisamba district.
3. To investigate extent to which the community participation in the management of school safety and security in selected primary schools in Chisamba district?
4. Establish strategies for enhancing the management of school safety and security; through integration and participation of other stakeholders in primary schools in Chisamba district.

1.6 Research questions

The study was guided by the following questions:

- 1) Do Primary schools receive financial resourcing for the management of school safety and security in selected primary schools in Chisamba district?

- 2) Are members of staff in primary schools trained in the management of school safety and security in selected primary schools in Chisamba district?
- 3) Do learners, community structures participate in the management of school safety and security in selected primary schools in Chisamba district?
- 4) What strategies can be documented for enhancing the management of school safety and security; through integration and participation of other stakeholders in selected primary schools in Chisamba district?

1.7 Significance

The study might provide useful information for the Ministry of General Education, school managers, teachers, learners and community members for the management of school safety and security. Furthermore the study may bring out challenges faced in the management of school safety and security creating an opportunity for integrated management of safety and security with other stakeholders. This may help to make learning environments safe and secure for inclusive and quality education delivery.

1.8 Limitations

With holding of information for fear of telling on the system weaknesses by some informants.

1.9 Delimitations

The study was limited to only three (3) government primary schools in Chisamba district which were randomly selected. The respondents were limited to head teachers, teachers, District Planner, District education board secretary in Chisamba district, Senior Planner and Director Planning at Ministry Headquarters.

1.10 Theoretical Framework

The study was based on General systems theory in general (Bertalanffy; 1968). The proponent of this theory stated that any well-structured organization has an environment in which it is established and functioned. There should be direct links between various elements so that they fit together as a whole. According to Bertalanffy an institution absorbs inputs from the environment. The organization processes the inputs into outputs and then the outputs are released into the setting. A school as an organization receives from the environment human resources, physical resources,

financial resources and information. These are absorbed in the school as inputs. Through the process of employing these resources the organization converts the inputs into materials and services, and hence sends them back to the society as outputs. The principals, teachers, learners and resources act as inputs in adhering to safety standards and guidelines. Activities such as selecting and appointing committees, in servicing learners, conducting fire drills, monitoring and evaluation will act as the process of implementing adherence to safety standards and guidelines. There is a systems thinking.

The coordination, delegation and participation of principals, teachers and students in matters of adherence to safety standards such as creating assembly grounds, warning bells, operating fire extinguishers with ease, locating emergency exits will make the school safe to all. Safe school will produce quality teaching, increased learners' environment and high retention completion rate without difficulties.

System theory looks at a school as a unique and purposeful system of interrelated parts it brings systems thinking to pragmatic levels. The head teachers, teachers and learners must interact in a school set up to implement the schools mission, vision and core values. This theory becomes paramount in this study because it identifies a school as a system where safety needs have to be implemented

1.11 Conceptual Framework

A conceptual framework is a model of presentation where researchers represent the relationship between variables in a study and the relationship in a diagram. It shows the independent variables, their indicators and how they contribute to the dependent variable in order to enhance learners' safety. The conceptual Framework illustrates the dependent and Independent variables in the study. The independent variables are the financial resources which are conceptualized as mobilization of financial resource, budget allocation and efficient use of funds. Staff training is conceptualized as formation of safety committees and selecting or appointing a teacher in charge of safety issues in the school. Student participation involves in-servicing and sensitizing students and students' participation in fire drill training. Head teacher's role is conceptualized in terms of safety management training for teachers, monitoring and evaluation and giving feedback on issues of safety in the school.

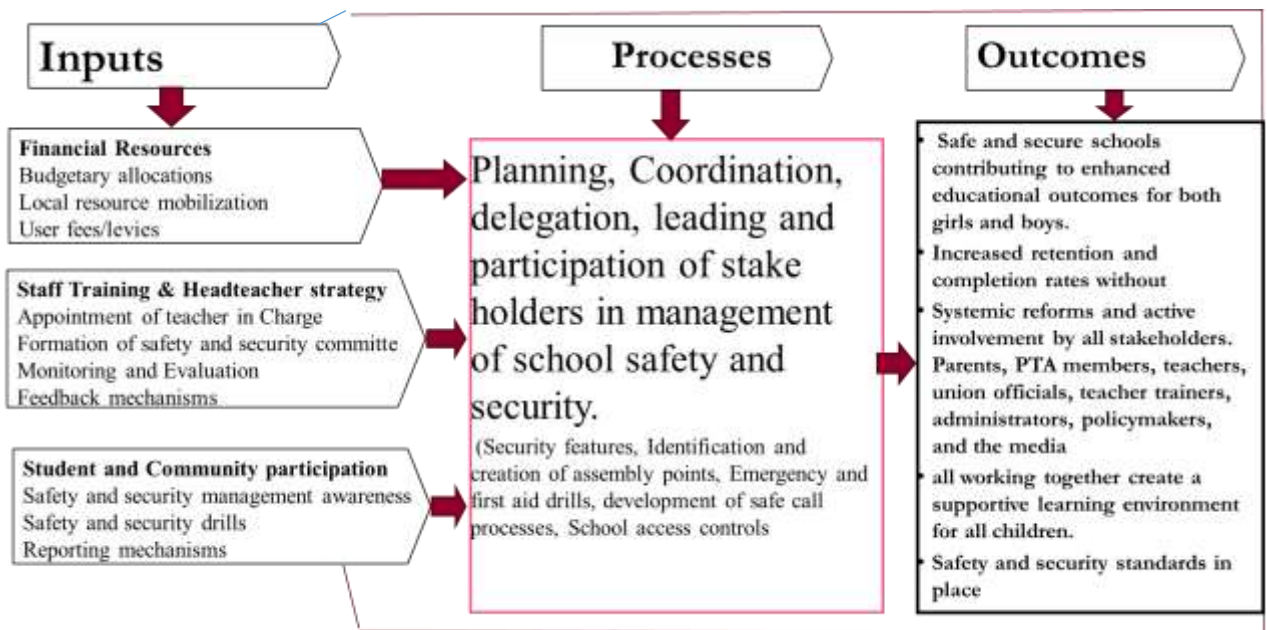


Figure 1: Represents the conceptual framework

1.12 Definition of Operational Key Terms.

Primary school refers to a school providing primary education grade 1 to 7

Management refers to all activities and tasks undertaken in ensuring the safety and security of the school environment by using all resources available to the school.

School safety refers to the provision of school environments and school related activities that ensure learners and teachers are safe from any danger or risk.

School security refers to measures taken to combat threats to learners, teachers and property in the primary school learning environment.

Staff training refers to capacity building for teaching staff, learners, and nonteaching staff to allow them acquire knowledge, skills and competencies on school safety.

Participation refers to the inclusion in decision making on matters of school safety and security of teachers, learners, community members and community structures.

Safety standards these are set out requirements that must be met to ensure the protection of learners and the learning environments, both now and in the future.

Safety guidelines provide recommendations and guidance on how to comply with the requirements.

1.13 Organization of the study

The study was organised in five chapters. Chapter one consists of background to the study, statement of the problem, objectives of the study and research questions, limitations of the study , delimitations of the study, the study assumptions and definition of key terms of the study. Chapter two will consist of the literature review, theoretical and conceptual framework of the study. Chapter three will include methodology, the research design, target population, research instrument, validity and reliability of instruments, data collection procedure and data analysis techniques. Chapter four will deal with how data analysis, data collection, presentation and interpretation will be done.

1.14 Summary

This chapter highlighted the background of the study, statement of the problem, purpose and research objectives. The study further indicated the study limitations, significance, theoretical and Conceptual framework and operational definition of key terms as used in this study.

CHAPTER TWO: REVIEW OF LITERATURE

2.0 Overview

This chapter reviews literature that provides understanding, debates and publications related to this study. This review of literature in this study is to have an understanding of the available literature on the management of safety and security in primary schools and financing of the training of staff and participation of learners and the community in the management of safety and security in primary schools. The study focuses on the review of theoretical literature and empirical literature to understand the phenomenon of managing safety and security in primary schools. This will consequently create deeper understanding of the subject matter while identifying knowledge gaps which enhance the rationale of this study.

2.1 School Safety

The concern of the child's right to receive education in safe and secure schools the world over, has been under the spotlight for some years. It is contended that the opportunity to pursue formal education, particularly quality education, is meaningless unless the learner is able to pursue his or her educational rights in an environment that is both safe and secure. The Independent Project Trust (IPT, 1999) also elucidates that a secure school environment has a very low risk of physical, emotional and psychological injury to its occupants. IPT (1999) additionally argues that a safe school is, therefore, a healthy school although, perhaps, the two do not equal to each other. School security is one of the greatest pressing public concerns today. Yet in most schools, there is little security expertise or detailed knowledge about how to implement and manage a security program (<https://www.elsevier.com>).

Schools should be safe spaces for students, teaching staff and non-teaching staff. For the concept of 'safety' to be meaningful, it must be interpreted broadly to encompass well-being in its widest sense. A common challenge for schools and educational authorities is, therefore, to manage school safety appropriately not only to prevent physical accidents and incidents, but also with the purpose of creating an environment that promotes physical, emotional and social well-being, both individually and collectively.

Managing is generally defined in terms of the so called management tasks and areas, that is, executing such tasks as planning, organising, leading and controlling in such areas as staff affairs, learner affairs, curriculum and teaching affairs, physical facilities, financial affairs and school community affairs (Van der Westhuizen, 2002). Thus managing school safety can be seen as executing all the management tasks in so far as ensuring the safety of the school environment by using all resources available to the school. In essence, managing school safety relates to the school principal's role in executing all the necessary management tasks to ensure the safety of learners at school. This involves planning, organising, leading and controlling for school safety.

Creating an enabling school environment that allows for best practices aimed at learner safety is thus the principal's role. This role entails in essence, the establishment of the necessary management systems for the creation of safe school conditions. The task of the principal thus entails safe school planning. To understand the role of the school principal in safe school planning, it is important to expound the safe school planning process itself.

Safe school planning is described as a systematic process to create and maintain a place where learners can learn and educators can teach in a warm and welcoming environment free of intimidation and fear (Clarksean & Pelton, 2002). In this regard, the California Department of Education (1995) defines safe school planning as a process where problems are identified and analysed, the desired areas of change are agreed upon, change strategies identified, evaluated and selected, chosen strategies are implemented and the impact of these efforts is analysed.

Safe school planning is generally advocated as involving a number of stages as building commitment and setting up a school safety committee, identifying school safety and security problems, drafting the safety and security plan, implementing the safety plan and reviewing, evaluating and monitoring.

Learners learn best and achieve their full potential in safe and orderly classrooms. This positive academic environment begins with safe families and safe communities (Anon, 2002). Teaching and learning cannot take place in an unsafe environment. The art of creating a peaceful school environment poses great challenges to school management (Netshitahame & Vollenhoven, 2002). It is stipulated in section 24 of the Bill of Rights (Republic of South Africa, 1996) that every person has a right to an environment that is

not detrimental to his health or well-being. This right also applies to learners, and in principle protects them from being exposed to harmful environments, including the school (Oosthuizen, Botha, Bray, Maritz, Van der Westhuizen & Van Schalkwyk, 1994).

Children are the most precious resource as they hold in their hands the future of the state and nation, and that is why safe schools should be everyone's concern and everyone's responsibility. During the apartheid era, township schools were sites of violent political struggle (Simpson, 2001). Today, they are too often at the mercy of criminal activity. The answers to this lies with society as a whole and not just the school. Newspapers frequently report that learners at schools have been victims of violent crimes like rape, corporal punishment, and abductions by an estranged father or mother. School safety becomes thus a quintessential necessity (Simpson, 2001). Squelch (2001:138) defines a safe school as one that is free from danger and possible harm, where non-educators, educators and learners can work, teach and learn without fear or ridicule, intimidation, harassment, humiliation and violence. A safe school is thus a healthy school in that it is physically and psychologically safe (Xaba, 2005).

A safe school is one that is also free from violence and crime, free from hazards or danger within the school, and e.g. secure perimeter fencing, safety policies and their enforcement.

Increasingly efforts in crisis planning are beginning to focus more on the prevention of violence and promoting safety and security as a culture within schools (Pagliocca, & Nickerson, 2001). This may include the collection of data on crime and violence in the schools, the creation of safety conscious policies and rules on attendance, conduct, and discipline to ensure that policies, procedures and consequences are clear (Brock, et al., 2001). Other safety and security measures include timely training of school personnel in crisis prevention and reviewing the buildings' safety plans by reviewing evacuation routes, and procedures for admitting and supervising visitors to the buildings.

Principals as managers of schools contribute to a large extent to the safety solutions that prevail in schools. However, school safety is everyone's business. The best safety effort will involve all aspects of a school, including classroom situations, school services and the school climate. Many parents feel that the very idea of "school safety" is

overwhelming and .frightening in terms of whether learners feel safe at school and what the school is doing to keep its learners safe (Anon, 2002).

Primary schools are most likely to be vulnerable to safety threats. This is because the majority of learners at primary schools are at an age where they are, firstly, vulnerable, that is, physically weak, dependent and cannot run away easily and fast enough from dangerous situations; secondly, physical injuries are worse for young children as they are still growing and developing; thirdly, emotional hurts do more damage to them since their emotions flare up intensely and are less grounded; and they are reckless due to their immaturity (SalazarVolkman, 2004).

Swart and Stevens (2002:5) found from a survey of 240 responses, 144 (67.8%) incidents of injuries most of which were associated with physical fighting or assault with 19% involving the use of an instrument or weapon. From the injuries reported, most were head, face and ears/eyes/nose injuries. These reports and many others (Zulu, Urbani and Van der Merwe, 2004; Netshitahame and Vollenhoven, 2002; show clearly that there is a need to focus on school safety at schools, particularly primary schools.

Calabrese (2000:1) emphasises the fact that a safe school is the desire of the school community as parents want their children to be safe; educators want to teach without fear of reprisal; administrators want to concentrate on creating and maintaining an achievement-focused environment; and learners want a supportive and stimulating environment.

The ecological perspective focuses on understanding people in the context of their social environment (Monroe, 2004:145). In this regard, Monroe (2004:145) posits that the ecological perspective focuses on how people interact with one another and their environment. To this end, Hanson, Vardon and Lloyd (undated: 18) argue that safety is a psychological, environmental and sociological phenomenon and that safety is an ecological concept determined by the relationship between individuals and their physical and social environment.

Thus, the social environment involves all conditions, experiences and human interactions that encompass people and includes people's dwellings, educational provisions, occupations, access to material goods and wealth and laws and social rules (Monroe, 2004:145). More precise, Hanson, Vardon and Lloyd (undated:25) express

the view that "to reach a complete physical, mental and social well-being, an individual or group must be able to realise (their) aspirations, to satisfy needs and to change or cope with the environment". This can be construed to imply that the school's ecological perspective presents the school as comprising both the physical and psychosocial environments.

The nature of school safety requires an understanding of what a safe school is. As alluded to in the foregoing section, a safe school is seen from a perspective of elements of the school's environment, which is a manifestation of the school's physical and psychosocial environments. The school environment thus presents a holistic picture of school safety elements. The school's physical environment includes the school buildings and the surrounding grounds and includes physical conditions such as noise, temperature and lighting as well as the physical, biological or chemical agents (Henderson and Rowe, 1998:97). Wargo (2004:1) surmises the school's physical environment as encompassing the school building and all its contents including the physical structures and infrastructure, the site on which the school is located and the surrounding environment.

2.2 School Security

School buildings include classrooms, stairwells and passages, offices, libraries, laboratories, tuckshops, toilets/closets, gymnasia and locker rooms, cafeterias and storerooms (Henderson and Rowe, 1998; Wargo, 2004; Garret, 2005). Other aspects of the physical environment as listed by Henderson and Rowe (1998:98) include materials used in floors, walls and ceilings, signage, safety provisions and access for disabled persons. The safety of school buildings relates to their condition as well as the manner in which they are used.

In this regard, Reid (2000) advocates the general appearance of buildings as an indicator of the school's tolerance for misbehaviour, and by implication, safety-threatening situations. Reid (ibid) argues that school buildings must be clean, comfortable and devoid of signs of vandalism, damage and graffiti. This implies that school buildings need to be in a clean condition and that damage and graffiti need to be repaired as soon as possible so as to prevent further damage through appearances portraying a non-caring attitude.

In this regard, the "broken-window" theory attains relevance. Schnepf (2003) describes the "broken-window" theory as positing that a broken window left unrepaired sends a signal that there is lack of concern about the building and indicates that the rest of the windows are free to break because when left untended, this leads to more broken windows. To this end, this implies that whatever is damaged and needs to be fixed, has to be fixed timeously so as to avoid further damage.

School grounds entail shrubs, trees and grass, drainage, sidewalks, fencing and gates, and access to the school for transportation and emergency procedures (Henderson & Rowe, 1998:98). In essence, school grounds present the manifestation of safety of the whole school campus. Safety in this sense implies that the schools grounds must be free of any threats to safety, both to property and people in the school.

A secure perimeter fence holds many safety and security benefits. Among other benefits, secure fencing eliminates trespassing. In this regard, San Diego County Office of Education (2003) suggests a few ideas to deter trespassing and these are:

1. making sure that entrances and exits are securely locked; installing motion sensor lights;
2. letting the campus be used for community services after school hours;
3. encouraging the use of school grounds for weekend events and lastly,
4. Having law enforcement visit the school campus during off-peak periods.

Safety and security systems and procedures relate to service systems and procedures. Included in safety systems and procedures are, inter alia, systems for drainage and sanitation, waste disposal and management, electricity, alarm, fire, communications, emergencies and evacuations, visitation, vehicular drop off and pick-up, leaving school campus during teaching and learning hours, access control, parking and vehicle control, mail, packages and delivery systems and intrusion detection.

For any repairs that have been done to school property, be they minor or major, a register thereof must be kept (Xaba, 2005). Maintenance of the school facilities also requires a register in order to be able to see how often one has to maintain or repair some of the amenities of the school.

Visser (2003:7) recommends that the school's procedures for fire and emergency evacuation must be appended and also be posted in the school entrance passage or hall

for obvious reasons. These procedures will be updated as it becomes necessary or appropriate. Furthermore, the principal has to ensure that the First Aid kit is available. Creating a safe and secure physical school environment necessitates therefore, a rigorous and well-planned system of maintenance and surveillance of the school's physical environment.

Szuba and Young (2003:74) posit that preventive maintenance is the scheduled maintenance of equipment, such as the replacement of air conditioner filters every ten weeks or the semi-annual inspection of water fountains. Preventive maintenance is crucial in so far as it ensures that equipment is always in good working order and provides safety for learners. Carter and Carter (2001) added that the objective of natural surveillance is to provide an environment in which one can see and be seen, to eliminate hiding or hard-to-see places and thereby increase the perception of a human presence.

Access control involves a way for learners, educators and visitors to get from one place to another (Simpers, 2004). It also controls who is allowed into certain areas. Simperts (ibid.) distinguishes between the following types of access control - signage, fencing, landscaping and lighting. According to Kennedy (2004), access control also means that visitors arriving at the school must go directly to the administration office before doing anything on the school campus.

Research has shown that in recent years many schools have paid greater attention to how they can provide a friendly, rewarding and supportive atmosphere (Kennedy, 2004). In this regard, Henderson and Howe (1998) advocate an aesthetically appealing school environment. They argue that the appearance and condition of a school's facilities and grounds significantly affect the experiences of learners during the school day. For instance, flaking ceilings, graffiti-tainted walls, run-down floors, crumbling sidewalks, debris strewn playgrounds and leaky toilets can promote a "why bother, no one cares" attitude among learners.

In this regard, Skevington (2003) is of an opinion that school safety plans should take a balanced, comprehensive approach to school safety consisting of practical security measures, a positive school climate and firm, fair, consistent discipline, supporting cooperation and active learning. Skevington (2003) further advocate the role of the educator as including taking care of the psychological welfare of learners, making them

feel valued and sees a supportive environment as one that welcomes new people to the school that offers effective and sensitive communication and fosters a sense of attachment and belonging to all in the school.

2.3 Community Participation

Keys (2005) posits that the roots of bullying and harassment, poverty, unemployment, substance abuse, dysfunctional families, and discrimination to create complex problems for society in general and schools in particular. For schools to be successful in their attempts to prevent bullying and harassment they must join with the broader community to create comprehensive prevention programmes in which service providers from various institutions and service agencies work together to address the multiple causes of bullying and harassment, including sexual assault.

Safety and security are of concern in any setting where there is human interaction, however in the school settings very few school managers give it requires. Having a school environment that is safe will encourage both learning and teaching. It is providing such safe environments that poses a challenge given that the threats range from discipline issues to bio-terrorism. It is for this reason that a school safety plan is essential and will have to be revised regularly (Campbell, 2007:6)

School safety is viewed as a responsibility of the school community and its interaction with the school environment, which comprises both the physical and psychosocial environment. It is also apparent that creating and ensuring school safety and security in terms of the physical and psychosocial environments would require resources which more often than not, would demand high financial resources that most schools would find difficult to secure. Even then, it can be asserted that the availability of costly and state of the art resources would not be a guarantee for school safety. However, schools can go a long way towards creating safe and secure school environments by paying attention to basic features of school safety as illustrated in the sections on the physical and psychosocial features of school environments (ibid). Above all, it is important to consider safety at schools as a function of all actions aimed at creating safe conditions as implied by the people's interaction with their schools' physical and psychosocial environments.

The head teachers have to continuously reflect and act on matters pertaining to policies and procedures. While these will have been laid down and documented in the school safety policy, the implementation and monitoring thereof have to be a constant feature of the head teacher's management duties, among others, reflecting on issues to be constantly considered, like access control of facilities and staff roles and responsibilities.

2.4 Summary

This chapter highlighted various aspects regarding management of school safety and security by reviewing literature on school safety, security and community participation at various levels of the education system. It is clear from the literature reviewed that there is a gap in the research done in primary schools and around issues of management. Most research documents reviewed were centered on secondary schools and focusing more on implementation rather than the management process.

CHAPTER THREE: METHODOLOGY

3.0 Overview

This study investigated the management of safety and security in schools by the Ministry of General Education (MoGE) as a way of promoting student safety and security in primary schools. This chapter provides the methodology the research employed in the collection of data. It also discusses and outlines the methods of data analysis.

3.1 Research Approach

In this study a qualitative approach was utilised. A qualitative research lends itself a better understanding of peoples' experiences and a specific phenomenon. According to Fossey et al (2002), the main goal of a qualitative research is to address questions, to gain deeper understanding of the meaning and experiences of people and their social lives. In this regard the study applied qualitative approach in order to gain a deeper understanding on the management of school safety and security in primary schools in Chisamba District. Furthermore the flexibility of the approach was one the researcher sought as it offers the opportunity for including their observations, impressions, own thinking allowing the research to be interpretive. This flexibility strengthens the significance of the study as the idea of the study was born from personal experience and media reports. This enabled the researcher to approach the field work with an open mind while benefiting from the in-depth understanding of the reality on the ground.

3.2 Research design

The researcher employed descriptive survey method of research, to describe the current situation of school safety and security without manipulating the variables. According to Orodho (2005), survey method is used to collect information about the popularity or success of particular program. It is on this and of the already given reasons for study, that the design is found suitable.

3.3 Target population

According to Mugenda and Mugenda (1999), the population of study refers to a group of people, events or place who share the same characteristics that a researcher wants to study. The target population was drawn from the primary education sector in Chisamba

district which formed the sample frame for the study. The target population from the research site were primary school head teachers and teachers; the District Planner and the District Board Secretary in Chisamba District. Others were the Director planning and Senior Planner at Ministry Headquarters. These cohorts were selected because the researcher believed that these participants would have more information on the management of school safety and security in primary schools.

3.4 Sample Size

A sample is a small part of anything which is intended to stand for or represent the whole, in the study. Sample size can be referred to as the number of participants the researcher intends to include in the research study and are selected based on some characteristics; and are believed to reliably be able to provide with appropriate information for the study. Considering that the qualitative approach was adopted. 14 key respondents to the study included the Director planning and Infrastructure Development HQ, Provincial Education Officer Central Province, Provincial Planner Central Province, the District Education Board Secretary Chisamba District, District Planner Officer Chisamba District, 3 Head teachers and 2 teachers from each selected schools are targeted for interviews. A qualitative research approach requires the researcher to interact with a small sample of participants to enable the researcher have deeper understanding of the phenomena hence the selected cohort.

3.5 Sampling Procedures

Wellington (2000). Orodho (2005) says that, sampling is a process of selecting a subset of cases and draw conclusion from active sets. The selected schools in Chisamba district were all government primary schools. The schools were purposively selected. In purposive sampling the researchers purposely targets a group of people believed to be reliable for the study. The basis for using this sampling method was because administrators from the Ministry headquarters and the district; are in charge of policy and guideline formulation around school safety and security while head teachers are in charge of managing the implementation of safety and security standards set by MoGE in their respective schools. Teachers on the other hand assist head teachers' in ensuring that safety and security of students is maintained in the school set up and classrooms.

3.6 Data collection

According to Kombo and Tromp (2006), data collection refers to the gathering of specific information aimed at proving or refuting some facts. The purpose of collecting data is to help the researcher clarify facts. Permission was sought from the District Education Board Secretary in Chisamba District. The head teachers and teachers were subjected to in depth interviews at convenient times with consent sought from individual participants and data collected was recorded using an audio recorder.

This study used interviews and focus group discussions to collect data. The researcher used interview guides containing semi structured question items to engage participants into interviews. The premise for using interview guides that contained semi-structured questions was to accord the participants chance to clarify and expand on their views. Semi-structured questions were considered to be flexible and enabled the researcher to get a complete understanding of the issue under investigation because the researcher could probe and participants were free to expand on their responses (Kombo and Tromp, 2006). In other words, Semi structured interview guides enhanced a high response rate which enabled the researcher obtain useful information about personal feelings, views and opinions of the participants' own words since it was easy for them to clarify ambiguities; and the researcher was able to follow the incomplete answers (Kajornboon, 2005). The researcher used an audio recorder to capture responses from the interviews. While on sight the researcher sought permission to capture photographs while making observations.

3.7 Research instruments

The research instruments to facilitate the collection of data from the study sample included document analysis, semi-structured interview guide and observation schedules.

3.7.1 Interviews

According to Kothari (2004) interviews involve a set of questions that are intended to collect information through oral or verbal communication in a face-to-face contact between the researcher and respondents. The researcher used interviews to prompt responses from head teachers and focus group discussion for teachers in selected primary schools. The researcher used semi-structured interview guides for both

interviews and group discussion. Kombo and Tromp (2006) who argues that a semi-structured interview is based on the use of an interview guide which is a list of questions or topics to be covered by the interview. The rationale of using interviews as a qualitative data collection method in this study was to get in depth understanding of head teachers and teachers understanding of the management of safety and security in primary schools. Interview guides with semi structured questions were administered to head teachers and teachers, these accorded the researcher an opportunity to probe on responses that needed clarity while according respondents the freedom to elaborate and expand their responses.

3.7.2 Observation schedules

Orodho (2005) observes, that observation schedules provide information about actual behaviour, it can reveal all information than other data collection methods. Field observation schedules gave the researcher an opportunity to link the data collected first hand from the respondents and match it with the environment thereby preventing contamination of the factors standing in between researcher and the object of research, Frankfort et al (1996). The observation schedules were designed to observe safety and security measures existing in the schools.

3.8 Validity and Reliability

Validity and reliability was very important features the researcher considered for the credibility of research findings in this research.

3.8.1 Validity

Validity is the degree to which imperial measure of a concept accurately represent that concept, Orodho (2005). Mugenda and Mugenda (1999), asserts that professionals or experts be used to access the content and validity. Hence the validity of the questionnaires and observation schedules were accessed by the researchers 'supervisor, their suggestions and recommendations were considered and incorporated. To validate the findings in this research, the researcher recorded some of the interviews under the permission of participants during data collection which later were used to check for unclear information and member checking with the participants. To achieve data validity using member checking, the researcher made use of the participants' responses

for the verification of the findings from interviews and were able to make follow ups with participants on issues that needed clarity.

3.8.2 Reliability

Reliability of measurement is concerned with the degree to which a particular measure, measuring procedure gives equivalent results over a number of repeated trials, Orodho (2005). Reliability indicates the extent to which a measuring instrument contains variable errors; Frankfort et al (1996). It is in this view that interview guides were pre-tested in order to assess whether the instruments are addressing the data the researcher wants to collect.

Therefore, a pilot was carried out on randomly chosen participants involving two primary school teachers; and a head teacher to ensure internal consistence. Participants who took part in a pilot were not included in the main research. The reason for a pilot was to measure accuracy precision of question items to check if at all questions were able to yield consistent results. Also this was done to check the appropriateness of the language used in the interview guides to determine difficulties in the instrument's question items; so that corrections and adjustments are made.

3.8.3 Trustworthiness.

Credibility, dependability and transferability were put into consideration to ensure data trustworthiness. Credibility depended on the richness of the data gathered. Credibility was achieved through expert evaluation of gathered data from interviews. Some data that needed clarity of expert in the field were suggested to expert who clarified and authenticate the trustworthiness of data that was gathered from interviews.

Dependability helped to ensure that the research findings are consistent and could be repeated. This was achieved through member check. This means that the researcher after interpreting data went back to some of the respondents and asked them to confirm their responses and see if still maintained their earlier responses. Transferability was endured to make the research to the degree in which it can be transferred to other contexts. The data that was collected was analyzed to the participant's point of view. This enabled the researcher to make generalizations on the results. Therefore, ensuring trustworthiness helped the evaluation of the research in line with the procedure to generalize the findings which was achieved through giving a clear and distinctive

description of the research context, selection and characteristics of participants, data collection as well as the procedure for data analysis.

3.9 Data collection procedure

The researcher obtained a letter of introduction from The University of Zambia ethical committee; which was presented to the Ministry of Education for permission to collect data in Central Province. The researcher presented the permit to the District Education Board Secretary (DEBS), who gave permit to the researcher to conduct the research. The researcher presented the questionnaires to the head teachers and teachers of schools visited in person. While at the school the researcher, sought permission and made observations and scheduled them. The researcher collected the questionnaires as soon as they were filled by the respondents.

3.10 Data analysis

According to Mugenda (1999) data analysis is the process of bringing order, structure and meaning of the mass information collected from the field. Orodho (2005) say that this process involves classifying collected data into some purposeful and usable categories. Data analysis commences first by checking if all the questionnaires are obtained back. Editing the gathered raw information contained in the completed questionnaires and filled observation schedules for accuracy, usefulness and completeness followed. The thematic method of qualitative data analysis was used in the study. In ensuring thematic analysis in this study, qualitative data collected from in-depth interviews was transcribed, sorted, coded into themes and then interpreted and presented in a descriptive and narrative manner.

3.11 Ethical Consideration

The researcher ensured that all data that was collected was strictly confidential and used for the purpose of this research. No findings from this study were attached to any particular school or respondent. Therefore, names of schools and respondents were kept anonymous. The researcher sought consent from all the participants, and permission from head teachers of the primary schools in the sample to get photographs.

3.12 Summary

This chapter presented the methodology that was used in the study. A descriptive design was employed. This research design was employed to enable the researcher conduct interviews with participants and accord them an opportunity to freely express themselves and elaborate more on their responses. The chapter has also presented the: target population, sample size, sampling techniques, data collection instruments, validity and reliability, data collection procedure, data analysis used as well as ethical considerations.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Overview

In this chapter data is presented and analysed. The study sought for information on the management of school safety and security in selected primary schools in Chisamba District. Semi- structured interview schedules were administered to the Director Planning at the Ministry of General Education (MOGE), one District Education Board Secretary (DEBS- Chisamba), one Provincial Education Officer (PEO-Central province), three Head teachers, and six teachers. Furthermore the researcher made observations which were recorded in the observation schedules during her visit to the sampled schools. The study was guided by the following research questions:

1. Do Primary schools receive financial resourcing for the management of school safety and security in selected primary schools in Chisamba district?
2. Are members of staff in primary schools trained in the management of school safety and security in selected primary schools in Chisamba district?
3. Do learners, community structures participate in the management of school safety and security in selected primary schools in Chisamba district?
4. What strategies can be documented for enhancing the management of school safety and security; through integration and participation of other stakeholders in selected primary schools in Chisamba district?

Data gathered by the study is presented and analysed under the following headings based on the specific objectives of the study.

- Financial resourcing for the management of school safety and security.
- Staff training in the management of school safety and security
- Learner, community participation in the management of school safety and security
- Problems faced in the management of safety and security.

4.1 Demographic characteristics

From the data collected it is clear that there was equal number of female and male respondents. A total of 14 respondents were included in the study of which 7 were females while 7 were males.

4.1.1 Level of respondents' qualification and experience

The data collected clearly indicates that all respondents were professionally trained teachers though at different levels of qualifications. The study revealed that eight of the respondents were trained at degree level with two having obtained Masters while 4 teachers were trained at diploma.

4.1.2 Head teachers' Experience

All the three Head teachers interviewed had headship experience of five years and below. It was clear that the head teachers had at least 10 years and above working experience in the teaching service.

4.1.3 Teacher Experience

It is clear from the data collected that the teachers interviewed in this study had substantial teaching experience in the teaching service. One of the teachers stated that they have been in the teaching service for 17, 12, 6, 5, 3 and 1 year in the teaching service respectively.

4.2 School safety and security status

To get an appreciation of what is on ground, the study included questions that would give a broader perspective of the safety and security situation at the selected schools.

4.2.1 General details and knowledge on the status of MoGE safety and security standards

As regards the availability of a school safety and security manual in the Ministry of General education, 100% of the respondents expressed ignorance of the availability of any manual guiding the management of safety and security at school. When asked if their schools has a copy of the MoGE Safety standards manual all the respondents indicated they had no copy at school. 70% indicated that in the event they carry out any safety and security activities; it is done out of initiative and as such will vary from one school to another. The respondents also indicated not having an idea of the availability of such a document in MoGE.

4.2.2 Availability of school safety and security Committee

Respondents were further asked if there was a safety and security committee within their schools, 100% of the respondents stated that there was no safety and security committee. However, 6 of the respondents stated that they do not have any school safety and security management committees indicating that they had the school health and Nutrition committees and the other 3 respondents indicated that the school utilizes the examinations committee for any security needs and this is mainly during examinations.

4.2.3 Safety and security situation

The researcher further sought to understand the safety and security situation in the schools. The study included a few yes and no questions for the head teachers and teachers on the availability of a few selected safety and security parameters in their schools.

The findings from the study below show what the respondents had to say.

All the school head teachers and teachers agree that the school physical infrastructure was constructed and occupied in consultation with the MOGE planning department. They further indicated that the District buildings officers are at had to support their schools in terms of infrastructure development although in some cases this support is negatively affected by the lack of funds for the officers to be mobile.

Asked if their schools is well fenced to deter unauthorized entry into the school with only one entry manned by a security guard. All respondents indicated the non-availability of any wall fences to deter unauthorised entry to the school and further indicated none availability of security guards.

Furthermore all the respondents indicated that there was a visitors book available in the school and all visitors sign in. on further probing the respondents indicated that the visitors book is signed at the thoughtfulness of the custodian otherwise some of visitors go without signing it.

The researcher also sought to understand the safety of the school buildings, hence asked if their school buildings had emergency exists that could be used in case of a disaster, responses from the head teachers and teachers showed that their buildings did not have

any emergency exits. The researchers making observations on the same issues also noted that all three schools visited buildings had no provision for emergency exits. All classrooms in the schools only have one exit door in the front of the classroom and this was by design. From the data presented it can be inferred that although emergency exits were an essential requirement, all schools in the study did not have any thereby creating looming safety concerns for the learners and staff in the schools.

The researcher also sought to further understand the management of school safety and security on the issue of meshed windows and fitted grill doors in schools, all schools had burglar bars in a number classrooms and all schools had grill doors to most of the classroom doors.

To determine if schools were prepared to handle fire out breaks the researcher inquired if schools had fire extinguishers in their buildings all the respondents indicated the absence of fire extinguishers in their schools and also indicated that the a few years back they had them but they were hardly serviced.

Head Teacher school (A) said,

We had fire extinguishers years back but once they were bought we had no money to service them when they needed to be refilled. So we can have a can but it doesn't work.

However one of the schools indicated that they had and sand buckets that were donated to the school through a named NGO which was running a project in the school.

Head Teacher School (C) said;

The school has no fire extinguisher but because we had our partners working with us in a project, they donated to us the buckets for sand in case of fire.

By observation the researcher did not note availability of any fire extinguishers in all the school buildings at the selected schools.

Furthermore the researcher asked the respondents if any emergency drills were being conducted with the learners in their schools, since it is an important strategy to manage disasters in schools by creating awareness and building response skills in the learners. Most of the respondents indicated that they do not conduct any school emergence drills.

However, two (2) of the respondents stated that they do conduct road safety drills in their respective schools.

Teacher from school B said:

Being near the road we ensure that the children understand the rules of crossing the road so we do practice with them how to cross the road. We have road safety activities conducted in the school by the Patron and the guidance and counselling teacher. But for others here as a school drills for safety are no

One teacher from School C had this to say

A few years back the Road Transport and Safety Agency (RATSA) trained a few teachers from our school and a few community volunteers in road safety but after that we have not received any so. Some community members were even helping the children to cross the road as wardens.

Additionally, five (5) of the respondents indicated that their schools do conduct reminders on school safety and security during assemblies.

Teacher from school A said

For us we are able to remind the children about staying safe especially for the girl child that when they are with boys they should always remember to stay safe. So at assembly we just say general things.

While four (4) of the respondents stated that they do not do conduct reminders on school safety and security.

One respondent said

At assembly mainly we give updates on the school rules and how children should behave and it is only 20 minutes for two days in a week Monday and Friday.

Another respondent indicated that

We only talk about the children not moving in the dark, playing and climbing big trees, for the girls playing with boys to avoid being abused, and running around aimlessly.

To further get an appreciation of the prevailing situation in schools on basic safety and security a question on incidences of child abuse was included in the study. The findings

from the study showed that the respondents have encountered child abuse cases in their various schools.

School 1: Head teacher stated that,

Yes one child from the school was sexually abused, but not within the school. They are being abused by the community, because when you look at this community here, it's a compound of people who are working from the farms and sexual abuse are the most common here.

School 2: Head teacher had this to say,

There were about two cases last term, term two and these were sexual abuses by big people, one of the girls who's a victim is going to grade six now, grade five, that child is supposed to be 14 years and she was assaulted by a community member and the then the other one was physical assaulted by the father.

While school 3: Head teacher stated that,

Yes, we received two cases, from the time that I have been at this school and one, it was a grade 3 male child who was reported to have been abused from the community. The incidence occurred from the community, then we just received the report here. The child was victimised by a mature male parent, using him for sexual relationships and the child was 11 years. The other one, it was some sort of ill treatment from the guardians at home, such that, the child had to run away. The child was female, should be 12 years in grade 3. The guardian was female, the aunt to the girl.

Respondents were also asked if they had reported such cases to the concerned authorities.

Head teacher 1 said,

To the police, yes, because when they are abused by the community we call the parents, and then, it's not us to make the final judgment, but the parents.

Head teacher 2 said,

These cases were reported, the one who physically assaulted the child is even at Mukobeko and then the other one, I hear the case has been acquitted, he has been acquitted.

Head teacher 3 stated,

Yes, they were reported to the police, the one for the male child, it was reported to the Chibombo police. Then for the female, because the child was held by the Liteta police, so the issue was handled by the Liteta police.

Having gotten a feel of the situation and the context of the phenomena it is important to reflect the responses given in the study around the research questions. Below are the responses gotten from the study per study objectives below.

4.3 Objective 1: Financial resourcing for the management of school safety and security.

Respondents were asked, if the Ministry of General Education provides the schools with financial resources for the management of school safety and security, to which all the respondents stated that they do not receive any financial support from the Ministry of General Education.

Additionally, respondents were asked if the availability of financial resources was a factor in the management of safety and security.

Respondent 1 had this to say,

It is, it can help us meet some of the things that we need to put in place so that there is proper security and safety for the pupils

Another respondent stated,

Yes, for instance just to site one example, like in terms of maybe fires, we need some equipment to purchase so that we carry out that exercise nicely and fully.

From the responses above it is clear that schools do not receive financial support towards safety and security management.

Respondents were asked if they did any fundraising for the management of safety and security in their various schools. From the responses in the study it is clear that no form of fundraising is done towards the management of safety and security in schools.

One administrator from school “A”, had this to say

Yes, we do fundraise through careers day and entertainment but this is done once a year and the amounts collected from the children are K2 for us rural schools. In most cases these

amounts are not even sufficient to buy any tangible security equipment and are used for stationary and the like

Another administrator from school “B” had this to say,

No, we don't fundraise at all. All fundraising must be authorised by the PS in Lusaka, the process of getting the authorisation is also quite long and in the end we just don't do any fundraising ventures

While the third administrator from school “C” said,

No, the government has backed out, there is no form or any kind of fundraising that is allowed

From the data collected, it is true that all responses on availability of finances for the management of school safety and security are not availed by MoGE. The study findings further indicated that any form of fundraising schools undertook needed to be authorized by the Ministry Headquarters through the permanent secretary's office. It is also clear that the absence of finances in schools has provided the justification for the absence of any efforts towards resource mobilization for the management of safety and security in schools.

4.4 Objective 2: Staff level of training in the management of school safety and security

The researcher also tried to establish if teachers in the schools in Chisamba district receive training on the management of school safety and security. Eight of the respondents of the respondents stated that they have not been trained in management of school safety and security in schools. While only one responded stated that they had been trained in basic school safety and security but this was not done by the school but through support by Peace Corp volunteers. To this end it is clear from the head teacher and teachers' responses that teacher training on management of safety and security in all the schools sampled has not been done.

4.4.1 Head teacher Strategies

Among the strategies put in place by school Head teachers for the management of school safety and security includes the appointment of teacher in Charge, formation of safety and security committee, monitoring and evaluation and having feedback mechanisms in place. From the data collected it is clear that the three schools do not

have any teacher in charge, have no committees for the management of safety and security, have no safety and security monitoring and evaluation mechanisms and do not have feedback mechanisms in place. A rating in the in the level of engagement in safety areas was further interrogated by the study. From the data collected it was evident that organizing and financing management of safety and security workshops was rated absent by all head teachers, community sensitization although mentioned was mainly tied to the Parents Teachers Association annual general meeting. In the same vein learner sensitization although rated high was linked to general assemblies which were held twice a week. This analysis reveals that the head teacher exposure to the management of safety and security in schools is low.

4.5 Objective 3: Community participation in the management of school safety

Learner participation in the management of safety and security is an import element thus, was interrogated by this study. Head teachers and teachers were asked if they conduct learner sensitization on management of school safety and security. It is true to say that all sampled schools indicated that they were conducting learner and community sensitization at assemblies and during annual PTA meetings respectively; on the management of safety and security there was no concrete evidence provided by the respondents indicating learner and community participation. An analysis of whether the learners were trained or not on several safety standards was also undertaken by the researcher. The results in all the selected schools revealed that there was no training of learners on the basic safety standards. Below are some of the response;

One of the head teachers had this to say;

We conduct them (awareness) on Mondays and Fridays during assemblies. Yes, it's there (awareness) for the learners. Awareness is done, once in two weeks during assemblies usually.

One of the teachers also said;

Yes, they are being sensitized for example on early marriages, unwanted pregnancies, HIV/ AIDS as safety awareness activities.

To ensure that there is community response to school activities it is important that communities are in the know of what the school programs are. The study also

interrogated whether community sensitizations were conducted on school safety and security management.

One of the head teachers said;

Maybe once it depends on the general meeting we talk about that. Whenever the Annual General Meeting (AGM) is held, the school administration takes advantage of the opportunity to bring out safety and safety issues to the parents as stakeholders.

One of the teachers had this to say;

Yes, that one, we do but we don't have a stipulated program or period, just when we hold extraordinary PTA meetings, we spare time to talk to the parents.

In addition, respondents were asked if they do organise school safety and security management workshops or invite professionals to give talks.

One of the head teachers stated;

No, it's not there we have never done that because it is a lengthy process of bringing into school professional personnel to talk about safety and security in school for now. Maybe in the near future we may organize such workshops

Another head teacher uttered saying;

No, we do not have at all, these activities require a lot of funding but us from rural schools it difficult unless there is sponsorship from these NGOs.

Furthermore head teacher 3 said

Without money it is difficult to hold these workshops because you need to give people transport refunds and you also need to buy stationary. The professionals if you invite them they might also expect to get paid so at the end of the day we do not hold the workshops nor call the professionals.

Another teacher said the school utilizes the services of the scout movement.

Although we use the scouts they do not have very regular patrols maybe because they come from different home steads so it difficult to mobilise themselves.

4.6 Problems faced in the management of safety and security.

All respondents in the study sample were asked to identify the challenges their schools face in the management of safety and security with no order of magnitude of the problem. Their responses were summarised as follows ignorance at both school level and community, infrastructure vandalism due to absence of perimeter fences, children using the broken windows to gain access to the classroom for play even with grill doors locked, trespassing in the schools, toilets are abused by the trespassers from the community, school is close to the market so children go to watch pornographic videos at break, school is close to bars and the bars play loud music, lack of funding to renovate broken infrastructure, community encroachment into school land, some members of the community have little value for education, limited resources to pay watch men, disturbances from ambulances at the hospital inadequate safety and security equipment, lack of resources to conduct awareness, high classroom enrolments of 92 learners sharing 16 desks, multiple grades in on class leading to learners fighting, trespassers have no respect for teachers. On the other hand teachers noted lack of cooperation from the community who they said were illiterate, schools have very little interaction with communities as community members are stubborn. Another challenge was the failure to replace broken window panes resulting in the in petty thefts. All schools expressed fear in case of fires due to none availability of adequate serviced fire extinguishers.

4.7 Summary

This chapter presented the findings of this study. For objective one, findings indicated that it is true that all responses on availability of finances for the management of school safety and security are not availed by MoGE. Furthermore, any form of fundraising schools undertook needed to be authorized by the Ministry Headquarters through the permanent secretary's office. It is also clear that the absence of finances in schools has provided the justification for the absence of any efforts towards resource mobilization for the management of safety and security in schools.

CHAPTER 5: DISCUSSION OF RESEARCH FINDINGS

5.0 Overview

In this chapter, discussions on the study findings will be presented. This will be done in light of the three research objectives in relation to other research papers and responses obtained from the interviews. Effort to broaden current knowledge in the investigation of the management of school safety and security in selected primary schools in Chisamba District has been made in this chapter.

5.1 Demographic characteristics

There researcher now discusses the demographic characteristics of the participants in the study and brings out their importance to the study.

5.1.1 Gender of Participants

From the data collected it is clear that there were more female respondents than male, 7 were females while 7 were males. This representation of 50% male and 50% Female respondents presents a fair representation of both genders and information collected is reliable as both genders' views are represented.

5.1.2 Level of respondents' qualification and experience

The data collected clearly indicates that all respondents were professionally trained teachers though at different levels of qualifications. The study revealed that eight of the respondents were trained at degree level with two having obtained Masters while 4 teachers were trained at diploma. Through the study it was clear that personnel at policy and administrative and implementation levels were qualified enough to understand and undertake the management of school safety and security effectively in order to meet Government's desire to create safe schools for all children as stated in the Education Act of 2011.

5.1.3 Head teachers' Experience

All the three Head teachers interviewed had headship experience of five years and below. It was clear that the head teachers had at least 2 years and above working experience. This meant that the respondents were conversant with issues pertaining to the management of school safety and security in primary schools. Despite having head teacher experience of five years and below it was clear that all the head teachers had

been in the teaching service for longer periods ranging from ten years, nineteen years and seventeen years respectively, an indication that the management of safety and security was in the hands of head teachers of prime age who understood the education system very well.

5.1.4 Teacher Experience

It is clear from the data collected that the teachers interviewed in this study had substantial teaching experience in the teaching service. One of the teachers stated that they have been in the teaching service for 17, 12, 6, 5, 3 and 1 year in the teaching service respectively. This created a balance in information based on the length in the system and it was a clear indication that the teachers had a considerable understanding of the Ministry of General education operations and therefore were in a position to give accurate information pertaining the management of safety and security in schools.

From the data collected on staff qualifications it is clear that all schools are being managed by qualified staff who with support are able to develop safety and security strategies in their schools with ease while contributing to a sense of ownership, safety and security for all including the surrounding communities.

5.1.5 Status of the safety and security in the schools.

A safe and secure school facility is responsive to the changing courses of educational delivery, and provides a physical environment that supports the aim of learning, it is comfortable, accessible, well illuminated, well ventilated, and aesthetically pleasing. However it is also important to remember that a school facility is not only limited to the physical structure and the variety of buildings, it also has furnishings teaching and learning materials, office supplies, equipment, school grounds and above all teaching staff . This makes a school much more than a passive space for educational processes, it is rather an integral component of the conditions of learning. The layout and design of a school will contribute to the learning experience of the learners and work experience for the teaching staff, however the qualified staff at the school will diligently manage the safety and security of the school.

A security system on the other hand is made up of various security aids, measures, policies and procedures, risk assessments, analysis and control measures. In other

words a security system comprises both physical and human elements which when combined and implemented result in effective security measures.

According to Hylton (1996) security should be treated as a binding and component of education and an integral part of the school infrastructure. Similarly, Squelch (2001;138) states that establishing and sustaining safe schools should be a priority agenda at educational institutions due to the fact that school safety is one of the most critical problems facing schools. Therefore safety and security issues need to be addressed as a priority by all schools. From the results obtained in this study it is very evident that the management of safety and security has not been prioritised. This is a situation that needs attention and investment to ensure that the true sense of safety and security in the schools are attained.

It was revealed from the responses and observations by the researcher that in terms of school grounds all three schools had no perimeter fencing, secure and strong gates manned by security personnel. Furthermore the schools had not provided safe school grounds especially by not ensuring that all visitors entering the school grounds provide personal details at the school gate or at least having a screening point for visitors to the school as dictated by general safety standards. These gaps therefore exposed students to physical danger and possible bad influence from individuals with bad characters, who would have entered into the school unnoticed.

It was also clear that some level of effort in ensuring security were in place with some classrooms have grill doors and burglar bars on windows which are basic security features that aid in preventing and reducing thefts occurring on school premises. However the observations revealed that some of the grill doors were sitting on classroom doors without the actual doors and the same with the burglar bars on windows without window panes. In some instances the grill doors showed weakness from the materials they were made from and the way they had been placed, however burglar bars on windows and grill on doors

5.2 Staff familiarity with the standards for Management of Safety and Security

The study also sought to investigate staff familiarity with the standards for management of safety and security or indeed availability of any material resources such as manuals that school managers could make reference to and utilise. The study results revealed

that respondents were not familiar nor were they aware of the availability in the Ministry of General Education, a safety and security standards manual. Additionally, when probed further it was clear that all schools sampled had no copies of the safety standards manual available on site for use.

The major findings of the study are based on the research objectives as follows

1. Investigate the levels of financial resourcing for the management of school safety and security in selected primary schools in Chisamba district.
2. Determine if the staff are trained in the management of school safety and security in selected primary schools in Chisamba district.
3. To investigate the extent to which the community participate in the management of school safety and security in selected primary schools in Chisamba district?
4. Establish strategies for enhancing the management of school safety and security; through integration and participation of other stakeholders in primary schools in Chisamba district.

5.3 Financial resourcing for the management of school safety and security

Objective number one sought to understand financial resourcing for the management of school safety and security in selected primary schools in Chisamba district , the study focused on a number of things including: whether the Ministry of General Education provides the schools with financial resources for the management of school safety and security, whether in the absence of the financial resources schools conduct any fundraising activities for the management of safety and security in the school.

The results from the study show that the schools did not receive any financial resources for the management of school safety and security from the Ministry of General Education. Nonetheless, one of the head teachers stated that they only receive funding for school requisites. Furthermore, the data collected shows that the non-availability of financial resources is a factor in the management of safety and security in the various schools with one of the respondents stating that the funds are essential to purchase equipment for the safety and security of the school.

Additionally, most of the respondents stated that they do not conduct any fundraising activities for management of safety and security in the various schools. It was also clear

that the schools did not conduct any fundraising activities for safety and security due to the ministerial directive that prohibits schools from initiating any fundraising ventures without the permission from the Ministry headquarters. However, one respondent stated that to a smaller extent in the past they did conduct fundraising activities through careers day.

Data from the document analysis also indicates a very gloomy picture as relates to national education budgets. Like most sub Saharan countries a bigger chunk of their education sector budgets are used to finance the wage bills and Zambia is no exception. Currently the major proportion of education expenditure is on salaries of teachers and staff (89%), followed by construction and upgrading of schools 7.5% (Education Sector and Skills Plan (ESSP) 2017-2021). While the budget execution of the salaries component are close to 100%, the execution of school grants (which are a possible source of income for the management of school safety and security) through the District Education Board Secretary (DEBs) are inconsistent and untimely. As a result the education sector is deprived of the much needed financial resources for investment into school activities and infrastructure that meets the safety and security needs.

The absence of financing for the management of school safety and security could be a direct result of the absence of planning and implementation at all levels in the Ministry of General Education.

With the above trends in funding to support education development, the chances of having safe secure primary school. As Stephens (2004;67) rightly states that a safe school plan is “an ongoing, broad-based, systematic and comprehensive process designed to create and maintain a positive welcoming school climate free of drugs, violence, intimidation and fear in which the successes and development of all children is nurtured”

It is clear from the findings that the non-availability of financial resources in school contribute to the inadequate management of safety and security in schools. It is also clear that there is a link between financial resources availability and the management of safety and security in schools. This was confirmed from the responses that stated that lack of financial support affected negatively the management of safety and security in schools.

5.4 Staff level of training in the management of school safety and security

In response to research question two which sought to find out how staff training in the management of school safety and security influence implementation of safety and security, the study focused on a number of things such as: the formation of school safety and security management committee by teachers, training of teachers on management of basic school safety and security, how often they conduct students and community sensitization as well as organisation of school safety and security management workshops.

Human nature is such that once the element of fear is addressed they are very productive. In the same vein once members of staff in a school setting feel safe and secure in the school environment they will teach to the best of their abilities. However it is important that the school managers and teachers are regularly reminded about the safety and security procedures applicable to their schools while they also need to be trained on crime prevention, behaviours and strategies (Hill & Hill, 1994:99). This training of teachers is important as it will help the teachers to identify behaviours that can cause unsafe school environments for example with the training the teachers may be able to recognise antisocial behaviours in the learners. Some antisocial behaviours and risk factors may lead to aggression, hostility, lying, stealing, and inability to listen to authorities, failure to follow school safety procedures particularly if nothing was done to help the learners deal with or cope. With trained teachers may be easy to observe these problems in learners and help deal with them immediately, this might in turn prevent more serious safety and security related issues from occurring at a later stage.

Most of the respondents stated that there were no safety and security committees formed. Six which is 70% of the respondents stated that there is no safety and security committees' presence in their various schools. Nonetheless, three which is 30% of the respondents stated that they do have examination committees which are tasked with securing of examination papers to avoid examination malpractice. They indicated further that they do not have committees specifically formed for management of school safety and security.

On staff training the study found out that the teachers were not trained on management of safety and security. Where there was an indication of training of some sought the

study revealed that the trainings was not adequate enough to guarantee staff full participation in the management of safety and security in schools. Data collected showed that 98% had not been trained in any basic school safety and security management. While 2% representing 2 respondents stated that they have had some form of orientation in basic safety and security management through the Road Transport Safety Agency (RTSA) to facilitate school based road safety orientations to learners.

5.5 Community participation in the management of school safety and security

To answer question on whether community structures participate in the management of school safety and security, the study focused on a number of things including: conducting of school emergency drills, safety and security reminders, organization of school safety and security management workshops as well as risk and disaster talks to members of the school, (learners, Teachers, community members) by professionals.

The data collected from the study revealed the absence of learner sensitization on safety and security. All the respondents stated that they do conduct student or community sensitization meetings on management of school safety and security, however they indicated that they give safety and security reminders to learners mostly during school assemblies. Consequently, it is evident from the data collected that there were no safety and security management committees formed in the schools. One school however reported availability of the examinations committee whose main mandate was securing examination papers to mitigate examinations malpractice. Even with the examinations committee in place it was noted that there was no basic training on the management of safety and security for the committee members nor the teachers in the committee.

It was also noted from the data collected that head teachers do not invite professionals to give talks on management of safety and security. This is can be seen as a failure on their part to utilise available resources and expertise considering that the head teachers do not possess the needed skills.

The results from the interviews with the respondents show that most of the respondents stated they do not conduct any school safety and security emergence drills, however, the respondents also stated that they do have safety and security reminders in their various schools during their school assemblies.

Further to this majority of the respondents also stated that they do not organise any school safety and security workshops due to lack of funds considering that they also do not fundraise nor receive any funding from the Ministry of General Education. The absence of any alternative means of resource mobilization has an impact in the way school managers are resourceful in their locations. The centralised authorization is negatively impacting in the way schools can be creative in out sourcing the needed safety and security management requirements.

Collaboration with agencies from outside school includes collaborative relationships among school managers, educators, learners, parents, law enforcement officers and various social-service personnel (Bucher & Manning, 2003; winter, 2001). Developing school safety and security management plans, complemented with community support draws benefits from parents, students, educators, law enforcers, the courts, probation and social service personnel and religious, corporate, and other community leaders. The collaborations with agencies from outside schools would enable schools' safety to be addressed on a holistic basis, covering a variety of safety-threatening conditions besetting schools, like crime, precisely because these incidents cannot be adequately addressed by school stakeholders alone.

5.6 Observations by researcher

Further to the interviews observations were employed by the researcher. The observations focused on the schools' physical environmental safety and security features. School buildings, grounds and systems were observed in this regard.

With regards to the school buildings it was clear that design of the school buildings that they were old. The schools had open designs with rows of classrooms facing each other. Some classrooms had walls with cracks, broken doors in some cases no doors completely, broken window panes, exposed electrical wiring (due to incomplete works or thefts), damaged verandas and exposed foundations. The state of the grounds between classrooms had decorative bricks and not very well maintained.

In all schools' a disturbing trend observed was whilst the schools were located in close proximity to community trading spaces, they were not properly secured and trespassers were seen cutting across the school grounds. Added to this trend, in the light of school intrusions as reported in the media, was the observation and discovery of the ease with

which most schools were accessed. Access control measures were not being applied at all with no guards or personnel at the access points to control who and what enters the school premises.

In all three schools, once access to the school was gained, it was easy to walk and go directly to the classrooms. The location of all three schools requires that the parameters of the schools are clearly defined with either a fence or wall around the properties to assist in keeping unwanted individuals off the properties and showing them that the area is off limits. This is well supported by Omollo et al (2010) who says that while fences are not 100% tamperproof, they define the extent of the school plant and act as a deterrent to intruders, strong and sturdy fence is symbolic of safe and secure school. Despite of not having any parameter walls and their locations, Schools observed did not have security systems like alarms and cameras and this was blamed on the lack of funds and cost of maintaining them.

5.7 Challenges faced in the management of safety and security in schools

The study also sought to establish challenges and constraints that were being faced in the management of safety and security in schools. Inadequate funds featured prominently, being cited in all the schools. This position is shared by Nganga (2013) who found that inadequate funds posed a challenge to compliance with safety standards in schools. Ignorance at both school level and community was mentioned and it was clear from the observation schedule how community members trespassed in the schools. Inadequate safety and security equipment was cited in all cases.

On the other hand teachers noted lack of cooperation from the community who they said were illiterate. Another challenge was the failure to replace broken window panes resulting in the in petty thefts. All schools expressed fear in case of fires due to none availability of adequate serviced fire extinguishers.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.0 Overview

As indicated by the findings, the extent of which the security measures in schools had a direct relationship with how head teachers and teachers managed school safety and security measures. There are a number of strategies that can assist schools in improving the management of safety and security in schools. In this Chapter the researcher will discuss some preventive measures and security aids that could assist with improving the management school safety and security. This may assist in curbing acts of violence and possible crimes occurring in the schools.

6.1 Conclusions

Based on the study findings the researcher drew the following conclusions as guided by the study objectives;

Objective number one sought to understand financial resourcing for the management of school safety and security in selected primary schools in Chisamba district, the study results clearly indicated the non-availability of financing from the Ministry and as such school administrations are not able to provide the needed financial resources to be allocated for the activities aimed at managing school safety and security. The study results also further illustrate that inadequate financial resources in schools has contributed to the harp hazard management of safety and security trends prevailing in schools currently.

The lack of financing coupled with the non-availability of a policy document to guide school managers and their teams on the management of safety and security has opened the schools to risks and placed the already vulnerable young children in primary schools; in spaces that are not wholesomely safe for learning. The possibilities of disturbances due to external factors is increased with the lapsed safety and security management trends observed in the schools. Issuing guidelines for safety and security matters, a culture and direction is set for all schools.

MoGE needs to develop and engender a culture of safety and security in the leadership and general population of all schools. By issuing minimum standards and guidelines for security and safety matters, we hope to stimulate a culture in schools where it has not yet emerged and give direction and support to schools where it already exists. It is

imperative that school leaders understand security and safety in the sense of a management function, in much the same way as schools treat the accounting function.

Objective number two sought to understand staff trainings in the management of safety and security. It is important to note that teachers can contribute to high alertness and proactivity in the implementation of management of school safety and security. Teacher training on safety and security becomes key as teachers are the first contact for learners in any eventualities in the school. Likewise formation of committees will enhance the sensitivity and awareness on school safety and security of both the learners and the community at large. This will in turn encourage the teachers to expose learners to basic safety and security procedures and practice of these procedures.

From the results it was clear that head teachers do not hold any safety and security management workshops neither do they invite professionals to run these workshops on their behalf of better still carry out emergency drills. Presently, as seen from the data collected in the target schools no strict measures are being applied to address safety and security in schools the schools. Absence wall fences to deter trespassers, porous school grounds that allow visitors without screening due to non-availability of security guards, absence of emergency drills for evacuations or common assembly for head counts and the inadequate sharing of information on safety and security leave much to be desired. It was clear that schools have a much bigger task of ensuring all-time management of school safety and security. Safety and security must become the way of thinking in schools.

Object number three sought to understand learner and community participation in the management of school safety and security. Certain measures and practices when applied locally by all stakeholders may yield a system wide improvement in alertness and management of safety and security in schools. A larger sense of this can be achieved when stakeholders make it a priority item on the school development plans. They also do not hold demonstrations to show learners or community members on how to assemble, evacuate, use fire extinguishers or locate assembly points.

From the study, it was clear that school safety is seen as a by the way responsibility and it was also apparent that community involvement and collaboration with external agencies, like the police service, professional entities like the fire brigade, Red Cross Society and NGOs, were not vigorously pursued. It is therefore imperative that school

administrators understand school safety and security in a sense of it being a management function in the same way they treat the accounting function.

6.2 Theoretical Relevance

The general findings of the study feeds into the theoretical model adopted for the study. In order for improved management of school safety and security, inputs from the immediate environment are very important which may include financial, physical and information resources for the best outcomes. As indicated in the conceptual framework, financial resources, staff training and learner and community participation are prerequisites of management of school safety and security. A school as an organization must receive from the environment human resources, physical resources, financial resources and information. Activities such as selecting and appointing committees, staff training, orientation of learners and communities, conducting fire drills, monitoring and evaluation are the intended processes of implementing adherence to safety and security management standards and guidelines. Once these are then absorbed in the school as inputs, the schools converts the inputs into materials and services, and hence sends them back to the society as outputs. The head teachers, teachers, learners and resources act as inputs in adhering to safety standards and guidelines. Aspects of management practices were highlighted as important factors which determine success in the management school safety and security.

6.3 Recommendations

- i. Establish and implement policies and procedures; Policies and procedures are among the least expensive pre-requisites for safety and security measures yet they are the most overlooked. Policies and procedures are vital for any school and organisation because it provides guidelines and procedures of how things should be handled in that specific organisation. It should describe what is acceptable and unacceptable behaviour and it should also provide the consequences associated with the unacceptable behaviour and misconduct. They are important to have in any school setting. Policies and guidelines provide direction as to how situations must be managed and handled. However, Policies and procedures cannot be used solely for security purposes. It needs to be used jointly with other forms of security measures.

- ii. Develop safety and security management guidelines; All schools need to have in place safety and security management guidelines that are supported by emergency response. The emergency response plans should be supported with emergency drills initiated by the school head teachers to enhance preparedness in and even of a safety or security threat. It is important that an element of practice and drills of emergency plans is practices to equip all stakeholders with skills to manage any crisis. Ideally schools could practice termly.
- iii. Include financial vault for the management of school safety and security; Financial support to the schools is critical and highly recommended if schools have to meet the bear minimum in terms of managing safety and security. One of the reasons for the lack of effective management of safety and security as mentioned by the schools was due to lack of financial resources. All schools sampled in the study did not have security guards because they could not afford the cost that came with hiring guards. The Ministry of General Education may wish to consider public private partnerships to meet the safety and security management requirements.
- iv. Prioritise staff training in basic safety and security; Teacher training considering the vulnerability of the learners in primary schools it is important that basic management in safety and security be prioritised. This will help to enhance teacher alertness and support to learners to ensure school safety and security procedures and guidelines are being adhered to at all times.
- v. Learner and community participation; the school head teacher can clearly influence what happens within the school in relation to the learner and community participation. It starts with the head teacher embracing the school's internal accountability system that focuses on delivering on the school's responsibilities and roles in a safe and secure environment for all. It is important that a deliberate strategy is adopted to create forums were safety and security management involves learners as well as members of the community. This will help school create synergies and local resources to support the management of safety and security in the schools.

6.4 Suggestion for further studies

The researcher recommends a comprehensive study to be done on a larger scale in different provinces in Zambia. This will allow for comparisons to be done between

different primary schools in the different provinces. It can give researchers more substantial findings that can inform a more comprehensive study with a large sample. The diversity in the social, political and economic statuses of different provinces may provide interesting comparative findings on the impact of the different environments on the management of safety and security in primary schools.

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APPENDICES

Appendix I: Questionnaire for Moge Administrators

This questionnaire is seeking information concerning the management of safety standards in primary schools. The findings of this study will be used to meet the requirements for completion of the Masters course in Educational Management. No need to write your name or the name of your institution. The identity will be treated confidentially and will be used strictly for the purpose of the research

Instructions: Please answer by putting a tick () or provide information as required

Section A: Background information

1. Kindly indicate your gender? Male () Female ()
2. Kindly indicate your level of education? PhD () Master's Degree ()
Bachelor degree () Diploma () others (specify) _____
3. For how long have you served in this Position? 1 – 5 years () 6 – 10 years () 11 – 15 years () 20 years and above ()

Section A: Safety Situation

(a) Knowledge of Safety and Security standards

1. Does the Ministry of General Education have school safety and security management procedures? Yes () No ()
2. Does the Ministry of General Education have a school safety and security management standards manual? Yes () No ()
3. Are copies available in the MoGE? Yes () No ()
4. Are copies available for teachers in the schools? Yes () No ()
5. Do the schools have a safety and security committee? Yes () NO ()

If yes, who constitute the committee (indicate them as teacher, students, parents)
6. Does the Ministry conduct School safety and security management evaluations?
Yes () No ()

If Yes how often.....

Section B: Financial resources for management of safety and security

1. Does the Ministry Of General Education provide the schools financial resources for the management of school safety and security? Yes () NO () **(if No proceed to Q4)**
2. How often do the Schools receive the finances Termly() Annually () Never ()
3. Are the availed financial resources adequate? Yes () No ()
4. Is availability of financial resources a factor in the management of school safety and security?
Yes () NO ()
5. Does the Ministry allow schools to do any fundraising for the management of safety and security in the schools?
.....
6. Are there any other stakeholders that support the Ministry with finances for managing school safety and security?

Section C: Ministry of Education’s strategies in the management of school safety and security

1. Have schools been mandated to form school safety and security management committees? Yes () NO ()
2. Have the School mangers been trained on management of basic school safety and security? Yes () NO ()
3. How often does the MOGE organize school safety and security management workshops?
4. How often do you invite risk and disaster professionals to talk to MoGE staff?
.....

Thank you for your Time

Appendix II: Questionnaire for Head Teachers

This questionnaire is seeking information concerning the management of safety standards in primary schools. The findings of this study will be used to meet the requirements for completion of the Masters course in Educational Management. No need to write your name or the name of your institution. The identity will be treated confidentially and will be used strictly for the purpose of the research

Instructions: Please answer by putting a tick (✓) or provide information as required

Section A: Background information

4. Kindly indicate your gender? Male () Female ()
5. Kindly indicate your level of education? PhD () Master's Degree ()
Bachelor degree () Diploma () others (specify) _____
6. For how long have you served as a head teacher in this school? 1 – 5 years () 6 – 10 years () 11 – 15 years () 20 years and above ()

Section B: Safety Situation

(a) Knowledge of Safety and Security standards

7. Are you familiar with the Ministry of Education's safety standards manual? Yes () No ()
8. Are copies available in the school? Yes () No ()
9. Are copies available for teachers in the school? Yes () No ()
10. Does your school have a safety and security committee? Yes () NO ()

If yes, who constitute the committee (indicate them as teacher, students, parents)

Safety and security situation in school - Safety against Child Abuse

1. Have there been cases of child abuse identified in your school? Yes No

If yes

(a) What kind of abuse? (Specify them) _____

(b) How many cases? _____

(c) Did you report the cases to the concerned authorities?

(d) Which authorities

2. Does the school conduct safety and security management evaluation exercise? Yes ()
No ()

If Yes how often.....

3. Please indicate your degree of agreement with the following statements regarding the safety situation in your school by indicating YES or NO

Safety situation	Yes	No
The school physical infrastructure is constructed and occupied in consultation with the Ministry of General Education Planning department		
The school is well fenced to deter unauthorized entry into the school with only one entry manned by a security guard		
All visitors are screened before entry into the school grounds		
There is adequate lighting in the school at night		
Do all school buildings have emergency exits		
Windows in school are not meshed and fitted with grills		
The school has sufficient fire extinguishers		
Holding of emergency drills		
Safety and security reminders during assembly		

Section C: Financial resources for management of safety and security

7. Does the Ministry Of General Education provide the school financial resources for the management of school safety and security? Yes () NO () **(if No proceed to Q4)**

8. How often do you receive the finances Termly() Annually () Never ()

9. Are the availed financial resources adequate? Yes () No ()

10. Is availability of financial resources a factor in the management of safety and security?

Yes () NO ()

If yes to the above, state in what ways

.....

11. Do you do any fundraising for the management of safety and security in the school?
.....

12. Are there any other stakeholders that support the school with finances for managing safety and security in the school??
.....

Section D: Head teacher’s strategies in the management of school safety and security

5. Have teachers formed school safety and security management committee? Yes () NO ()

6. Have they been trained on management of basic school safety and security? Yes () NO ()

7. How often do you conduct the following activities?

i) Students’ sensitization?

ii) Community sensitization?

iii) Organizing school safety and security management workshops?
.....

vi) How often do you invite risk and disaster professionals to talk to members of the school?
.....

8. What are some of the challenges you face in managing school safety and security?

9. Do you have any other information you would like to share regarding the management of safety and security in your school?

Thank you for your time

Appendix III: Questionnaire for Teachers

This questionnaire is seeking information concerning implementation of safety standards in secondary schools. The findings of this study will be used to meet the requirements for completing a Masters course in Educational Management. No need to write your name or the name of your institution. The identity will be treated confidentially and will be used strictly for the purpose of the research

Instructions: Please answer by putting a tick (√) or provide information as required

SECTION A

Background information

1. Kindly indicate your gender? Male () Female ()

2. Kindly indicate your level of education? PhD () Master's Degree () Bachelor's degree () Diploma () others (specify) _____

3. For how long have you served as a teacher in this school?

 1 – 5 years () 6 – 10 years () 11 – 15 years () 20 years and above ()

- 4 How long have you been in the teaching service?

SECTION B

Safety situation in the schools

5. Are you aware of any policy document from the Ministry of General Education on safety and security management??

6. Are you familiar with the Ministry of General Education safety and security management manual? Yes () No ()

7. Are copies available for teachers in the school? Yes () No ()

8. Please indicate your degree of agreement with the following statements regarding the safety situation in your school by indicating YES or NO.

	Safety Situation	YES	NO
I.	The school physical infrastructure is constructed and occupied in consultation with Ministry of General Education Planning department		
II.	The school is well fenced to deter unauthorized entry into the school with only one entry manned by a security guard		
III.	All visitors are screened before entry into the compound		
IV.	School has Visitors book where all visitors write		
V.	There is adequate lighting in the school in the evening		
VI.	All doors and windows open from out side		
VII.	Windows in school are meshed and fitted with grills		
VIII.	All classroom blocks have an emergency exit		
IX.	The school has sufficient fire extinguishers		

SECTION C

Financial resources and implementation to safety standards

Does the school receive financial Ministry of General education provide financial resources?

How often?

How much

Does the school do any fundraising for safety and security management?

Do you have other stakeholder that support the school financially with the management of safety and security

(c) Staff training in the Management of safety and security.

4. Below are areas of security management. In which area have the teachers been trained in?

Safety standard	Trained	Not Trained
Safety and security standards		
Risk management		
Participating in safety exercise		
Disaster management education		
Disaster awareness education		
Demonstration on risk management		

(d) Learners' participation

5. Has the school created students awareness on safety and security Management?

Safety	Trained	Not Trained
Safety and security standards		
Risk management		
Participating in safety exercise		
Disaster management education		
Disaster awareness education		
Demonstration on risk management		
Evacuation of in case of disasters		
Fire drills		

6. What are some of the challenges you face in managing school safety and security?

7. Do you have any other information you would like to share regarding the management of safety and security in your school?

Thank you for your time

Appendix IV: Photos from the Field







