INFLUENCE OF BOARD OF MANAGEMENT GOVERNANCE PRACTICES ON IMPLEMENTATION OF SAFETY STANDARDS POLICY IN SECONDARY SCHOOLS IN KISUMU CENTRAL SUB COUNTY, KENYA

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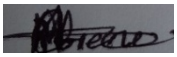
A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of Degree of Master of Education in Corporate Governance in Education

University of Nairobi

2022

DECLARATION

This research project is my original work and has not been presented for an award in any other university



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This research project has been presented with our approval as university supervisors.

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DEDICATION

I dedicate this work to my dad Julian OwuorOdima and my uncle GerysonOtienoOdima.

ACKNOWLEDGEMENTS

First, I recognize the immense guidance, support and mentorship from my two supervisors, Dr. DoriceKhateteand Dr. Mercy Mugambi both of Department of Educational Management, Policy and Curriculum Studies, University of Nairobi. They offered constructive criticisms, recommendations and suggestions that were invaluable in producing this scholarly work. Secondly, this project could not have come to the successful stage without the moral and financial support from my family. My strongest support system, my dear Collins Odima, I owe you. Mum BentaOdima, my loved ones Patrick, Christine, Charlene and Clyde thank you. Thirdly, I cannot fail to appreciate the encouragement from colleagues in the Master of Education, who shared with me valuable experiences in carrying out research, and constantly inspired me to finish the course. Finally, I am thankful to the principals, BOM, teachers and student leaders from the public secondary schools in Kisumu Central Sub County, who voluntarily participated in the study and provided truthful information based on their perspectives on the study questions.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
BOMs	Boards of Management
CDE	County Director of Education
CDF	Constituency Development Funds
FPE	Free Primary Education
GCPEA	Global Coalition to Protect Education from Attack
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
NACOSTI	National Commission for Science, Technology and Innovations
NSBA	National School Boards Association
OSH	occupational safety and health
PA	Parents Association
SCDE	Sub County Directors of Education
SCQASO	Sub county Quality Assurance and Standards Officer
UK	United Kingdom
UNISDR	United Nations Office for Disaster Risk Reduction
USA	United States of America

ABSTRACT

This study sought to determine how BOM governance practices affected the execution of the safety standards policy in secondary schools in Kenya's Kisumu Central Sub County. Establishing the impact of BOMs' sensitization of school community, BOMs' approval of school budget, BOMs' maintenance of institutional infrastructure, and BOMs' approval of enforcement of school rules and regulations on implementation of safety standards in secondary schools in Kisumu Central Sub County, Kenya, was one of the study's four research objectives. Stakeholder theory, developed by Freeman, served as the study's main direction (1984).In Kisumu Central Sub County, Kenya, a descriptive research design was employed with a sample population of 13 principals, 456 teachers, 221 BOMs, 8289 students, 1 Sub County education official, and 1 SCQASO. A total of 379 respondents were included in the sample for this study, which also included 143 BOM chairpersons, 169 students, 65 instructors, 1 Sub County education official, and 1 SCQASO. Interview guides and questionnaires were used as data gathering instruments. For the study of quantitative data, descriptive statistics such as mean and standard deviation were used, while inferential statistics such as correlation and regression were employed. Thematic analysis was employed to examine qualitative data. The version 23.0 of the Statistical Package for Social Sciences was used to analyze the data.Based on the study's initial objective, the following were its major findings. BOM determined that BOMs' ability to increase school community awareness was statistically significant (M=3.12, r=0.908, r2=0.824; p0.05). According to the study's second goal, the BOMs' support of the budget for the school was statistically significant (M=3.21, r=0.845, r2=0.714; p>0.05). According to the study's third goal, the upkeep of institutional infrastructure by BOMs was discovered to be statistically significant (M=3.16, r=0.815, r2=0.664; p>0.05). based on the study's fourth objective.It was determined that BOMs' support for the enforcement of school policies and rules was statistically significant (M=3.35, r=0.191, r2=0.036; p>0.05). This study comes to the conclusion that the school community's awareness of the safety standards policy, the school budget approval by BOMs, the maintenance of institutional infrastructure by BOMs, and the BOMs' approval of the enforcement of school rules and regulations by BOMs all had an impact on funds for project completion in secondary schools. This analysis came to the conclusion that there weren't enough finances to implement the safety standards policy. The report suggests that the Ministry of Education make sure that BOMs at the schools in Kisumu Central Sub-County educate the school community on the safety standards policy as well as how it is put into practice.Kisumu Central Sub-County parents and the Ministry of Education should make sure that timely payments or disbursements of enough monies are made to the schools. To encourage adherence to school rules and regulations, the Ministry of Education should see to it that BOMs in Kisumu Central Sub-County provide copies of them to the students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Without a safe school atmosphere, educational processes cannot take place. Meaningful teaching and learning cannot take place in an unsafe and unsecure learning environment for students and staff. In Britain, the boards work with schools that have pupils in the eighth through twelfth grades (UNICEF, 2015). In addition, this characteristic is shared by a large number of developed nations in Europe and the Far East. At these institutions, the boards of management's primary duty is to assist principals in overseeing the operation of the schools. Similar to that, they are essential to the management of American education (USA).

The United Kingdom (UK) developed a whole-school approach to teaching students about institutional safety (Anderson, 2015). It focuses on assisting students in understanding occupational safety and health (OSH) and its relevance by involving them in identifying dangers and proposing solutions, enhancing their skills, and giving them ownership over school safety rules. National school safety guidelines in India place a strong emphasis on building the capacity of all stakeholders (Government of India, 2016). It demonstrates the importance of raising kids' sensitivity levels and teaching them safety precautions. The training is thought to be crucial for effective planning, regular updating, and disaster management at the school level.

In 2012, a mass shooting in the United States of America took the lives of 30 students and 6 adults. Additionally, teen radicalisation and terrorist activity are on the rise globally (Kemunto, et al, 2015). The scenario is the same throughout Africa. Africa's educational institutions use a variety of strategies and procedures to enhance staff and student safety (Dinker, Kemp, Baum &

Syder, 2019). While some tactics, such closed or watched entrances or gates, are intended to restrict or limit admission to the school, others, like metal detection, CCTVs, as well as drug raids, are used to monitor and manage visitor and student activity on campus.However, this is no longer the case as schools are now among the most dangerous locations. As an illustration, in 2013, Boko Haram abducted 230 females in Nigeria.

The introduction of a safety standards policy for schools in 2008 was the first time the Kenyan government made its efforts to enhance safe learning environments clear. The Kenyan Constitution of 2010 places even more emphasis on a child's right to be shielded from circumstances that can stunt their development and wellbeing. A child has the right to protection against emotional, physical, and sexual abuse as well as from neglect, as stated by the Children Act of 2001. (IFAC, 2013)

The Kenyan ministry of education is aware that all students require a supportive and secure environment in order to learn, advance academically, and stay in school. Despite the importance of school safety, there had lately been a new round of mayhem in our neighborhood, and the school had not been spared. There was a rapid rise in the level of violence. Some students commit meaningless acts of vandalism, burning, harm, or even murder against people they believe to be harsh toward them in schools (Muthiani, 2016).

According to the Commission of Inquiry in the Education System in Kenya (2015), the Safety Standards Manual provides guidelines and rules that can be used by all Kenyan learning establishments. Transportation safety, disaster risk reduction, wellness protection, environmental security, nutritional security, drug abstinence, a decent educational environment, institutional

social environment, institutional cultural environment, priority management, and management of institutional relations are all included in Chapter 6 of the manual.

The Act mandates that BOMs manage the real expansion of learning centers in order to encourage high-quality education. The boards of administration at schools have a duty to make sure that there is a suitable physical infrastructure. They also allow for the reasonable and equitable assessment of fees as established by the BOMs, as well as the proper use of the institution's infrastructure for community, social, and other legal responsibilities. The Basic Education Act, as cited by Mutemi (2016), enumerates a number of BOM duties. These jobs entail managing the funds, human resources, as well as physical facilities in addition to facilitating the curriculum's application.

In order to ensure that kids may learn in a secure atmosphere, the Kenyan government produced the safety standards manual in 2008. (Republic of Kenya, 2008). The guideline details the safety requirements for schools in order to aid in enforcing student safety and health. Articles 185(2), 186(1), and 187 of the Kenyan Constitution of 2010's fourth schedule outline the allocation of responsibility between the national and county administrations (2). Making policies is the responsibility of the federal government. The Basic Education Act of 2013 charges the Ministry of Education's cabinet secretary with overseeing the development of plans and schedules for the educational sector.

Putting safety regulations and recommendations into reality in public secondary schools has proven challenging for the majority of institutions. Nyakundi (2012) sought to ascertain the causes of the MoE Safety Standards and Guidelines' insufficient implementation at Kenya's Public Secondary Schools in the Marani District. The study's main findings were that, primarily

due to lack money and oversight, the MoE safety standards and guidelines had not been applied properly. The author encouraged policymakers to monitor, oversee, and assess the security situation at each learning center in order to increase disaster preparedness. She also advocated for funding all schools.

Koros (2016) asserts that the BOM's membership incompetence—some of whom were selected merely on the basis of their proximity to influential elements of society—was the main issue harming institutions. This study was necessary to assess the effectiveness of BOMs in managing money, human resources, infrastructure, and curriculum adoption throughout public primary schools as a result of these allegations. The membership of BOMs needs to be properly aware about how these accounts operate, claim King'oina, Ngaruiya, and Mobegi (2017).

Therefore, BOMs must ensure that secondary schools follow MOE regulations, such as the safety standards, and that the plans serve as the management's starting point when they discuss issues pertaining to the schools (Republic of Kenya, 2015). According to this inquiry, the governance practices of BOMs could have an impact on operationalizing safety policies, managing school budgets, maintaining facilities, and upholding institutional rules and ethics.

In Kisumu County, tragic situations regarding student safety have in the past been connected to a failure to uphold safety laws. An increase in fatal incidents has been associated with a failure to implement safety regulations (Ministry of Education, 2018). For instance, the catastrophe involving the Kisumu Boys High School dormitory fire in 2020 (SCDE, Kisumu, 2021). The deaths were caused by the lack of alternate emergency exits in the dorms for speedy escape and an outer fence enclosing the school's grounds to dissuade arsonists.

1.2 Problem Statement

Appropriate safety training among the pupils is a result of the implementation of safety regulations and suggestions. Effective security management will result from good sensitization and, consequently, application of safety regulations, which will minimize dangers in educational institutions (Dinker, Kemp, Baum &Syder, 2019). (Dinker, Kemp, Baum &Syder, 2019).

The ideal situation is for schools to be havens for calm and stability rather than mixed-up locations. In Kenyan schools, safety management is reportedly becoming a concern. In the study county, among other things, there have been reports of threats using outside weapons, schools being set on fire, and students being charged with crimes (Mutua, 2013; The Star, 2014; Daily Post, 2015; Ombati, 2015)

Presented Quality Assurance as well as Standards evaluation publications in Kisumu Central Sub-County place a lot of emphasis on the rise in disruptive behavior by students, unsafe school environments, theft of institutional resources, and abandonment of predetermined institutional plans within educational institutions (SCDE, Kisumu, 2019).

Maseno, Alliance Boys, and Moi Girls secondary schools were among those to report incidents involving molestations, violent actions, rape, and rape; this information was added to statistics on rising insecurity trends among educational institutions (Achuka, 2018). There is evidence that incidents like the dormitory fire at Kisumu Boys High School in 2020 and the student unrest at Kisumu Girls School in 2019 occurred in the Kisumu Central Sub-County (SCDE, Kisumu, 2021).

Despite the fact that local and international governments have established a policy framework, laws, and recommendations for school safety, the rise in school violence, disasters, and emergencies is continuing in Kisumu Central Sub County. Arson attacks, school disturbances,

drug and alcohol usage, violence, bullying, and the collapse of school buildings, among other things, have all continued to be recorded (Adera, 2019).

In Kenya, numerous studies on the role of BOMs in secondary schools and the application of the safety standards policy have been carried out (Ndeto, 2015; Kemunto et al., 2015; Kitheka, 2016; Chepkurui, 2017; Adera, 2019). There is a knowledge vacuum since there is little information available about how BOM governance methods affect how the safety standards policy is implemented. Therefore, the researcher looked for this gap.

1.3 Purpose of the Study

The goal of this research was to ascertain how BOM governance practices affected secondary school safety standards policy implementation in Kenya's Kisumu Central Sub County.

1.4 Research Objectives

The objectives of this study were: -

i. To establish the influence of BOMs' sensitization of school community on the safety standards policy on its implementation in secondary schools in Kisumu Central Sub-County.
ii. To determine the influence of BOMs' approval of school budget on the implementation of safety standards policy in secondary schools in Kisumu Central Sub-County.
iii. To examine the influence of the BOMs' maintenance of institutional infrastructure on the implementation of safety standards policy in secondary schools in Kisumu Central Sub-County.

iv. To establish the influence of BOMs' approval of enforcement of school rules and regulations on the implementation of safety standards policy in secondary schools in Kisumu Central Sub-County.

1.5 Hypothesis of the Study

The study sought to establish answers to the following Hypotheses: -

H_{01}: There is no significant influence between BOMs' sensitization of school community on the safety standards policy and implementation.

H_{02}: There is no significant influence between BOMs' approval of school budget and implementation.

H_{03}: There is no significant influence between BOMs' maintenance of institutional infrastructure and implementation.

H_{04}: There is no significantinfluence between BOMs' approval of enforcement of school rules and regulations and implementation.

1.6 Significance of the Study

The study might be beneficial to the stakeholder groups listed below. The BOMs may develop the policy and identify governance practice gaps in relation to operationalizing the policy for safety standards, carrying out the school budget, maintaining the physical infrastructure, and enforcing rules and regulations.

The study could provide crucial information to decision-makers in the sphere of education on the need to modify the current system for observing and assessing the BOMs' responsibility in relation to implementing safety schedules. The findings might act as a springboard for additional study by other

experts. The results may also be helpful to BOMs and County Education Boards in creating safety regulations and tests for gauging adherence to safety policy standards in classrooms.

Adopting a budget, maintaining the facilities, and monitoring student behavior may aid parents in understanding their complementary roles in the distribution of finances required for entrenching the safety standards policy. Because it will clarify how the BOM controls the adoption of safety schedules and standards and how their responsibilities support those of management, the study may also be advantageous to teachers.

1.7 Limitations of the Study

At the time of assessment, the majority of BOMs were inaccessible in schools. But the researcher asked the principal for assistance in reaching them.

1.8Delimitations of the Study

The Kisumu Central Sub-County was the sole focus of the investigation. This means that the study's findings are a reflection of the particular circumstances that exist in the public boys', girls', mixed-boarding, and mixed-day secondary schools in Kisumu Central Sub-County, and that generalization and application of the findings to places other than Kisumu Central Sub-County must be done with great care. The following factors served as the study's guiding principles: BOMs' sensitization of the school community, budget approval, upkeep of the instructional infrastructure, and acceptance of the enforcement of school rules and regulations. The study has as its target group all of the public secondary schools in Kisumu Central Sub-BOM County's members, administrators, teachers, and students.

1.9 Assumptions of the Study

The researcher made the following assumptions:

i) The respondents are aware of the safety standards policy as described in the Kenyan school safety standards guidebook..

ii) The study's sampled respondents are willing and able to respond honestly to every question.

1.10 Definition of Significant Terms

Board of management:refers to a team responsible for overseeing a secondary school. The term in this study refers to agencies in charge of running secondary schools at certain higher education institutions.

Board of management practices: refers to putting safety standards policy into practice, running the school budget, maintaining the physical infrastructure, and enforcing school ethics and regulations.

Implementation of safety standards:refers to excellence, acceptance, protection from physical and mental harm, nurturing, and absence of violence in schools.

Execution of budget: refers to the process by which the school is provided with information about the anticipated costs for a given time period, together with financing ideas that are regulated and focused on reaching the authorized goals.

Implementation:refers to the process used to make safety standard decisions.

Maintenance of infrastructure: refers to keeping the school's physical assets in good condition so they can continue to fulfill the purpose for which they were created—the promotion of high-quality learning.

Management:describes the act of organizing, planning, coordinating directing school activities while efficiently utilizing both people and material resources to meet the school's goals.

Physical facilities:refers to the learning spaces inside a building, like the classrooms, play areas, and other amenities needed to provide a stimulating learning environment.

Ratification:relates to the funding of the school's safety requirements through the approval of the school budget.

Rules and Regulations: refers to the rules designed to regulate how children act and behave in schools

Safety Standards: refers to the proposed activities for establishing suitable facilities, rules, and processes to safeguard student safety.

Safety:describes the conditions in which pupils are protected from harm, risk, or danger.

Sensitization: refers to educating the school community on the implementation of the safety standards policy.

1.11 Organization of the Study

The study is organized into five chapters, with chapter one focusing on introduction based on the background, problem statement, study purpose, goals, and questions, as well as the investigation's relevance, limitations and delimitations, and definitions of key terminology. The review of relevant literature, theories, and conceptual framework is in chapter two. Chapter three covers research design, target population, sample size and sampling strategy, research instruments, instrument validity and reliability, data collection procedures, data processing methodologies, and ethical. Chapter four is on datapresentation interpretation and discussion of findings. The last chapter covers summary of research findings, conclusions, recommendations, and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explores analogous analytical work carried out in the past by other researchers as well as the ideas of various intellectuals. The adoption of safety protocols as well as the creation of awareness about them are some of the sub-headlines covered in this section. Others include the Board of Management's institutional budget adoption as well as the adoption of safety standards, the Board of Management's oversight of physical assets, and the Board of

Management's institutional rules and the adoption of safety protocols. A summary of the literature review, the theoretical framework, and the conceptual framework are also provided.

2.2 Implementation of Safety Standards Policy

The BOM acts as the governing authority for secondary schools in Kenya. Setting policies and zealously ensuring that they are correctly implemented are both parts of governance. Governance, the cornerstone of high-quality education, lays a solid foundation for an institution's long-term success by requiring everyone to participate in managing the institution and being transparent in institutional management. It boosts public confidence in the institution and ensures that resources are used appropriately and in accordance with everyone's wishes. It also improves the administration's leadership success, which is still essential to the institution's future growth (Mulwa, Kimosop&Kasivu, 2015).

In the United States, every educational institution has a board of management (BOM), which acts as the main decision-making body. In the United States, according to the National School Boards Association (NSBA), there are more than 90,000 members (National Schools Board Association, 2014). The way school boards are organized around the country allows parents to have a big say in how their kids are educated.

All parties working in education can express their ideas through the boards. The supervisor's budget, hiring, and performance evaluations are approved by the board. They also establish the school's rules, mission, accountability requirements, as well as advocacy (Gawley, 2014).The National Schools Board Association in the USA supports local school boards through collaboration with and through institutional board groups (National School Boards Association, 2013).

Secondary school management boards, like other public sector organizations, are responsible for the functioning of the entity, give strategic direction, and carry out policies (IFAC, 2013). The government and educational institutions take a range of actions to implement safety regulations and achieve the goals and objectives outlined in the safety policy declarations (Katie, Morris &McGarrigle, 2012). It also necessitates the allocation of human and financial resources, the purchase of equipment and technology, the alteration of multiple structures, and the enhancement of stakeholders' ability (Kemunto, et, al., 2015).

2.3 Sensitization of School Community on Safety Standards Policy and its Implementation

Understanding the facility needs is essential for laboratory safety, thus according research by Stroud, Stallings, and Korbusieski (2006) on the implementation of a science laboratory safety program in North Carolina schools. They discovered that more than 60% of principals had little to no awareness of safety practices for laboratories, such as the proper forms of safety eyewear, eyewash requirements, and shower maintenance requirements. Making accurate measurements during construction would require some knowledge and expertise, but this survey indicated that the majority of principals were unfamiliar with laboratory design, including the required square footage. Administrators at the school would not rigidly enforce laboratory safety in such circumstances, compromising the safety of the students.

Elberlein's (2009) study on accidents and incidents in carrying out the safety standards set by South African schools found that the Department of Education did not adequately support schools in terms of assessment, monitoring, as well as training on school safety regulations. But with such little assistance, the school administration struggled to execute the safety policy, which

needed expertise as well as ongoing assessment and monitoring to ensure the right steps are taken during the implementation stages. Both people as well as property perished in a number of boarding secondary school fire tragedies that happened in Uganda.

Omolo and Simatwa (2010) found that 86.67percent of head teachers in their study of the implementation of safety policies in public secondary schools in the Kisumu East and West Districts of Kenya complained about inadequate funding, 26.67percent a lack of skills, and 6.67percent poor coordination from the MOE with regard to the issuance of safety policies. A further finding of the study was that 100% of QASOs mentioned the head teachers' lack of cooperation and approval of their evaluation and Monitoring as well as Evaluation reports.

2.4 BOMs' approval of School Budget and Implementation of Safety Standards Policy

In the Limpopo Province of South Africa, Rangongo, Mohlakwana, and Beckmann (2016) looked into the root reasons of financial mismanagement in public schools. The inquiry found that among the factors encouraging this habit are a lack of knowledge about legal requirements, a lack of financial expertise, the absence of financial controls in institutions, the lack of prosecutions, and a lack of accountability and transparency.

UNISDR (2016) claims that Uganda has not successfully integrated disaster management into its educational system. This is especially true in light of the continued financial situation that makes it difficult to implement the curricular plan broadly. The research asserts that the country requires financing for both teacher preparation programs and the creation of student safety products.

Therefore, it is consistent with Makau's (2016) conclusion that a significant lack of finance has greatly hindered the ability of the Yatta Sub-County public secondary schools to implement safety regulations. According to the research, most educational institutions were unable to purchase adequate safety measures since there were not enough funds available. The goal of the project was to ascertain whether the Board of Management's handling of financial resources affects the adoption of security requirements inside public secondary schools in Kisumu Central.

2.5 BOMs' Maintenance of Institutional Infrastructure and Implementation of Safety Standards Policy

Despite the fact that South African schools had established security working committees and safety regulations, they lacked knowledge of disaster response strategies. The schools lacked knowledge of topics like post-emergency shock treatments and how to evacuate following disasters, among other things. There were no drills to properly prepare instructors and students for such disasters (Xaba, 2014).

Kitheka (2016) investigated the institutional factors that influenced the adoption of security requirements inside public secondary schools in the Yatta sub-county of Machakos County, Kenya. The conclusions reached demonstrated that there was little student involvement in upkeep of the institutional environment. However, the objective of the current investigation was to determine how the Board of Management's school infrastructure maintenance affected how the security schedules were applied through inspections, services, repairs, and maintenances.

Mutiso (2019) examined how institutional factors affected the implementation of safety schedules across secondary schools in Machakos County's Matungulu Sub County. Based on the

findings of the investigation, it was clear that even though the institutions had safety publications and plans, the adoption of safety protocols was hindered by a lack of knowledge, a lack of resources, a higher student population, and the institution's low regard for safety requirements. The evaluation recommends that, in order to successfully implement safety procedures throughout these institutions, the national government, through the Ministry of Education, set aside funds for the facilitation of trainings for students as well as teaching staff on safety interventions.

2.6 BOMs' Enforcement of School Rules and Regulations and Implementation of Safety Standards Policy

According to research by Omolo and Simatwa (2010), plans developed by school leaders to improve the adoption of safety strategies included incorporating safety events into daily institutional routines (20%), routinely inspecting the institution's physical assets (36.6%), training the workforce on emergency interventions (10%), purchasing the necessary safety infrastructure (50%) and regularly covering emergencies (3.3%). The Quality Assurance and Standards Officers (QASOs) proposed several strategies, including suggesting responsive head teachers for promotion by 50%, fostering the availability of monies for the acquisition of safety equipment by 50%, promoting stakeholder communication by 50%, as well as attending frequent trainings related to safety adoption by half.

At their 2017 study, Kingoina, Ngaruiya, and Mobegi investigated how boards of management (BoM) affected students' class results in Kenya's Marani Sub-County public primary schools. According to the poll, most school boards of management (BoMs) are also not involved in

disciplining students, promoting a culture of discourse, democratic governance, or providing guidance and counseling.

Ndeto (2015) looked into how successfully school rules impacted behavior in the Kangundo Division of Kenya's Machakos County's public secondary schools. The study's findings demonstrated that although students played a significant role in putting rules and regulations into place, they did not participate enough in their conception. Children felt passionately about the rules and regulations at school, according to the results. They seemed eager to adopt them and to comprehend their intrinsic value in daily life and the growth of discipline. However, this study's objective was to ascertain how much the BOM's disciplinary measures would influence secondary schools in the Kisumu Central Sub-County to adopt safety protocols by enforcing the issue of institutional rules.

2.7 Summary of the Literature Review

Studies on the implementation of safety requirements in educational settings have been looked at in the literature review. According to Oguye (2012), the installation of CCTVs in public secondary schools will raise teacher and student insecurity from one facility to the next provided management support is there. Mutiso (2019) noted that although secondary schools had safety guidelines and procedures, there were knowledge gaps, money shortages, an increase in student enrollment, and irresponsibility on the side of school administration. This study, however, intends to ascertain the degree to which BOM's policy of raising awareness of safety rules has been successful by making legal and policy texts available and including life skills education.

Kitheka (2016) investigated the institutional factors that influenced the acceptance of safety regulations in public secondary schools in the Yatta sub-county of Machakos County, Kenya. According to analyses by Opiyo (2014) as well as Rangongo, Mohlakwana, and Beckmann, BOMs lacked skills in budgeting, purchasing, monitoring, and assessing (2016). Omolo and Simatwa showed that Principals' inability to supervise financial activities as BOM secretaries (2010). This study aims to determine how budget facilitation via BOMs impacts the application of safety standards policy.

Maphosa and Mammen recognized the categories of indiscipline in schools in 2011. Kingoina, Ngaruiya, and Mobegi (2017) found that the majority of BOMs stayed out of instances involving student disciplinary action. Ndeto said that students had positive attitudes about the norms and regulations of the institution (2015). This inquiry study seeks to ascertain the degree to which BOMs uphold school regulations.

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2.8 Theoretical Framework

Stakeholder Theory served as the foundation for this investigation. The concept of stakeholder theory, developed by Freeman in 1984, is deeply established in management. It covers institutional ethics, institutional management, and corporate responsibility for many different stakeholders. Stakeholder management, ethical financial reporting, and stakeholder

communication are all highly stressed by the concept of stakeholders. According to the stakeholder hypothesis, stakeholders are important to corporate organizations and have a stake in their success. Stakeholder theory is currently at the center of corporate ethics courses in master's programs (Carroll & Buchholtz, 2006). Stakeholder theory is a moral concept, so the board candidate selection committee may ensure that they are competent, honest, and have managerial abilities.This will ensure that the school is administered wisely and prevent instances of money being misappropriated.

The institutional memberships not only share responsibilities but also have a shared understanding of the institutional goals, objectives, and future course. Stakeholder theory assumes that the BOM members have a common viewpoint on the school they are in charge of in the context of this study. A different perspective may occasionally be ignored or, at worst, overruled, but this is still positively viewed as a little price to pay for the organization's general success. Sergiovanni (1984), who agreed with Bush's stances, pointed out that leadership through worker involvement, allocated tasks, and management positions ensured the workforce had proper bonding, making the school principal's job easier and operations seamless.

2.9 Conceptual Framework

The conceptual framework in Figure 2.1 shows the relationship between independent and dependent variables. Mugenda & Mugenda (2003) define conceptual framework as the representation of the major concepts or variables as well as their assumed relationships with each other and through narrative or visual means.

Independent Variables

Sensitization of School Community on safety standards policy:

- Education on life skills
- Technical committee on safety
- Safety training
- Safety policy documentation.

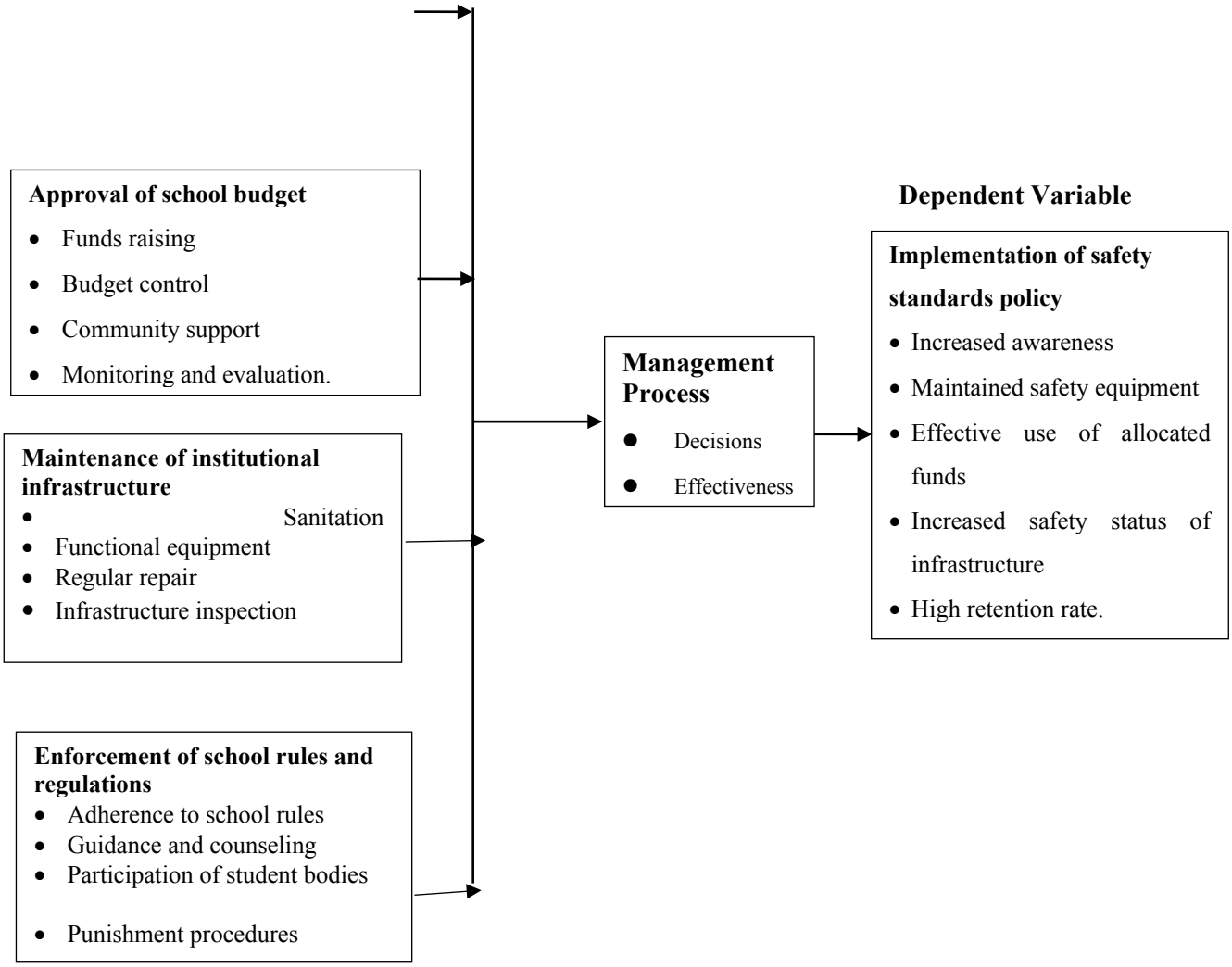

Figure 2.1: The relationship between variables on BOMs' governance practices and implementation of safety standards policy

Figure 2.1 demonstrates that in order to execute safety standards, it is necessary to sensitize school policy, facilitate school budget, maintain institutional infrastructure, and enforce school rules as well regulations. The four variables go through a management process, with the application of the policy as the end outcome. Increased safety awareness, improved risk

management skills, effective and efficient money management, improved infrastructure safety, and adherence to school rules and regulations will all be markers of the policy's effectiveness.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methods used for the study is covered in this chapter. It covers the research design, the intended audience, the sample size and sampling methodologies, the research instruments,

the validity and reliability of the research instruments, the data collection procedures, the data analysis methods that were utilized in the study, and ethical issues.

3.2 Research Design

The investigation employed a descriptive survey research design. In Kenya's Kisumu Central Sub County, the design was used to examine how BOM governance procedures affect the execution of policy regarding secondary school safety requirements. It was appropriate since it allowed the researcher to obtain precise data on the current status of the phenomena and interpret it as recommended by (Yin, 2017).

The study's design was acceptable for the researcher since it revealed how the respondents really felt about the governance practices variables under investigation and how they linked to one another in terms of secondary schools in Kisumu Central Sub County adopting safety standards.

3.3 Target Population

The study's target population included all of Kisumu Central Sub-public County's secondary schools. Thus according Kisumu Central sub-County Education Office, there are 13 secondary schools, including 4 residential schools and 9 day mixed secondary schools (2018). Principals, instructors, and students from all public secondary schools in Kisumu Central Sub-BOM County participated in the study. The probe also focuses on the SCDE and SCQASO. The intended audience is therefore the 8979 responses..

Table 3.1 Target Population

Category	Target population
Principals	13
BOM	221

Teachers	456
Boys Boarding Students	2667
Mixed day Students	3019
Girls Boarding Students	2603
Total	**8979**

3.4. Sample Size and Sampling Procedures

By using Krejcie and Morgan formula, the sample size for this study was determined (Matula, Kyalo, Mulwa&Gichuhi, 2018).

$$S = \frac{X^2NP(1-P)}{d^2(N-1)+X^2P(1-P)}$$

In this case:

S = desired sample number.

X^2 = table value of chi-square for 1 degree of freedom at the desired confidence level (0.05).

N = number of the population.

P = the population proportion (assumed to be 0.5 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (0.05).

$$S = \frac{X^2NP(1-P)}{d^2(N-1)+X^2P(1-P)}$$

$$= 379$$

Table 3.2Sample Size

Category	Sample Size
BOM	143
Teachers	65
Boys Boarding Students	50

Mixed day Students	69
Girls Boarding Students	50
SCDE	1
SCQASO	1
Total	**379**

The researchers specifically selected five BOM executive members from each of the 13 secondary schools, which included the principal, who functions as the BOM's chief executive officer as well as secretary. Intentionally selected for the study were six co-opted members of the parent association (PA). Five teachers from every school were also selected through a deliberate sample method. 13 student leaders, one from each class, were selected from each school by a teacher using a simple random sampling technique. These teachers included the school's boarding masters, teacher on duty with regard to day schools, guidance and counseling teachers, and BOM's representatives.After that, each school's overall student leader was chosen. A intentional sample of 379 respondents, which is a representative sample size for study, was also taken from the major informants, the Sub County Quality Assurance and Standards Officer (SCQASO) and Sub County Directors of Education (SCDE).

The BOM executive members were included in the sample even though they frequently provide guidance on crucial decisions involving pressing issues that cannot wait for the approval of the entire board. The BOM members who were co-opted into the board were chosen as an example because they represent the interests of the parents and students. The boarding master is believed to have a thorough understanding of the level of student safety and discipline at the school, and he frequently counsels and consults the secretary to the BOM on potential actions that may be taken to improve the level of discipline and boost safety in the establishment. The teacher in

charge of guidance and counseling looks out for the wellbeing of the students as well as their specific requirements.The representative of the teaching staff discusses the importance of curriculum delivery, the welfare of teaching staff members, as well as students generally in the BOM. The student leaders act as a liaison between the teacher management and administration, the parent community, and the student body.

3.5 Research Instruments

Three open-ended as well as closed-ended questionnaires were used in addition to an interview schedule as the study tools for data collection. According to Yin (2017), questionnaires can amass a large amount of data in a manageable amount of time and allow for gauging in pro of or against a particular opinion. The questionnaires in this investigation were created with the investigation's objectives in mind in order to elicit responses from each independent variable indicator.

The surveys that were given to BOM members had five components. Using the questionnaire's section A, demographic information was acquired. Information was acquired for Sections B, C, D, E, and F based on each research goal. The survey for instructors also included five components, with sections B through E gathering information specific to the study's aims while section A collected demographic information. The student survey comprises five sections as well, with section A used to gather demographic information and sections A through E used to gather information based on the objectives of the study.

In order to gather thorough information, key sources SCDE as well as SCQASO were questioned. According to Creswell (2012), an interview schedule aids the researcher in gathering thorough information by pressing and nudging the respondents until the majority of the material

is obtained. The interview schedule also gave the researcher additional latitude to modify the question structure to eliminate any uncertainty.

3.5.1 Instrument Validity

The research's validity decides whether it accurately assesses what it set out to measure or how reliable the findings are (Matula, et, al., 2018). By soliciting the opinion of university supervisors who are subject matter experts on the questionnaire and interview schedule material, the content validity of the instrument was achieved. So that more precise and insightful data can be acquired, the experts were asked to examine the products and make suggestions for enhancing them. In order to evaluate the validity and reliability of the research instruments, the researcher carried out a pilot study.10percent of the target population can be employed, according to Matula et al. (2018), to assess the consistency and accuracy of the study instruments before the actual data collection activity; for this reason, 10percent was chosen for the pilot project.

3.5.2 Instrument Reliability

According to Techo (2016), this is the accuracy and consistency of the results when applied frequently to the same group. A pilot study was conducted there to confirm dependability since Sinaga Girls Secondary School (10percent of the sample size) is believed to share characteristics with the schools in the research area. This process was repeated two weeks later. Correlating the outcomes of the two tests allowed for the evaluation of the instruments' dependability. The results of the pretest were computed using the Cochran Alpha. The dependability co-efficient (r) must fall within the recommended range of 0.7 and higher to be deemed reliable (Monique, 2015).

Table 3.3: Reliability Analysis Results

Determinant	No of items	Cronbach's	Verdict

BOMs' sensitization of school community	4	. 934	Reliable
BOMs' approval of school budget	4	. 853	Reliable
BOMs' maintenance of institutional infrastructure	4	. 911	Reliable
BOMs' approval of enforcement of school rules and regulations	4	. 823	Reliable
Implementation of safety standards policy	4	. 761	Reliable

From the detailed Cronbach's Alpha scores, indicate that data collection instrument was reliable since the figures exceeded the ideal score of 0.7 and above.

3.6 Data Collection Procedures

The National Commission for Science, Technology, and Innovations was asked for documentation proving permission to conduct the investigation (NACOSTI). This was done following university approval. Before gathering data, permission to visit the appropriate schools was requested from the County Commissioner and even the Sub-County Education Officer. In letters sent to the sampled schools, it was requested that they reserve space and make other preparations for the data collection exercise. Given the busy schedules of secondary schools, the researcher trained research assistants to assist with data collection in order to cover the wide study territory and for the appropriate period (Techo, 2016).The researcher built a relationship with the sampled participants to ensure that they were aware of the purpose of the study. The surveys were distributed using a drop-and-pick system.

3.7 Data Analysis Techniques

Data analysis, according to Monique (2015), entails breaking down raw data into digestible pieces, synthesizing data, searching for emerging trends, and ultimately formulating conclusions. To ensure that there are no mistakes, omissions, or preconceptions in the responses, the material was verified twice for correctness. The accuracy and lack of bias or inaccuracies of the survey's quantitative results were confirmed. Data from SCDE and SCQASO were acquired through scheduled interviews, and the data were then thematically evaluated. The responses were coded and categorized into separate groups. Using SPSS software version 23.0, the research data was shown as percentages, frequencies, tables, bar graphs, including pie charts.Before being condensed, field notes that contained qualitative data from interviews were edited to remove any misunderstandings. Following the organization of data categories into themes and patterns, concepts were created and coded. The relationship between the independent factors and the dependent variable was demonstrated using Pearson moment correlation. Regression analysis was carried out to establish the impact of the research variables at a 5% significant level. Regression analysis was useful in putting the study's hypotheses to the test. Quantitative data was analyzed and presented using frequency tables. After that, conclusions were drawn using the presentations.

3.8 Ethical Considerations

Making ensuring no one experiences unfavorable outcomes while participating in research is the general goal of ethics in that field. Due to the frequently delicate nature of the relationships between the researcher and the respondents, a permission permit was requested from the graduate school of the university and the National Commission for Science, Technology, and Innovation. This permission permit was then submitted to the local authority to let them know

the purpose of the research in the subject area. In accordance with the researcher's fidelity to the principle of voluntary consent, only consenting subjects were recruited to participate in the study.The objectives of the study, the identity of the researcher, and any potential advantages should all be made public as the foundation for informed consent. The researcher told the participants about the study before it started.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This section reviews data-related findings and covers their presentation, analysis, interpretation, and discussion. In the first section, the findings about the demographics of respondents and their return rate are reported. The following sections discuss the study's findings in light of its objectives.

4.2 Return Rate

A questionnaire was given to a sample of BOM members, instructors, and student leaders, while an interview schedule was utilized to elicit detailed information from the SCDE but also SCQASO, who were considered to be the two most important sources of information. Table 4.1 displays the study's return rate.

Table 4.1: Questionnaire Return Rate

Respondents' category	**Number administered**	**Number returned**	**Percentage returned**
Teachers	65	65	100
BOM	143	136	95.10
Students	169	124	73.37
SCDE	1	1	100
SCQASO	1	1	100

The participation rate for BOM was 95.10 %, while that for students was 73.37. The return rate for teachers, SCDE, and SCQASO was 100 percent. For the instructors, BOM, SCDE, and

SCQASO, the response rate to the questionnaire was significantly higher than 70percent. Kothari (2008) states that a descriptive study needs a response rate of at least 50%, hence the student return rate of 72.38 % was sufficient.

Due to the researcher's capacity to visit schools personally, distribute the questionnaires to the respondents, and swiftly collect the responses, the return rate of surveys from BOM and instructors was high. However, several BOM were unable to complete the surveys in a timely manner because of their hectic schedules and outside-of-school obligations.

4.3 Demographic Information

Each respondent's unique characteristics are listed in this part, including their age, gender, highest educational degree earned, and years of employment. The results on the demographic data were used to determine if the respondent was qualified to take part in the study since they had the opportunity to interact with the variables under investigation. Using questionnaires, demographic information on BOM, teachers, and students was gathered.

4.3.1 Gender Distribution of Respondents

In order to establish gender participation of males and females at the execution of safety standards guidelines in secondary schools in Kisumu Central Sub County, Kenya, it was considered important in this study to determine the gender distribution among BOM, teachers, and students. The results are displayed in Table 4.2.

Table 4.2 Gender Distribution

	BOM		Teachers		Students	
Gender	f	%	F	%	F	%
Male	97	71.3%	37	56.9%	82	66.1%
Female	39	28.7%	28	43.1%	42	33.9%

According to Table 4.2, the significant number of the BOM members were men, while the minority were women. Because of this marginalization, the majority of females were not included in school management. But it was highlighted that the makeup of instructors had fulfilled with the Basic Education Act of 2013 and the Kenyan Constitution's 2010 mandate of one third of each gender.

4.3.2 Age Distribution of BOM, Teachers and Students

The study's goal was to figure out how old BOM and teachers were. The results are shown in Table 4.3.

Table 4.3 Distribution of Respondents' Age

	BOM		Teachers	
Age bracket	F	%	F	%
Below 30	14	10.3	28	43.1%
30-35 years	42	30.9%	24	36.9%
35-45 years	54	39.7%	6	9.2%
Over 45 years	26	19.1%	7	10.8%

According to Table 4.3, 39 percent of the BOM were between the ages of 35 and 45. This suggested that the BOM was made up of people who were aged enough and had attained the

minimal conceptual as well as professional abilities necessary for carrying out the safety standards policy. The majority of teachers were older than 30.

4.3.3 Respondents' Academic Qualifications

The goal of the study was to ascertain the teachers' and BOM members' educational backgrounds. The results are shown in Table 4.4.

Table 4.4 Distribution of Respondents' Academic Qualifications

Academic	**BOM**		**Teachers**	
Qualifications	F	%	F	%
Certificate	28	20.6	-	-
Diploma	69	50.7	-	-
Degree	39	28.7	47	72.3
Masters	-	-	18	27.7

The overwhelming of BOM and teachers had bachelor's degrees, as shown in Table 4.4. This suggests that the BOM members and teachers in Kisumu Central Sub County secondary schools were professionally and intellectually prepared to oversee the execution of the safety standards policy. This suggests that the BOM members had obtained the necessary academic credentials to serve on the BOM and be involved in the management of the secondary schools.

4.3.4 Years of Service

The study also looked into BOM as well as teacher service years. Table 4.5 presented the findings.

Table 4.5Years of Service

	BOM		Teachers	
Years	**F**	**%**	**F**	**%**
Less than 2	55	40.4%	21	32.3%
2-5 years	55	40.4%	6	9.2%
5-10years	26	19.1	26	40%
More than 10 years	-	-	12	18.5

According to the study's findings, the majority of the instructors had been in the profession for between 2 and 10 years, which means they had sufficient exposure to the activities of implementing safety standards policy to be able to perform their job of managing school safety. The bulk of the teachers said they had been teaching for between six and ten years. This suggests that they were well aware of the difficulties in putting safety standards policy into practice.

4.4BOMs'Sensitization of School Community on the Safety Standards Policy and implementation of safety standards policy

The study's initial goal was to determine the impact of BOMs' school community sensitization efforts on the safety standards policy's implementation in secondary schools in Kisumu Central Sub-County. Mean and standard deviation, as well as inferential statistics like correlation and regression analysis, were effectively used in the analysis to reveal measures of dispersion as well as central tendency.

4.4.1 BOMs' Responses

The purpose of the study was to ascertain the BOM members' opinions on how best to educate the school community about the safety standards policy before it is implemented in secondary schools in the Kisumu Central Sub-County. Table 4.6 displays the replies from BOMs.

Table 4.6: BOM Response on Sensitization of School Community on the Safety Standards Policy

Statements	SA		A		N		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
There is a legal and policy	28	20	55	40	14	10	26	19	13	10	3.43	1.27
There is a safety standard technical	-	-	56	41	41	30	-	-	39	29	2.83	1.24
Training programmes on disaster	-	-	39	29	42	31	55	40	-	-	2.88	0.82
BOM has ensured teaching	42	31	42	31	-	-	26	19	26	19	3.35	1.54
(n=136, Average Mean=3.12)												

According to Table 4.6, 60 (73%) of the BOM members affirmed that the BOM had established a legal and policy document to raise awareness about the implementation of safety requirements. (M=3.43, SD=1.27) This could also be a sign that the BOM members have received training in the application of safety standards , and have done so. Furthermore, 56 (41%) of the BOM members report that the BOM has created a technical committee for safety standards (M=2.83, SD=1.24). This suggests that BOM members have been sufficiently involved in raising

awareness of the application of safety standards policy in their individual schools.Additionally, 55 (40%) of the BOM members confirmed that the BOM has conducted and facilitated disaster management training programs in which BOM personnel and students are involved (M=2.88, SD=0.82). Again, 84 (62%) of the BOM members felt that the BOM has made sure that life skills education is taught in the school in an efficient manner. (M=3.35, SD=1.54).

4.4.2 BOMs' Response Correlation Analysis

The study used Pearson correlation to determine the relationship between the school community's awareness of the safety standards policy and its execution. Table 4.7 presents the findings.

Table 4.7: Correlation Analysis Safety Standards Policy and Implementation of Safety

		IMPLE	SENSITIZATION
IMPLE	Pearson Correlation	1.000	.908
	Sig. (2-tailed)		.000
	N	136	136
SENSITIZATION	Pearson Correlation	.908	1
	Sig. (2-tailed)	.000	
	N	136	136

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient was 0.50, p (0.000), and r = 0.908. This suggests that the implementation of safety standards and the sensibilization of the school community to the policy on safety standards have a strong positive link. This finding shows that it is crucial for the application of safety requirements to educate the school community about the policy.

4.4.3 Principals' Response Regression Analysis

To ascertain if the school community had been made aware of the safety standards policy and their implementation, a simple linear regression test was conducted as shown in Table 4.8.

Table 4.8: Model Summary

. Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.908[a]	.824	.823	.45551

a. Predictors: (Constant), sensitization of school community on the safety standards policy

According to Table 4.8's R Square value of 0.824, the school community's awareness of the safety standards policy is what accounts for 82.4percent of the variation in how the safety standards are put into practice. Further research revealed an ANOVA result with a P-value of 0.00>0.05, indicating that school community awareness of the safety standards policy is a significant predictor of safety standard application.

Table 4.9: Relationship between Sensitization of School Community on the Safety Standards Policy and Implementation of Safety Standards

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	130.292	1	130.292	627.937	.000[b]
	Residual	27.804	134	.207		
	Total	158.096	135			

a. Dependent Variable: Implementation of Safety Standards

b. Predictor: Sensitization of School Community on The Safety Standards Policy

The probability value of p<0.00 indicates that the regression relationship was significant in predicting how sensitization of school community on the safety standards policy influenceimplementation of safety standards. Theresearcher further sought to establish the level at which introduction of sensitization of school community on the safety standards policy influences implementation of safety standards. The results are shown in Table 4.10.

Table 4.10: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	-.217	.143		-1.516	.132
	Sensitization	1.104	.044	.908	25.059	.000

a. Dependent Variable:Implementation of Safety Standards

According to Table 4.10's findings, adoption of safety requirements would be at -0.217 if school community sensitization to the policy were held constant at zero. As a result, increasing the school community's awareness of the safety standards policy by one unit would result in a 1.104 unit increase in the implementation of safety standards.

4.4.4 Teachers' Response on Sensitization of School Community on the Safety Standards Policy

The purpose of the study was to ascertain teachers' opinions of how the Kisumu Central Sub-County secondary schools' safety standards policy was implemented after BOMs had made the school community more aware of it. Table 4.11 displays the responses from the instructors.

Table 4.11 Teachers' Response on Sensitization of School Community on the Safety Standards Policy

Statements	SA		A		UD		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
There is a legal and policy	7	11	28	43	6	9	18	28	6	9	3.18	1.22
There is a safety standard technical	7	11	13	20	-	-	36	60	6	9	2.63	1.21
Training programmes on disaster	6	9	13	20	-	-	28	43	18	28	2.40	1.33
BOM has ensured teaching	20	31	20	31	-	-	13	20	12	19	3.73	1.09
(n=65, Average Mean=2.99)												

According to Table 4.11, 34 teachers, or 54percent of them, strongly agreed that BOM had produced a legal and policy document to raise awareness of the application of safety requirements. (M=3.18, SD=1.22) This suggests that the teachers are aware of how safety standards and policies are put into practice. However, 36 (60%) of the instructors disapproved of

the BOM's formalization of their safety standard technical committee (M=2.63, SD=1.21). Furthermore, 46 (71%) of the instructors disagreed that the BOM provided and facilitated training programs on disaster management in which BOM personnel and students are participating (M=2.36, SD=.78). Because of this, there is a gap in the information being communicated about safety standard training.Also noteworthy is the fact that 40 teachers, or 62%, said BOM had made sure that life skills education was taught in the school efficiently. (M=3.52, SD=1.19).

4.4.5 Teachers' Response Correlation Analysis

The study used Pearson correlation to determine the relationship between the school community's awareness of the safety standards policy as well as its execution. Table 4.12 presents the findings.

Table 4.12: Correlation Analysis on Sensitization of Safety Standards Policy and Implementation of Safety

		IMPLE	SENSITIZATION
IMPLE	Pearson Correlation	1.000	.540
	Sig. (2-tailed)		.000
	N	65	65
SENSITIZATION	Pearson Correlation	.540	1
	Sig. (2-tailed)	.000	
	N	65	65

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient was r = 0.540, p = 0.000, and was 0.5. This suggests that the implementation of safety standards and also the sensibilization of the school community to the policy on safety standards have a strong positive link. This finding shows that it is crucial for the application of safety requirements to educate the school community about the policy.

4.4.6 Teachers' Response Regression Analysis

As indicated in Table 4.13, a simple linear regression test was conducted to ascertain the predictive value of the school community's increased awareness of the safety standards policy and its execution.

Table 4.13: Model Summary

. Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.540[a]	.291	.280	.57321

Predictor: Sensitization of School Community on the Safety Standards Policy

According to Table 4.13's R Square value of 0.291, the school community's level of awareness of the policy governing safety requirements is what accounts for 29.1percent of the diversity in how those standards are put into practice. The results of further study showed that the school community's awareness of the safety standards policy is a significant predictor of the adoption of safety standards, with an ANOVA result of P-value of 0.000.05.

Table 4.14: Relationship between Sensitization of School Community on the Safety Standards Policy and Implementation of Safety Standards

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.512	1	8.512	25.906	.000[b]
	Residual	20.700	63	0.321		
	Total	29.212	64			

a. Dependent Variable: Implementation of Safety Standards

b. Predictor: Sensitization of School Community on The Safety Standards Policy

The probability value of 0.00 denotes a substantial regression relationship in predicting how the school community's awareness of the safety standards policy would affect the application of the safety standards.

Additionally, the study aimed to determine the extent to which the establishment of a policy for sensitizing the school community to safety standards effects the execution of such standards. Table 4.15 presents the results..

Table 4.15: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	1.482	.325		4.560	.000
	Project planning	.540	.106	.540	5.090	.000

a. Dependent Variable: Completion of School Projects

According to Table 4.15's findings, safety standards implementation would be at 1.482 if school community sensitization to the policy were kept constant at zero. As a result, a unit increase in

the school community's awareness of the safety standards policy would result in a 0.504-unit increase in the implementation of safety standards.

4.4.7 Students' Response on Sensitization of School Community on the Safety Standards Policy

The purpose of the study was to ascertain students' opinions on educating the school community about the safety standards policy. In Table 4.16, the students' responses are displayed.

Table 4.16: Students' Response on Sensitization of School Community on the Safety Standards Policy

Statements	SA		A		N		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
There is a legal and policy	11	9	33	27	11	9	41	33	28	23	2.66	1.32
There is a safety standard technical	-	-	28	23	68	55	28	23	-	-	3.00	0.67
Training programmes on disaster	14	11	28	23	11	9	71	57	-	-	2.87	1.11
BOM has ensured teaching	22	18	74	60	-	-	-	-	28	23	3.50	1.40
(n=124, Average Mean=3.55)												

Table 4.16 shows that 69 (or 56%) of the students disagreed that the BOM had produced a legal and policy document to raise public awareness of the implementation of safety requirements (M=2.66, SD=1.32). This shows that the school does not pay close attention to the sensitization

of safety requirements. Additionally, it was discovered that 28 students (55%) did not agree that the BOM had established a formal technical committee for safety standards (M=3.00, SD=0.67).Additionally, it was determined that the BOM provided and coordinated 42 (44%) disaster management training programs in which the BOM personnel as well as students are involved (M=2.87, SD=1.11). This shows that the training provided to educate the school community about the safety standards policy is insufficient.

This result demonstrated the fact that the policy's sensitization could not be changed in the lack of knowledge of the precise details in the framework of the policy. The SCDE's statement during the interview that "it is not possible to achieve safety standards in schools without policy requirements combined with resilient methods" encapsulated all.

Omolo and Simatwa (2010) found that 86.67% of head teachers in their study of the implementation of safety policies in public secondary schools in the Kisumu East and West Districts of Kenya complained about inadequate funding, 26.67% a lack of skills, and 6.67% poor coordination from the MOE with regard to the issuance of safety policies.A further finding of the study was that 100% of QASOs mentioned the head teachers' lack of cooperation and approval of their evaluation and Monitoring as well as Evaluation reports.

4.5BOMs' Approval of School Budget and Implementation of Safety Standards Policy

Determine the impact of BOM approval of the school budget on the application of the safety standards policy in secondary schools in Kisumu Central Sub-County was the second goal of this study. Mean and standard deviation, as well as inferential statistics, regression, and correlation analysis, were successfully used in the analysis to display measures of dispersion and central tendency.

4.5.1 BOMs' Responses

In order to implement safety standards policy in secondary schools in Kisumu Central Sub-County, the study attempted to ascertain principals' opinions on the subject. Table 4.17 lists the replies from BOMs.

Table 4.17: BOMs' Response on Approval of School Budget

Statements	SA F	%	A F	%	N F	%	D F	%	SD F	%	Mean	Stdv
Adequate funds to the departments	-	-	39	29	-	-	56	41	41	30	2.27	1.17
The BOM ensures that procedures and guidelines	28	20	68	50	14	10	13	10	13	10	3.62	1.19
The BOM ensures that the delivery of goods	-	-	54	39	56	41	13	10	13	10	3.11	.93
Monitoring and evaluation of the budget	41	30	56	41	13	10	26	19	-	-	3.82	1.06
(n=136, Average Mean=3.21)												

According to Table 4.17, 97 BOM members (71%) disagreed that the BOM had granted sufficient funding to the departments for the implementation of the safety standards policy (M=2.27, SD=1.17). This can also be a sign that the schools haven't been getting funds on a regular basis. Furthermore, according to 96 (or 70%) of the BOM members, the BOM ensures that policies and rules for budget management, procurement, and transaction tracking are

followed. This suggests that there are sufficient auditing and accounting systems and that there is training available in this area (M=3.62, SD=1.19). Furthermore, 97 (71%) of the principals agreed that the BOM's oversight of the budget ensures that the desired goals are met (M=3.82, SD=1.06).Procedures and guidelines, monitoring, and assessment therefore have an impact on BOMs' acceptance of school budgets.

4.5.2 BOMs' Response Correlation Analysis

The study used Pearson correlation to determine the association between BOMs' approval of the school budget and execution of the safety standards policy. The study attempted to investigate the relationship between BOMs' acceptance of the school budget and the execution of the safety standards policy using the p-value calculated from the correlation. Table 4.18 presents the findings.

Table 4.18: BOM Correlation Analysis BOMs' approval of school budget and implementation of safety standards policy

		IMPLE	BUDGET
IMPLE	Pearson Correlation	1	.845
	Sig. (2-tailed)		.000
	N	136	136
BUDGET	Pearson Correlation	.845	1
	Sig. (2-tailed)	.000	
	N	136	136

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient was 0.845, p 0.000, and r = 0.845. This suggests that the adoption of the safety standards policy and the BOMs' acceptance of the school budget are strongly

positively correlated. This conclusion suggests that the implementation of the policy on safety standards depends on the BOMs' acceptance of the school budget.

4.5.3 BOMs' Response Regression Analysis

The results of a straightforward linear regression test were used to assess the influence of BOM approval of the school budget on the execution of the safety standards policy, as shown in Table 4.19.

Table 4.19: Model Summary

. Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.845[a]	.714	.712	.58104

a. Predictors: BOMs' Approval of School Budget

According to Table 4.19's R Square value of 0.714, the school budget's approval was responsible for a change in the application of the safety standards policy of 71.4%. The results of further study showed that resource mobilization is a significant predictor of the adoption of the safety standards policy, with an ANOVA result of P-value of 0.00>0.05.

Table 4.20: Relationship between BOMs' Approval of School Budget on Implementation of Safety Standards Policy

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	112.856	1	112.856	334.276	.000[b]
	Residual	45.240	134	.338		

	Total	158.096	135

a. Dependent Variable: Implementation of Safety Standards Policy

b. Predictor: BOMs' Approval of School Budget

The probability value of p0.00 shows that the regression connection was significant in predicting how BOMs' acceptance of the school budget would affect how the safety standards policy was implemented.

The researcher also aimed to determine the extent to which school budget approval by BOMs affects how safety standards policy is put into practice. Table 4.21 presents the results.

Table 4.21: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	-5.200	.464		-11.206	.000
	PP2	2.630	.144	.845	18.283	.000

a. Dependent Variable:Implementation of Safety Standards Policy

According to Table 4.21's findings, if the BOMs' approval of the school budget were held constant at zero, the implementation of the Safety Standards Policy would be at a value of -5.200. Therefore, an increase of one unit in the BOMs' acceptance of the school budget would result in an increase of 2.630 units in the execution of the Safety Standards Policy. At a confidence level of 0.05, it was determined that this rise was significant.

4.5.4 Teachers' Response on BOMs' Approval of School Budget

The goal of the study was to determine the connection between the BOMs' approval of the school budget and the application of the safety standards policy. Table 4.22 lists the replies from teachers.

Table 4.22: Teachers' Response on BOMs' Approval of School Budget

Statements	SA		A		N		D		SD			
	F	%	F	%	F	%	F	%	F	%	Mean	Stdv
Adequate funds to the departments	12	19	35	54	6	9	6	9	6	9	3.63	1.16
The BOM ensures that procedures and guidelines	6	9	27	42	14	22	12	19	6	9	3.23	1.14
The BOM ensures that the delivery of goods	12	19	12	19	21	32	14	22	6	9	3.15	1.22
Monitoring and evaluation of the budget	21	32	14	22	12	19	12	19	6	9	3.49	1.35
(n=65, Average Mean=3.37)												

Table 4.22 indicates that a significant portion of teachers 47 (71%) people recommended that the BOM (M=3.63, SD=1.16) allocate sufficient funding to the departments for the implementation of the safety standards policy. It can be inferred that the BOMs' approval of the school budget contributed to the successful execution of the safety standards policy. Again, 27 teachers (42%) indicated that the BOM's oversight and evaluation of the budget ensures that the intended goals

are met (M=3.49, SD=1.61). It is also important to note that 24 (38%) of the teachers said that the BOM guarantees that policies and norms for budget controls, purchasing, and transaction tracking are followed. (M=3.15, SD=1.22).

4.5.5 Teachers' Response on BOMs' Approval of School Budget Correlation Analysis

The goal of the study was to determine how the execution of safety standards policy and BOMs' approval of school budgets relate to one another. Table 4.23 presents the findings.

Table 4.23: Teachers Responses Correlation Analysis on relationship between BOMs' approval of school budget and implementation of safety standards policy

		IMPLE	BUDGET
IMPLE	Pearson Correlation	1	.498
	Sig. (2-tailed)		.000
	N	65	65
BUDGET	Pearson Correlation	.498	1
	Sig. (2-tailed)	.000	
	N	65	65

**. Correlation is significant at the 0.01 level (2-tailed).

R = 0.498, p (0.000), 0.5 is the correlation coefficient. This suggests that the adoption of the safety standards policy and the BOMs' acceptance of the school budget are strongly positively correlated. This conclusion suggests that the BOMs' approval of the school budget is crucial for carrying out the policy on safety requirements.

4.5.6 Teachers' Response Regression Analysison Relationship between BOMs' Approval of School Budget and Implementation of Safety Standards Policy

The results of a straightforward linear regression test were used to assess the influence of BOM approval of the school budget on the execution of the safety standards policy, as shown in Table 4.24.

Table 4.24: Model Summary

. Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.498[a]	.248	.236	.59035

a**. Predictors: BOMs' approval of school budget**

According to Table 4.24's R Square of 0.248, the BOMs' approval of the school budget determines a variation of 24.8% in the application of the safety standards policy. Further analysis revealed that the BOMs' acceptance of the school budget is a significant predictor of the application of the safety standards policy, with an ANOVA result of P-value of 0.00>0.05.

Table 4.25: Relationship between BOMs' Approval of School Budget and Implementation of Safety Standards Policy

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.255	1	7.255	20.816	.000[b]
	Residual	21.957	63	.349		
	Total	29.212	64			

a. Dependent Variable: Implementation of Safety Standards Policy

b. Predictor: BOMs' Approval of School Budget

The probability value of p0.00 shows that the regression connection was significant in predicting how BOMs' acceptance of the school budget would affect how the safety standards policy was implemented.

The researcher also aimed to determine the extent to which school budget approval by BOMs affects how safety standards policy is put into practice. Table 4.26 presents the results..

Table 4.26: Coefficients[a]

Model		**Unstandardized Coefficients** **B**	**Std. Error**	**Standardized Coefficients** **Beta**	**T**	**Sig.**
1	(Constant)	1.003	.464		2.160	.035
	BOMs' approval	.620	.136	.498	4.562	.000

a. Dependent Variable: Implementation of Safety Standards Policy

The results of Table 4.26 showed that, if the BOMs' acceptance of the school budget were held constant at zero, the implementation of the safety standards policy would be at a value of -1.103. Therefore, an increase of one unit in the BOMs' acceptance of the school budget would result in an increase of 0.620 units in the application of the safety standards policy. At a confidence level of 0.05, it was determined that this decline was significant.

4.5.7 Students Response on BOMs' Approval of School Budget

The goal of the study was to determine the connection between school budget approval by BOMs and the application of safety standards policy. Table 4.27 lists the responses from the pupils.

Table 4.27: Students Response on BOMs' Approval of School Budget

Statements	SA F	%	A F	%	N F	%	D F	%	SD F	%	Mean	Stdv
Adequate funds to the departments	-	-	55	44	41	33	28	23	-	-	3.21	.79
The BOM ensures that procedures and guidelines	-	-	67	54	44	36	13	11	-	-	3.43	.67
The BOM ensures that the delivery of goods	11	9	22	18	11	9	42	34	38	31	2.40	1.32
Monitoring and evaluation of the budget	11	9	11	9	33	27	27	22	42	34	2.37	1.27
(n=124, Average Mean=2.85)												

The majority of the students, 67 (54%) according to Table 4.27, concurred that the BOM makes sure that policies and guidelines for budget controls, purchasing, and transaction records are followed. (M=3.43, SD=0.67). This shows that the money set aside for the adoption of safety requirements is being used efficiently. Furthermore, it was discovered that 55 (44%) respondents agreed that the BOM allocates sufficient finances to the departments for the implementation of the safety standards policy. (M=3.21, SD=0.79). However, it was found that a sizable portion of students disagreed with the statement that the BOM ensures that the delivery of products and services is in compliance with requirements in the budget, with 80 (65%) of the total sample disagreeing (M=2.40, SD=1.32).This suggests that students might not be aware of the financial information pertaining to BOM's delivery of goods and services.

These results are consistent with what the Sub-County Quality Assurance and Standards Officer who was interviewed said, "In essence, funds adequacy permits BOMs for budgeting, funds capitation, as well as sufficient allocation for execution of safety standards."

Rangongo, Mohlakwana, as well as Beckmann (2016) examined the root reasons of inadequate financial management in public schools. The inquiry found that among the factors encouraging this habit are a lack of knowledge about legal requirements, a lack of financial expertise, the absence of financial controls in institutions, the lack of prosecutions, and a lack of accountability and transparency.Makau's (2016) research revealed that a significant lack of funding has made it extremely difficult for the public secondary schools in the Yatta Sub-County to fully execute safety regulations. According to the research, most educational institutions were unable to purchase adequate safety measures since there were not enough funds available. The goal of the project was to ascertain whether the Board of Management's handling of financial resources affects the adoption of security requirements inside public secondary schools in Kisumu Central.

4.6BOMs'Maintenance of Institutional Infrastructure on the Implementation of Safety Standards Policy

The third research goal was to determine how the BOMs' upkeep of institutional infrastructure affected secondary schools in Kisumu Central Sub-adherence County's of safety standards policy. Mean and standard deviation were effectively employed in the analysis to illustrate measures of dispersion as well as central tendency, as well as correlation and regression analysis to determine the independent variables' capacity for prediction.

4.6.1 BOMs' Responses on Maintenance of Institutional Infrastructure

The purpose of the study was to ascertain the principals' opinions regarding the impact of institutional infrastructure upkeep by BOMs on the application of safety standards policy. The replies from the principals are shown in Table 4.28.

Table 4.28: BOMs' Response on Maintenance of Institutional Infrastructure

Statements	SA F	%	A F	%	N F	%	D F	%	SD F	%	Mean	Stdv
The BOM consults experts	42	31	28	20	27	20	13	10	26	19	3.34	1.48
Machines, vehicles and equipment	26	19	27	20	27	20	56	41	-	-	3.16	1.16
Physical infrastructure	14	10	56	41	13	10	14	10	39	29	2.94	1.44
BOM ensures that the school	14	10	55	40	28	20	26	19	13	10	3.22	1.16
(n=136, Average Mean=3.16)												

According to Table 4.28, a resounding 70 (51%) respondents agreed that the BOM should consult specialists when inspecting physical amenities to assist identify flaws that need to be

fixed. (M=3.34, SD=1.48). This implies that discussions are a key component of institutional infrastructure upkeep. However, 56 (41%) of the BOM members disagreed that it is important for trained individuals to operate machinery, vehicles, and other equipment in order to prevent accidents (M=3.16, SD=1.16). There might not be sufficient cooperation between the school administration and stakeholders. In addition, 69 (or 50%) of the BOM members concurred that the BOM makes sure the school's physical facilities and complex are free of dangerous materials. (M=4.04, SD=1.35).

4.6.2 BOMs' Response Correlation Analysis on Influence of The BOMs' Maintenance of Institutional Infrastructure on the Implementation of Safety Standards Policy.

The purpose of the study was to determine how BOMs' upkeep of institutional infrastructure and adoption of safety standards policy related to one another. The study aimed to investigate the relationship between BOMs' upkeep of institutional infrastructure and application of safety standards policy using the p-value obtained from the correlation. Table 4.29 presents the findings.

Table 4.29: BOM Correlation Analysis BOMs' Maintenance of Institutional Infrastructure and Implementation of Safety Standards Policy.

		IMPLE	MAINTENANCE
IMPLE	Pearson Correlation	1	.815
	Sig. (2-tailed)		.000
	N	136	136
MAINTAINANCE	Pearson Correlation	.815	1
	Sig. (2-tailed)	.000	
	N	136	136

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient was r = 0.815, p = 0.000, and 0.5. This suggests that the upkeep of institutional infrastructure by BOMs and the execution of safety standards policy are strongly

positively correlated. This suggests that maintaining institutional infrastructure by BOMs has a positive impact on how safety standards policy is implemented.

4.6.3 Principals' Response Regression Analysis

As shown in Table 4.30, a simple linear regression test was conducted to ascertain the predictive value of BOMs' upkeep of institutional infrastructure and application of safety standards policy.

Table 4.30: Model Summary

. Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.815[a]	.664	.661	.62992

a. Predictors: (Constant), BOMs' Maintenance of Institutional Infrastructure

According to Table 4.30's R Square value of 0.664, the maintenance of institutional infrastructure by BOMs is what drives 66.4percent of the diversity in how safety standards policy is carried out. ANOVA results from further research with a P-value of 0.00–0.05 suggested that BOMs maintain institutional infrastructure and enforce safety standards policy.

Table 4.31: Relationship between BOMs' Maintenance of Institutional Infrastructure and implementation of safety standards policy

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	104.924	1	104.924	264.422	.000[b]
	Residual	53.172	134	.397		
	Total	158.096	135			

a. Dependent Variable: Implementation of Safety Standards Policy

b. Predictor: Maintenance of Institutional Infrastructure

The regression connection was significant in predicting how BOMs' maintenance of institutional infrastructure affect the application of safety standards policy, as indicated by the likelihood value of p0.00.

The researcher also aimed to determine the extent to which the implementation of safety standards policy was influenced by the adoption of BOMs' Maintenance of Institutional Infrastructure. Table 4.32 presents the results.

Table 4.32: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	-.830	.256		-3.245	.001
	PP3	1.282	.079	.815	16.261	.000

a. Dependent Variable:Implementation of Safety Standards Policy

According to the findings in Table 4.32, if institutional infrastructure maintenance remained constant at zero, the adoption of the safety standards policy would be at 1.282. Therefore, an

increase of one unit in institutional infrastructure maintenance would result in an increase of 1.282 units in the application of safety standards policy.

4.6.4 Teachers' Response on Maintenance of Institutional Infrastructure

The purpose of the study was to ascertain teachers' opinions regarding institutional infrastructure maintenance. Table 4.33 lists the replies from teachers.

Table 4.33: Teachers' Response on Maintenance of Institutional Infrastructure

Statements	SA		A		N		D		SD		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
The BOM consults experts	-	-	21	32	19	29	19	29	6	9	2.84	0.99
Machines, vehicles and equipment	7	11	21	32	-	-	19	29	18	28	2.69	1.44
Physical infrastructure	-	-	24	37	-	-	28	43	13	20	2.53	1.18
BOM ensures that the school	7	11	21	32	13	20	18	28	6	9	3.07	1.18
(n=65, Average Mean=2.78)												

According to Table 4.33, teachers 25 (28%) acknowledged that the BOM contacts professionals when inspecting physical facilities in order to assist identify flaws that need to be fixed (M=2.84, SD=0.99). However, 37 (57%) of the teachers dissented from the statement that qualified individuals operate machinery, vehicles, and equipment to prevent accidents (M=2.69,

SD=1.44). Therefore, when recruiting operators for machines, vehicles, and equipment, this is a gap that needs to be addressed. Although more than 29 (43%) respondents agreed that BOM makes sure the school's physical facilities and complex are free of dangerous elements (M=3.07, SD=1.18), this opinion was not shared by all respondents.

4.6.5 Teachers' Response Correlation Analysis

The study used Pearson correlation to determine a connection between BOMs' upkeep of institutional infrastructure as well as adoption of safety standards policy. Table 4.34 presents the findings.

Table 4.34: Teachers' Response Correlation Analysis between BOMs' Maintenance of Institutional Infrastructure and Implementation of Safety Standards Policy

		IMPLE	MAINTAINANCE
IMPLE	Pearson Correlation	1	.894
	Sig. (2-tailed)		.000
	N	65	65
MAINTAINANCE	Pearson Correlation	.894	1
	Sig. (2-tailed)	.000	
	N	65	65

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient was 0.894, p 0.000, and 0.05. This suggests that the upkeep of institutional infrastructure by BOMs and the execution of safety standards policy are strongly positively correlated.

4.6.6 Teachers' Response Regression Analysis

To determine the effectiveness of BOMs' maintenance of institutional infrastructure on implementation of safety standards policy, a straightforward linear regression test was conducted.

Table 4.35: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.894[a]	.800	.797	.30456

Predictors: BOMs' Maintenance of Institutional Infrastructure

According to Table 4.35's R Square of 0.800, the upkeep of institutional infrastructure by BOMs accounts for 80% of the difference in how safety standards policy is implemented. ANOVA results from further research showed a P-value of 0.000.005 indicating that the regression model is suitable for predicting.

Table 4.36: Relationship between BOMs' Maintenance of Institutional Infrastructure and Implementation of Safety Standards Policy

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.368	1	23.368	251.927	.000[b]
	Residual	5.844	63	.093		
	Total	29.212	64			

a. Dependent Variable: Implementation of Safety Standards Policy
b. Predictor: BOMs' Maintenance of Institutional Infrastructure

The regression connection was significant in predicting how BOMs' upkeep of institutional infrastructure affect application of safety standards policy, as indicated by the likelihood value of p0.00.

The researcher also wanted to determine how much institutional infrastructure upkeep by BOMs affected how safety standards legislation was implemented. Table 4.37 presents the results.

Table 4.37: Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	.700	.156		4.501	.000
	BOMs' Maintenance	.859	.054	.894	15.872	.000

a. Dependent Variable: Implementation of Safety Standards Policy

The adoption of safety standards policy would be a.700 based on the results of Table 4.37, holding BOMs' maintenance of institutional infrastructure to a constant zero. Therefore, an increase of one unit in BOMs' institutional infrastructure maintenance would result in a rise of.859 units in the application of safety standards policy.

4.6.7 Students Response on BOMs' Maintenance of Institutional Infrastructure

The purpose of the study was to ascertain what the students thought about BOMs' upkeep of the institutional infrastructure including application of the safety standards policy. In Table 4.38, the students' responses are displayed.

Table 4.38: Students Response on BOMs' Maintenance of Institutional Infrastructure

	SA		A		UD		D		SD			
Statements	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**Mean**	**Stdv**

The BOM consults experts	11	9	38	31	-	-	47	38	28	23	2.65	1.35
Machines, vehicles and equipment	14	11	75	61	-	-	24	19	11	9	3.74	.77
Physical infrastructure	-	-	47	38	36	29	41	33	-	-	3.04	.84
BOM ensures that the school	-	-	33	27	25	20	66	53	-	-	2.73	.85
(n=124, Average Mean=3.04)												

Table 4.38 shows that 89 students (72%) agreed that qualified persons run machinery, vehicles, and equipment to prevent accidents (M=3.74, SD=0.77). Additionally, it was discovered that 71 students (or 61% of the class) disagreed with the statement that the BOM consults specialists when inspecting physical facilities in order to help identify problems that need to be fixed (M=2.65, SD=1.35). Furthermore, it was discovered that a significant portion of students 47 (38%) agreed that physical infrastructure is restored on schedule and at regular intervals (M=3.04, SD=0.84).

This conclusion is supported by the Sub County Education Officer interview, which revealed the value of principle interactions with BOM and stakeholders in implementing the safety standards policy.

“Through routine maintenance of the physical facilities, periodic repairs and changes, frequent cleaning of the buildings, including keeping the school environment free of toxic materials, BOMs had a significant impact on the application of the safety standards policy.

The study's results are consistent with The findings of Kitheka (2016) demonstrated that there was little student involvement in upkeep of the institutional environment. However, the objective of the current inquiry was to determine how the Board of Management's school infrastructure maintenance affected how the security schedules were applied through inspections, services, repairs, including maintenances. The impact of institutional factors on the implementation of safety schedules in secondary schools was examined by Mutiso (2019). Based on the findings of the investigation, it was clear that even though the institutions had safety publications and plans, the adoption of safety protocols was hindered by a lack of knowledge, a lack of resources, a higher student population, and the institution's low regard for safety requirements.In order to successfully implement safety procedures throughout these institutions, it is recommended by the evaluation that the national government, through the Ministry of Education, set aside funds for the facilitation of trainings for students and teaching staff on safety interventions.

4.7BOMs’ Approval of Enforcement of School Rules and Regulations and Implementation of Safety Standards Policy

The fourth research goal was to determine how BOM approval of enforcing school rules and regulations affected secondary schools in Kisumu Central Sub-implementation County's of

safety standards policy. Mean and standard deviation were successfully used in the study to display measures of dispersion as well as central tendency in addition to inferential statistics.

4.7.1 BOMs' Responses on BOMs' Approval of Enforcement of School Rules and Regulations

The purpose of the study was to ascertain teachers' opinions regarding how the Kisumu Central Sub-County secondary schools' implementation of the safety standards policy was affected by the BOMs' support of the enforcement of school rules and regulations. Table 4.39 lists the replies from BOMs.

Table 4.39: BOMs' Response on Approval of Enforcement of School Rules and Regulations

Statements	SA F	%	A F	%	UD F	%	D F	%	SD F	%	Mean	Stdv
Copies of the school rules	27	20	40	29	14	10	28	21	27	20	3.08	1.44
A functional student leadership	42	31	28	21	13	10	40	29	13	10	3.33	1.42
There is no biasness	42	31	55	40	26	19	13	10	-	-	3.92	.93
The BOM ensures counseling	26	19	26	19	14	10	70	52	-	-	3.05	1.21
(n=136, Average Mean= 3.35)												

According to Table 4.37, a resounding 97 (71%) respondents (M=3.92, SD=0.93) agreed that there is no bias against breaking school rules and regulations. This can also be a sign that safety standards policy execution is being strictly enforced by school rules and regulations. Additionally, 70 (or 52%) of the BOM members say that the BOM ensures the existence of a functioning student leadership body. (M=3.33, SD=1.42).

4.7.2 BOMs' Response Correlation Analysis on Enforcement of School Rules and Regulations

The goal of the study was to determine the connection between the application of safety standards policy and the enforcement of school rules and regulations. Table 4.40 presents the findings.

Table 4.40: Correlation Analysis between Enforcement of School Rules and Regulations and Implementation of Safety Standards Policy

		IMPLE	ENFORCEMENT
IMPLE	Pearson Correlation	1	.191
	Sig. (2-tailed)		.026
	N	136	136
ENFORCEM	Pearson Correlation	.191	1
ENT	Sig. (2-tailed)	.026	
	N	136	136

**. Correlation is significant at the 0.01 level (2-tailed).

R = 0.026, p (0.000), 0.5 is the correlation coefficient. This suggests that the implementation of safety standards policy and the enforcement of school rules and regulations have a strong, beneficial link. This conclusion suggests that the compliance of safety standards policy is significantly predicted by how well school rules and regulations are enforced.

4.7.3 BOMs' Response Regression Analysis Relationship between Enforcement of School Rules and Regulations and Implementation of Safety Standards Policy

Table 4.41 displays the results of a simple linear regression test that was conducted to assess the predictive validity of the association between compliance with school rules and regulations and the application of the safety standards policy.

Table 4.41: Model Summary

. Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.191[a]	.036	.029	1.06620

a. Predictors: (Constant), **Enforcement of School Rules and Regulations**

Table 4.41's R Square value of 0.036 indicates that 3.6 deviations in the application of the safety standards policy are caused by project supervision.

Table 4.42: Relationship between Enforcement of School Rules and Regulations and Implementation of Safety Standards Policy

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.766	1	5.766	5.072	.026[b]
	Residual	152.330	134	1.137		
	Total	158.096	135			

a. Dependent Variable: Implementation of Safety Standards Policy

b. Predictor: Enforcement of School Rules and Regulations

The probability value of p0.00 shows that the regression relationship was significant in predicting how the implementation of safety standards policy is influenced by the enforcement of school rules and regulations.

The researcher also aimed to determine the extent to which the enforcement of school rules and regulations affected the application of the safety standards policy. Table 4.43 presents the results.

Table 4.43: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	1.969	.570		3.457	.001
	Enforcement	.378	.168	.191	2.252	.026

a. Dependent Variable: Implementation of Safety Standards Policy

According to Table 4.43's findings, if school rules and regulations were consistently enforced at zero, the safety standards policy would be implemented at a rate of 1.969. Project completion would therefore rise by a factor of.378 for every unit increase in project supervision.

4.7.4 Teachers' Response on Enforcement of School Rules and Regulations

The purpose of the study was to ascertain instructors' opinions regarding the enforcement of school policies. Table 4.44 lists the replies from teachers.

Table 4.44: Teachers' Response on Enforcement of School Rules and Regulations

	SA		A		UD		D		SD			
Statements	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**Mean**	**Stdv**
Copies of the school rules	-	-	35	54	-	-	18	28	12	19	2.89	1.25
A functional student leadership	-	-	19	29	14	22	20	31	12	19	2.61	1.09
There is no biasness	28	43	-	-	13	20	18	28	6	9	3.40	1.49
The BOM ensures counseling	20	31	-	-	21	32	12	19	12	19	3.06	1.47
(n=65, Average Mean= 2.99)												

Teachers 28 (43%) indicated that there is no bias against breaking school rules and regulations, according to Table 4.44 (M=3.40, SD=1.49). Additionally, 24 (38%) of the respondents

dissented from the statement that the BOM guarantees that counseling sessions in the school are facilitated. It's important to note that 35 respondents, or 54%, said that each student receives a copy of the school's rules and regulations (M=2.89, SD=1.25). A large number of respondents, 32 (50%) disputed that the BOM ensures the existence of a functioning student leadership body. (M=2.61, SD=1.09).

4.7.5 Teachers' Response Correlation Analysis on Enforcement of School Rules and Regulations

The study used Pearson correlation to determine the association between the implementation of safety standards policy and the enforcement of school rules and regulations. Table 4.45 presents the findings.

Table 4.45: Teachers' Response Correlation on Enforcement of School Rules and Regulations and Implementation of Safety Standards Policy

		IMPLE	ENFORCEMENT
IMPLE	Pearson Correlation	1	.829
	Sig. (2-tailed)		.000
	N	65	65
ENFORCEM	Pearson Correlation	.829	1
ENT	Sig. (2-tailed)	.000	
	N	65	65

**. Correlation is significant at the 0.01 level (2-tailed).

R = 0.829, p (0.000), 0.05 for the correlation coefficient. This suggests that the implementation of safety standards policy and the enforcement of school rules and regulations have a strong,

beneficial link. According to this conclusion, enforcing school rules and regulations is crucial to the implementation of the safety standards policy; however, greater focus should be placed on the various stages of implementation.

4.7.6 Teachers' Response Regression Analysis

Simple Table 4.46 presents the findings of a simple linear regression test that was performed to determine how well school rules and regulations predicted the acceptance of the safety standards policy.

Table 4.46: Model Summary

. Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.829[a]	.687	.682	.38081

Predictors: Enforcement of School Rules and Regulations

According to Table 4.46's R Square of 0.687, the enforcement of school rules and regulations can account for up to 68.7% of the variation in how the safety standards policy is implemented. ANOVA results from further research showed a P-value of 0.000.005 indicating that the regression model is suitable for predicting.

Table 4.47: Relationship between Enforcement of School Rules and Regulations and implementation of safety standards policy

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.075	1	20.075	138.432	.000[b]
	Residual	9.136	63	.145		
	Total	29.212	64			

a. Dependent Variable: Implementation of Safety Standards Policy

b. Predictor: Enforcement of School Rules and Regulations

The The probability value of p0.00 shows that the regression relationship was significant in predicting how the implementation of safety standards policy is influenced by the enforcement of school rules and regulations.

The researcher also aimed to determine the extent to which enforcing school rules and regulations has an impact on how safety standards policy is implemented. Table 4.48 presents the results.

Table 4.48: Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	1.332	.157		8.471	.000
	Enforcement	.590	.050	.829	11.766	.000

a. Dependent Variable: Implementation of Safety Standards Policy

According to Table 4.48's findings, the implementation of the safety standards policy would be at a constant 1.332 while maintaining the enforcement of school rules and regulations at zero. So, at a level of confidence of 0.05, an increase of one unit in the enforcement of school rules and regulations would result in an increase of 0.590 units in the execution of the safety standards policy.

4.7.7 Students' Response on Enforcement of School Rules and Regulations

The purpose of the study was to ascertain instructors' opinions regarding the enforcement of school policies. Table 4.49 lists the replies from teachers.

Table 4.49: Students' Responses on Enforcement of School Rules and Regulations

Statements	SA		A		N		D		SD			
	F	%	F	%	F	%	F	%	F	%	Mean	Stdv
Copies of the school rules	11	9	22	18	27	22	24	19	28	23	2.61	1.26
A functional student leadership	14	11	25	20	36	29	24	19	25	20	2.83	1.27
There is no biasness	22	18	47	38	-	-	41	33	14	11	2.79	1.20
The BOM ensures counseling	14	11	44	36	11	9	41	33	14	11	3.02	1.26
(n=124, Average Mean=2.81)												

Table 4.49 shows that 58 (47%) of the students surveyed agreed that the BOM makes sure that counseling sessions are facilitated in the school (M=3.02, SD=1.26). It was also discovered that 39 students, or 31%, believed that the BOM ensures a functioning student leadership body (M=2.83, SD=1.27). Additionally, it was discovered that a sizable 69 (or 56% of the students) thought there is no bias against breaking school rules and regulations. (M=2.79, SD=1.20). Therefore, it can be concluded that better enforcement of school rules and regulations leads to better implementation of the policy on safety standards.

The Sub-County education officer who was interviewed claimed that when students are fully aware of the school's rules and regulations, the majority of them adhere to them exactly. This is especially true when each student is given a copy of the rules and regulations, which promotes self-control, orderliness, good behavior, and respect for the institution's leadership.

The results support Ndeto's (2015) study's findings, which revealed that while students had a significant role in putting rules and regulations into place at school, they did not participate enough in their conception. Children felt passionately about the rules and regulations at school, according to the results.They seemed eager to adopt them and to comprehend their intrinsic value in daily life and the growth of discipline. However, this study's objective was to ascertain how much the BOM's disciplinary measures would influence secondary schools in the Kisumu Central Sub-County to follow safety protocols by emphasizing the problem of institutional regulations.

4.8 BOMs' Response on Implementation of Safety Standards Policy

The study sought the principals' opinions regarding the application of the study's dependent variable, which is the safety standards policy. The results are shown in table 4.50.

Table 4.50: BOMs' Response on Implementation of Safety Standards Policy

Statements	N	Mean	Std dv
There is increased awareness of safety standards policies.	136	3.14	1.36
Safety equipment are regularly maintained	136	2.73	1.18
There is effective use of allocated funds towards implementation of safety standards	136	3.63	1.27
There is increased safety status of infrastructure.	136	3.41	1.01

The majority of BOM members earned the highest mean (M=3.63, SD=1.27), as shown in Table 4.50, indicating that money given for the implementation of safety requirements have been used effectively. Following closely on its heels, infrastructure safety has improved (M=3.41, SD=1.01). This is a sign that safety equipment has to be maintained frequently.

4.9 Teachers' Response on Implementation of Safety Standards Policy

The study sought teachers' opinions regarding the application of the safety standards policy, which is its dependent variable. The results are shown in table 4.51.

Table 4.51: Teachers' Response on Implementation of Safety Standards Policy

Statements	N	Mean	Std dv
There is increased awareness of safety standards policies.	65	2.75	1.15
Safety equipment are regularly maintained	65	3.07	1.09
There is effective use of allocated funds towards implementation of safety standards	65	2.98	1.44
There is increased safety status of infrastructure.	65	3.56	1.03

Table 4.51 shows that the majority of teachers obtained the highest mean scores (M=3.56, SD=1.03), demonstrating an improvement in infrastructure safety. The following statement was "Safety equipment is routinely maintained" (M=3.07, SD=1.09). This was closely followed by the effective use of funds allocated for carrying out safety requirements (M=2.98, SD=1.44). This illustrates how applying safety regulations is impacted by the effective use of available resources.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The goal of this study was to ascertain how BOM governance practices affected secondary school safety standards policy implementation in Kenya's Kisumu Central Sub County. The findings, conclusion, recommendations, and ideas for additional research are discussed in this chapter.

5.2 Summary of the Study

The study looked at how BOM governance practices affected secondary school safety standards policy implementation in Kenya's Kisumu Central Sub County. The following factors served as the study's guiding principles and research objectives: BOMs' approval of the school budget, BOMs' maintenance of the institutional infrastructure, and BOMs' approval of the enforcement of school rules and regulations in secondary schools in Kisumu Central Sub County, Kenya. The stakeholder theory advanced by Freeman served as the research's main direction (1984).An explanation of the conceptual framework that showed the connections between the independent and dependent factors was given. The descriptive research approach was used in the study because it allowed the researcher to get content that explains the current situation by asking participants about their opinions, attitudes, behavior, and values.

In Kisumu Central Sub County, Kenya, the study's target population included 13 principals, 456 teachers, 221 BOMs, 8289 teachers, 1 Sub County education officer, and 1 SCQASO. For the study, schools were chosen using stratified sampling. The complete sample for this study included 379 respondents in addition to 143 BOM chairpersons, 169 students, 65 instructors, 1 Sub County education official, and 1 SCQASO.

To increase their dependability, the research tools underwent repeated testing. By asking the opinion of university supervisors, validity was ensured. Additionally, SCQASO and the Sub County education officer were chosen using purposeful sampling. To sample teachers, stratified random sampling was utilized. Because SPSS Computer Software version 23.0 is effective and efficient at analyzing massive amounts of data, it was used for data analysis. The following sub sections provide a summary of the findings based on each objective.

5.2.1 BOMs' Sensitization of School Community on the Safety Standards Policy on its Implementation in Secondary Schools in Kisumu Central Sub-County.

The first objective of the study was to investigate the influence of BOMs' sensitization of school community on the safety standards policy on its implementation in secondary schools in Kisumu Central Sub-County. It was found to be statistically significant by BOM (M=3.12, r=0.908, r^2=0.824; $p<0.05$); teachers (M=2.99, r=0.540, r^2=0.291; $p<0.05$) and students (M=3.55; SD=1.12). The analysis found out that 60(73%) of the BOM members agreed that there is a legal and policy document for sensitization on safety standards policy implementation created by BOM (M=3.43, SD=1.27).During interview the SCDE summarized it all when he said that: "it is not possible to implement safety standards in schools devoid of policy requirements coupled with resilient strategies".

5.2.2 BOMs' Approval of School Budget and Implementation of Safety Standards Policy in Secondary Schools in Kisumu Central Sub-County.

The second objective of the study was to determine the influence of BOMs' approval of school budget on the implementation of safety standards policy in secondary schools in Kisumu Central

Sub-County. It was found to be statistically significant by BOM (M=3.21, r=0.845, r^2=0.714; p>0.05); teachers (M=3.37, r=0.498, r^2=0.248; p<0.05) and students (M=3.85; SD=1.01). It was established that a substantive percentage of teachers 47(71%) suggested that adequate funds to the departments for the implementation of safety standards policy are allocate by the BOM (M=3.63, SD=1.16).

5.2.3 BOMs' Maintenance of Institutional Infrastructure and Implementation of Safety Standards Policy in Secondary Schools in Kisumu Central Sub-County.

The third objective of the study was to examine the influence of the BOMs' maintenance of institutional infrastructure on the implementation of safety standards policy in secondary schools in Kisumu Central Sub-County. It was found to be statistically significant by BOM (M=3.16, r=0.815, r^2=0.664; p>0.05); teachers (M=2.78, r=0.894, r^2=0.800; p<0.05) and students (M=3.04; SD=0.95). The study has established that overwhelming 70(51%) agreed that the BOM consults experts in the inspection of physical amenities to help in identification of defects for repair (M=3.34, SD=1.48). This may be inferred that consultation is a guiding principle in maintenance of institutional infrastructure.

5.2.4 BOMs' Approval of Enforcement of School Rules and Regulations and Implementation of Safety Standards Policy in Secondary Schools in Kisumu Central Sub-County.

The fourth objective of the study was to establish the influence of BOMs' approval of enforcement of school rules and regulations on the implementation of safety standards policy in secondary schools in Kisumu Central Sub-County. It was found to be statistically significant by BOM (M=3.35, r=0.191, r^2=0.036; p>0.05); teachers (M=2.99, r=0.829, r^2=0.687; p<0.05) and students (M=2.81; SD=1.24). The study established that inferred a substantive percentage of

teachers 47(71%) suggested that adequate funds to the departments for the implementation of safety standards policy are allocate by the BOM (M=3.63, SD=1.16).

5.3 Conclusion

The study's research questions and findings led to the following interpretations:

This research comes to the conclusion that the school community's awareness of the safety standards policy, the school budget approval by BOMs, the maintenance of institutional infrastructure by BOMs, and the BOMs' approval of the enforcement of school rules and regulations by BOMs all had an impact on funds for project completion in secondary schools. This analysis comes to the conclusion that the funds needed to implement the safety standards policy were inadequate and unreliable. Poor relationships between different stakeholders caused by personal interests and enabling negative politics to obstruct the equitable distribution of available resources among schools jeopardize the implementation of the safety standards policy of the projects.

5.4 Recommendation

The study advanced this recommendation relying on the outcomes of this study:

i. The Ministry of Education should ensure that BOMs in Kisumu Central Sub-County schools sensitization of school community on the safety standards policy on its implementation.
ii. The Ministry of Education and parents in Kisumu Central Sub-County should ensure that adequate funds are disbursed or paid to schools in good time.
iii. The Ministry of Education should ensure that BOMs in Kisumu Central Sub-County make available copies of the school rules and regulations to the students in order to enhance compliance with them.

5.5. Suggestion for Further Study

This research seeks to advocate for advanced studies in the following fields with regard to implementation of safety standards policy:

i. Influence of principals' management practices on the implementation of safety Education in secondary schools.

ii. As a result of the scope and limitations of this study, the researcher recommends similar studies among public secondary schools in other Sub-Counties across the countryfor findings comparison.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Miriam A. Owuor

Department of Educational Administration and Planning

University of Nairobi

P.O. BOX 30197

Nairobi

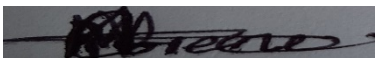
Dear Sir/Madam,

REQUEST FOR COLLECTION OF RESEARCH DATA

I am a Master of Education (M.Ed.) student at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study. I am requesting for your participation in a study that examines "influence of board of management governance practices on implementation of safety standards policy in secondary schools in Kisumu Central Sub County, Kenya.". Please fill in the questionnaires. The research results will be used for academic purposes only.

Your co-operation will be appreciated.

Yours sincerely,



Miriam A. Owuor

APPENDIX II: QUESTIONNAIRE FOR BOM MEMBERS

This questionnaire is developed to gather information about your school. The purpose of the study is to examine influence of board of management governance practices on implementation of safety standards policy in secondary schools in Kisumu Central Sub County, Kenya. You are requested to participate in this study by filling in this questionnaire.

Instructions

Please respond to the questions items given as honestly and accurately as possible.

For each statement tick (√) against the most appropriate answer as per your opinion.

Section A: Background Information

1. Please indicate your gender. Male ( ) Female ( )

2. Please indicate your age.

Below 30 years ( ) 30-35 years ( ) 35- 45 years ( ) 45 years and above ( )

3. What is your highest level of education? Certificate () Diploma ( ) Undergraduate ( ) Postgraduate ( ) Doctorate ( )

4. For how long have you been a member of BOM in the school? Below 2 years ( ) 2-5 years ( ) 5-10 years ( ) More than 10 years.

Section B: Sensitization of School Community on Safety Standards Policy by BOM and its Implementation

The following sections provide you with items related to Sensitization on Safety Standards Policy. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

1- Strongly Disagree (SD) 2- Disagree (D) 3- Neutral (N) 4 – Agree (A) 5 – Strongly Agree (SA)

Statement	1	2	3	4	5
1. There is a legal and policy document for sensitization on safety standards policy implementation created by BOM					
2.There is a safety standard technical committee formalized by BOM					
3.Training programmes on disaster management in which the BOM staff and students are involved have been provided and facilitated by the BOM					
4. BOM has ensured teaching of life Skills Education is effectively done in the school.					

Section C: BOMs' approval of School Budget and Implementation of Safety Standards Policy

The following sections provide you with items related to BOMs' Facilitation of School Budget. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

1- Strongly Disagree (SD) 2- Disagree (D) 3- Neutral (N) 4 – Agree (A) 5 – Strongly Agree (SA)

Statement	1	2	3	4	5
1. Adequate funds to the departments for the implementation of safety standards policy are Allocate by the BOM.					
2. The BOM ensures that procedures and guidelines for budget controls, procurement and recording of transactions are adhered to.					
3. The BOM ensures that the delivery of goods and services is in accordance with specifications in the budget.					
4. Monitoring and evaluation of the budget by the BOM ensures that the intended objectives are achieved					

In what other ways doesBOMs' Ratification of School BudgetinfluenceImplementationof Safety Standards Policy?

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Section D: BOMs' Maintenance of Institutional Infrastructure and Implementation of Safety Standards Policy

The following sections provide you with items related to BOMs' Maintenance of Institutional Infrastructure. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

1- Strongly Disagree (SD) 2- Disagree (D) 3- Neutral (N) 4 – Agree (A) 5 – Strongly Agree (SA)

Statement	1	2	3	4	5
1. The BOM consults experts in the inspection of physical amenities to help in identification of defects for repair.					
2. Machines, vehicles and equipment's are operated by qualified personnel in order to avoid accidents.					
3. Physical infrastructure are repaired periodically according to schedule					
4. BOM ensures that the school physical facilities and compound is free of harmful materials.					

In what other ways doesBOMs' Maintenance of Institutional InfrastructureinfluenceImplementation of Safety Standards Policy?

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Section E: BOMs' Enforcement of School Rules and Regulations and Implementation of Safety Standards Policy

The following sections provide you with items related to BOMs' Enforcement of School Rules and Regulations. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

1- Strongly Disagree (SD) 2- Disagree (D) 3- Neutral (N) 4 – Agree (A) 5 – Strongly Agree (SA)

Statement	1	2	3	4	5
1. Copies of the school rules and regulations are issued to each student.					
2. A functional student leadership body is ensured by the BOM.					
3. There is no biasness upon violating school rules and regulations.					
4. The BOM ensures counseling sessions in the school are facilitated.					

In what other ways doesBOMs' Enforcement of School Rules and RegulationsinfluenceImplementation of Safety Standards Policy?

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Section F: Implementation of Safety Standards Policy

The following sections provide you with items related to Implementation of Safety Standards Policy. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

1- Strongly Disagree (SD) 2- Disagree (D) 3- Neutral (N) 4 – Agree (A) 5 – Strongly Agree (SA)

Statement	1	2	3	4	5
1. There is increased awareness of safety standards policies.					
2. Safety equipment are regularly maintained					
3.There is effective use of allocated funds towards implementation of safety standards					
4.There is increased safety status of infrastructure.					

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire is developed to gather information about your school. The purpose of the study is to examine influence of board of management governance practices on implementation of safety standards policy in secondary schools in Kisumu Central Sub County, Kenya. You are requested to participate in this study by filling in this questionnaire.

Instructions

Please respond to the questions items given as honestly and accurately as possible.

For each statement tick (√) against the most appropriate answer as per your opinion.

Section A: Background Information

1. Please indicate your gender. Male ( ) Female ( )

2. Please indicate your age.

Below 30 years ( ) 30-35 years ( ) 35- 45 years ( ) 45 years and above ( )

3. What is your highest level of education? Certificate ( ) Diploma ( ) Undergraduate ( ) Postgraduate ( ) Doctorate ( )

4. For how long have you been a member of teaching staff in the school? Below 2 years ( ) 2-5 years ( ) 5-10 years ( ) More than 10 years.

The following sections provide you with items related to Sensitization of Safety Standards Policy. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

1- Strongly Disagree (SD) 2- Disagree (D) 3- Neutral (N) 4 – Agree (A) 5 – Strongly Agree (SA)

Section B: Sensitization of School Community on Safety Standards Policy by BOM and its Implementation

Statement	1	2	3	4	5
1.There is a legal and policy document for sensitization on safety standards policy implementation created by BOM					
2.There is a safety standard technical committee formalized by BOM					
3.Training programmes on disaster management in which the BOM staff and students are involved have been provided and facilitated by the BOM					
4. BOM has ensured teaching of life Skills Education is effectively done in the school.					

In what other ways doesSensitization of Safety Standards influenceImplementation of Safety Standards Policy?

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The following sections provide you with items related to Ratification of School Budget. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

Section C: BOMs' Ratification of School Budget and Implementation of Safety Standards Policy

Statement	1	2	3	4	5

1. Adequate funds to the departments for the implementation of safety standards policy are Allocate by the BOM.					
2. The BOM ensures that procedures and guidelines for budget controls, procurement and recording of transactions are adhered to.					
3. The BOM ensures that the delivery of goods and services is in accordance with specifications in the budget.					
4. Monitoring and evaluation of the budget by the BOM ensures that the intended objectives are achieved					

In what other ways doesBOMs' Ratification of School BudgetinfluenceImplementation of Safety Standards Policy?

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Section D: BOMs' Maintenance of Institutional Infrastructure and Implementation of Safety Standards Policy

The following sections provide you with items related to Maintenance of Institutional Infrastructure. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

Statement	**1**	**2**	**3**	**4**	**5**
1. The BOM consults experts in the inspection of					

physical amenities to help in identification of defects for repair.					
2. Machines, vehicles and equipment's are operated by qualified personnel in order to avoid accidents.					
3. Physical infrastructure are repaired periodically according to schedule					
4. BOM ensures that the school physical facilities and compound is free of harmful materials.					

In what other ways doesMaintenance of Institutional Infrastructure influenceImplementation of Safety Standards Policy?

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Section E: BOMs' Enforcement of School Rules and Regulations and Implementation of Safety Standards Policy

The following sections provide you with items related to Enforcement of School Rules. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

Statement	1	2	3	4	5
1. Copies of the school rules and regulations are issued to each student.					

2. A functional student leadership body is ensured by the BOM.					
3. There is no biasness upon violating school rules and regulations.					
4. The BOM ensures counseling sessions in the school are facilitated.					

In what other ways doesBOMs' Enforcement of School Rules and RegulationsinfluenceImplementation of Safety Standards Policy?

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Section F: Implementation of Safety Standards Policy

The following sections provide you with items related to Implementation of Safety Standards Policy. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

1- Strongly Disagree (SD) 2- Disagree (D) 3- Neutral (N) 4 – Agree (A) 5 – Strongly Agree (SA)

Statement	1	2	3	4	5
1. There is increased awareness of safety standards policies.					

2. Safety equipment are regularly maintained					
3. There is effective use of allocated funds towards implementation of safety standards					
4. There is increased safety status of infrastructure.					

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

This questionnaire is developed to gather information about your school. The purpose of the study is to examine influence of board of management governance practices on implementation of safety standards policy in secondary schools in Kisumu Central Sub County, Kenya**.**

Instructions

You are requested to participate in this study by filling in this questionnaire. You are assured that your identity will not be disclosed and that the information you will provide will be treated with at most confidentiality.

Instructions

Please respond to the questions items given as honestly and accurately as possible.

For each statement tick (√) against the most appropriate answer as per your opinion.

Section A: Background Information

1. In which class are you? Form 1( ) Form 2( ) Form 3( ) Form 4( )
2. Please indicate your gender? Male ( ) Female( )

The following sections provide you with items related to Sensitization of Safety Standards Policy. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

1- Strongly Disagree (SD) 2- Disagree (D) 3- Neutral (N) 4 – Agree (A) 5 – Strongly Agree (SA)

Section B: Sensitization of School Community Safety Standards Policy by BOM and its Implementation

Statement	**1**	**2**	**3**	**4**	**5**
1.There is a legal and policy document for sensitization on safety standards policy implementation created by BOM					
2.There is a safety standard technical committee formalized					

by BOM					
3.Training programmes on disaster management in which the BOM staff and students are involved have been provided and facilitated by the BOM					
4. BOM has ensured teaching of life Skills Education is effectively done in the school.					

In what other ways doesSensitization of Safety Standards influenceImplementation of Safety Standards Policy?

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……

Section C: BOMs Maintenance of Institutional Infrastructure and Implementation of Safety Standards Policy

Statement	1	2	3	4	5
1. The BOM consults experts in the inspection of physical amenities to help in identification of defects for repair.					
2. Machines, vehicles and equipment's are operated by qualified personnel in order to avoid accidents.					
3. Physical infrastructures are repaired periodically according to schedule					
4. BOM ensures that the school physical facilities and compound is free of harmful materials.					

In what other ways doesBOMs' Ratification of School BudgetinfluenceImplementation of Safety Standards Policy?

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Section D: BOMs approval of School Budget and Implementation of Safety Standards Policy.

Statement	1	2	3	4	5

1. Adequate funds to the departments for the implementation of safety standards policy are Allocate by the BOM.					
2. The BOM ensures that procedures and guidelines for budget controls, procurement and recording of transactions are adhered to.					
3. The BOM ensures that the delivery of goods and services is in accordance with specifications in the budget.					
4. Monitoring and evaluation of the budget by the BOM ensures that the intended objectives are achieved					

In what other ways doesBOMs Maintenance of Institutional InfrastructureinfluenceImplementation of Safety Standards Policy?

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……

Section E: BOMs' Enforcement of School Rules and Regulations and Implementation of Safety Standards Policy

The following sections provide you with items related to Enforcement of School Rules. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

Statement	**1**	**2**	**3**	**4**	**5**
1. Copies of the school rules and regulations are issued to each student.					
2. A functional student leadership body is ensured by the					

BOM.					
3. There is no biasness upon violating school rules and regulations.					
4. The BOM ensures counseling sessions in the school are facilitated.					

In what other ways doesBOMs' Enforcement of School Rules and RegulationsinfluenceImplementation of Safety Standards Policy?

……

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……

APPENDIX V: INTERVIEW SCHEDULE FOR SUB-COUNTY DIRECTOR OF EDUCATION AND SUB-COUNTY QUALITY ASSURANCE AND STANDARDS OFFICER

Thank you for accepting to take part in this interview

The purpose of this interview is to collect data on the influence of board of management governance practices on implementation of safety standards policy in secondary schools in Kisumu Central Sub County, Kenya.

I would wish to assure you that the responses that you will give will be confidential.

1. In your opinion what are the indicators of a safe learning environment at a secondary school level?
2. What roles do the BOMs' play in entrenching safety standard policy in secondary schools?
3. What roles do the BOMs' play in budget facilitation process to ensure safety standards implementations in secondary schools?
4. What roles do the BOMs' play in maintenance of institutional infrastructure in order to create a safe learning environment?
5. What roles do the BOMs' play in enforcement of school rules and regulations in secondary schools?
6. What roles do your offices play in ensuring that schools operationalize the safety standards policy?
7. What roles do the BOMs' play in ensuring that budget executions are done to ensure and assure safety of learners and teachers in secondary schools?

8. What roles do the BOMs' play in the maintenance of physical infrastructure in secondary schools?
9. What roles do the BOMs' play in enforcing compliance to school rules and regulations by students in secondary schools?
10. What are some of the resources provided by MOE to schools with regard to the Implementation of safety standards policy?

Thank you for your participation in the interview

APPENDIX VI: KISUMU COUNTY GOVERNMENT APPROVAL

THE COUNTY GOVERNMENT OF KISUMU

Office of the County Secretary, Head of County Public Service and Secretary to the Executive Committee

23RD August ,2022

REF: CGK/HR/TR &RSC/02/2022

MIRIAM OWUORO,

P.O.BOX 1277-40100

RE: AUTHORITY TO CONDUCT RESERCH STUDY IN KISUMU COUNTY

Reference is made on the above subject matter:

The purpose of this letter is to grant you Authority to carry out the Research on the Topic:

Influence of Board Management Governance Practice on Implementation of Safety Standard Policy in Secondary Schools in Kisumu Central Sub County, Kenya, for a period ending 17/August/2023.

Take note that all data collected during the Research must be treated with utmost confidentiality and soft copy of the same to be submitted to the underlined for future reference.

COUNTY GOVERNMENT OF KISUMU
DIRECTOR, HUMAN RESOURCE MANAGEMENT
P. O. Box 2738 - 40100, KISUMU

BEN NYAKINYA.

FOR: COUNTY SECRETARY

APPENDIX VII: NACOSTI PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **640609**

Date of Issue: **17/August/2022**

RESEARCH LICENSE

This is to Certify that Ms.. Miriam Atieno Owuor of University of Nairobi, has been licensed to conduct research in Kisumu on the topic: INFLUENCE OF BOARD OF MANAGEMENT GOVERNANCE PRACTICES ON IMPLEMENTATION OF SAFETY STANDARDS POLICY IN SECONDARY SCHOOLS IN KISUMU CENTRAL SUB COUNTY, KENYA for the period ending : 17/August/2023.

License No: **NACOSTI/P/22/19629**

640609

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX VIII: COUNTY COMMISSIONER PERMIT

OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Kisumu 2022219/Fax: 2022219
Email: ckisumucounty@gmail.com

COUNTY COMMISSIONER
KISUMU COUNTY
P.O. BOX 1912-40100
KISUMU

Ref: CC/KC/ RES/1/3/VOL IV/296

Date: 19th August, 2022

Deputy County Commissioner
KISUMU CENTRAL

RE: RESEARCH AUTHORIZATION: MS. MIRIAM ATIENO OWUOR

Reference is made to a letter from the National Commission for Science, Technology and Innovation no. NACOSTI/P/22/19629 dated 17th August, 2022 on the above underlined subject matter.

The above named is from University of Nairobi. She has been authorized to carry out a research on "***Influence of Board of Management Governance Practices on Implementation of Safety Standards Policy in Secondary Schools in Kisumu Central Sub-County, Kenya".*** The research period ends on 17th August, 2023.

Kindly accord her the necessary assistance.

JOSEPHINE OUKO
COUNTY COMMISSIONER
KISUMU COUNTY

Copy to: Ms. Miriam Atieno Owuor
University of Nairobi

APPENDIX IX: KISUMU COUNTY DIRECTOR OF EDUCATION PERMIT

APPENDIX X: UNIVERSITY OF NAIROBI PERMIT

REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegrams:"schooling",Kisumu
Telephone: Kisumu 057 - 2024599
Email:
countyeducation.kisumu@gmail.com

COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY
P.O. BOX 575 – 40100
KISUMU

When replying please quote

REF: CDE/KSM/GA/3/24/VOL.V/24

19th August, 2022

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
Ms. MIRIAM ATIENO OWUOR – NACOSTI/P/22/19629

The above named is from University of Nairobi.

This is to confirm that she has been granted authority by NACOSTI to conduct research in Kisumu Central Sub County, Kisumu County, Kenya on the topic ***"Influence of Board of Management Governance Practices on Implementation of Safety Standards Policy in Secondary Schools"*** for the period ending **17th August, 2023.**

Any assistance accorded to her to accomplish the assignment will be highly appreciated.

ENOCH S. OKWEMBA
For: COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY

c.c. The Sub County Director of Education
Kisumu Central

SGS

UNIVERSITY OF NAIROBI
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY &CURRICULUM STUDIES

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

dept-edpcs@uonbi.ac.ke

29/06/ 2022

OUR REF: UON/FED/EMPCS/1/8

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: MIRIAM OWOUR – REG NO. E55/31743/2019

This is to confirm that **Miriam Awour is** a Master of Education student in the Department of Educational Management Policy and Curriculum Studies of the University of Nairobi. She is currently working on her research proposal entitled **"Influence of Board Management Governance Practices on Implementation of Safety Standards Policy in Secondary Schools in Kisumu Central Sub County , Kenya ".**
Her area of specialization is Corporate Governance

Any assistance accorded to her will be highly appreciated

Dept. Of Ed. Mngmt. Policy & Curriculum Studies Chairman's 29 JUN 2022 Box 92 - 00902 Kikuyu Faculty Of Education

SUSAN CHEPKONGA, PHD
CHAIRMAN
DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES