INFLUENCE OF BOARD OF MANAGEMENT GOVERNANCE PRACTICES ON THE SAFETY STANDARDS IN PUBLIC SECONDARY SCHOOLS IN RABAI SUB-COUNTY, KILIFI COUNTY, KENYA

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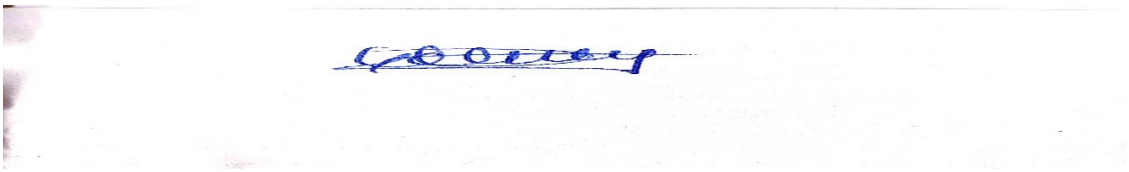
DECLARATION

The research project is my original work and has not been presented for award of a degree in any University.



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To my husband, Edward for his encouragement and moral support during my pursuit of higher education. To my principal madam Rebecca Kimondo and the staff of Mau Mau memorial girls who were sources of encouragement to me. To my late, loving mother ,Bethseba Winfred Pessah.

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ACRONYMS AND ABBREVIATIONS

BOM	Board of Management
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
SPSS	Statistical Package for Social Science
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Secondary schools' Boards of Management (BOMs) are mandated to ensure implementation of safety standard policy. However, persistent of safety threats in schools calls for questioning the capacity of management to dispense the function properly. The aim of the study was to examine the Board of Management governance practices affecting implementation of safety standards policy in secondary schools in Rabai sub county, Kilifi County, Kenya. The objectives of the study were; to assess the influence of BOMs sensitization of Students on compliance to safety standard in public schools in Rabai sub county, to explore the effect of student engagement by BOMS in decision making on compliance to safety standards in public secondary schools in Rabai sub county, to examine the effect of disciplinary rules and regulations employed by BOM on compliance to safety standard in public secondary schools in Rabai sub county and to explore the adequacy of monetary resources mobilized by secondary schools BOM on safety standards compliance in Rabai sub county. This research targeted BOM members, teachers and learners in the sub county as well as sub county director of education and sub county quality assurance and standard officer. Data gathering instruments were questionnaire and interviews schedule. Instrument validity was conducted through searching for expert perspective of university supervisor. Instrument reliability was examined through test-retested technique. Results given in frequencies and percentages were analyzed using descriptive statistics for both quantitative and qualitative data. Findings revealed that BOMs' sensitization of students, student engagement (by BOM) in decision-making and adequacy of monetary resources mobilized by secondary schools' BOMs has a positive and significant association with safety standards compliance in secondary schools. The study concluded that operationalization of safety standard policy, implementation of budget, maintenance of physical infrastructure and imposition of rules and regulations had enforcement of rules and regulations on influence on execution of safety standard policy are critical to ensure schools safety in Rabai Sub County. The study recommended that BOMs provide safety legal and policy documents, set up safety committees, enhance training on safety, look enough funds, enforce guidelines on financial transactions, issue schools' rules and regulations and facilitate guidance and counselling to implement safety standards policy in secondary schools in Rabai sub county.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Growth of any country is based on good and quality education. The achievement of valuable and quality education is possible by adhering to all factors contributing to its success. Among the essential factors shaping the standards of education is provision of appropriate safety standards in the school environment. Effective teaching and learning at academic institutions is facilitated by a secure environment (Rono, 2018). In the past, society has viewed educational institutions as havens for the community. Students were out of danger while in schools and as such, the society was less concerned as the security of they were assured of the security of their children (Omari et al., 2021).

However, the situations have changed and currently, schools have become one of the insecure places. In a study on safety culture and its factors in education sector in Malaysia, Jahangiri et al. (2018) established the factor for safety to include safety policy, safety procedures, safety training for the teachers and students, and safety committee that reviews and the safety standards and procedures. The study also established that school Board of management played key role in design of safety standards and communicating to learners. It also revealed that the principals (84%) who are members of the board of management regularly sensitized the students about risk conducts and informed them on the need of safety in the institutions. The study also indicated that 78% of administrators executed safety trainings and sensitization at schools to orient new learners and employees.

According to a study by Donkor (2018) on the safety issues in Northern Ghana, 90% of the participants indicated that they were less prepared to tackle any safety issue within their institution. The safety risks within the schools included poor electrical installations, insufficient exits and entry paths, overcrowded classrooms and absence of trainings on safety and emergency management. The recommendations included the need for safety and security training for all stakeholders, rehabilitation of buildings and enhancement of safety policies to be observed in schools.

In Kenya, research indicates that schools in Kenya have become more unsafe today than in the previous years. Alunga and Maiyo (2019) in their study on school safety notes that most schools failed to adhere to existing safety standards. At the same time, most of the teachers, students, and staff had no training and awareness of the safety programs. The study findings show that schools in the county had not established safety committees. The schools lacked emergency safety plan manuals and minutes of safety committees in the learning institutions.

The period of national examinations has exposed safety as a matter of national concern to various stakeholders. The country recorded an upsurge of cases of fire outbreak and destruction of property. For instance, police report indicates that 122 schools experienced students' rampage between January 2015 and 2016 which resulted in destruction of property amounting to millions of shillings. Mutiso, Maithya, and Cheloti, (2019) identified governance practices such as allocating sufficient money and system support to be essential in executing and controlling safety procedures in the public secondary schools

The distinctive functions of Kenya's national government are differentiated form those of the county governments. The national government is primarily responsible for policy

while the county governments are tasked with enhancing basic education. The County Boards of Education, BOMS and educational institutions in the government are critical in the creation and execution of the national government policies, as aligned by the regulatory and legal structures in existence (Republic of Kenya, 2018).

Board of Managements (BOMS) have a duty to foster and secure the MOE policies. These include safety standards in schools, instituting policies on safety, decision making on matters safety and ensuring that the set policies are actually implemented by the schools' administrations (Republic of Kenya, 2018). In spite of the boards of managements of schools' oversight roles in safety matters in schools, there has been an improvement in the safety occurrences in public schools in the country. This requires the urgent intervention of concerned partners. It is also critical to identify the obstacles that BOMs face in their governance of schools, so as to assure safety compliance in those schools. Missing safety strategies in schools result in loss of property, interrupt learning programs and likely loss of lives hence placing the teachers, students and the management on the limelight.

School safety manuals outline the structure of school safety procedures. The school principals act as coordinators of the programs and implementers of the safety procedures in schools. Although there are numerous efforts towards the improvement of the safety in schools, compliance to safety in Kenyan schools is inadequate. This study investigated the impact of BOM governance practices on compliance to safety standards in secondary schools in Rabai sub-county, Kilifi.

Table 1: List of schools with insecurity incidents

Name of the school	Incident	Year of occurrence	County
Dr. Kraph Memorial secondary	Dormitory arson	2021	Kilifi
St Georges High School	Dormitory arson	2019	Kilifi
Malindi High School	Dormitory arson	2019	Kilifi

1.2 Statement of the problem

Safety in academic centres implies the schools exist without any risks. There is concern from the public on the status of safety in learning institutions due to the unprecedented increase of insecurity incidences recorded. The environment should enable timely detection of threats and prevention before resulting in damages to property and humans (Alunga & Maiyo, 2019). The BOM and principals are required to execute the safety procedures while learners have a duty to conform to them. However, numerous safety incidents experienced in selected Kenyan secondary schools that have led to various effects such as property damage, injuries, loss of lives, along with other safety risks that have disrupted teaching and learning activities continue to spike due to failure to take necessary steps to control these disasters. According to the National Crime Research Centre (2017), 37.5 percent of schools were burnt and another 32.5 percent recorded attempts of arson. Incidences of dormitory fires have occurred in Dr. Kraph Memorial

Secondary school, Baya (2021), St Georges Secondary School, Yaa (2019) and Malindi High School.

Most studies have focused on students as significant factors to compliance to safety. Governance practices of the BOM is an important factor on the safety. Omari et al. (2021) shows that schools' boards have done little to promote disaster consciousness and readiness. The research sought to address the gap and investigated BOM's governance practices and how they influence safety standards in this schools.

1.3 Purpose of the Study

This study investigated the influence of Board of management governance practices on the safety standards in public secondary schools in Rabai Sub-County, Kilifi County, Kenya.

1.4 Research objectives

To realize the aim of the study; below objectives were explored:

i) To assess the influence of BOMs' sensitization of students on compliance to safety standards in public secondary schools in Rabai Sub-County, Kilifi.

ii) To establish the influence of student engagement by BOM in decision-making on compliance to safety standards in public secondary schools in Rabai Sub-County, Kilifi.

iii) To analyze the influence of disciplinary rules and regulations employed by BOM on compliance to safety standards in public secondary schools in Rabai Sub-County, Kilifi.

iv) To examine the influence of adequacy of monetary resources mobilized by secondary schools' BOMs on safety standards compliance in Rabai sub county, Kilifi.

1.5 Research Questions

This research was guided by the following questions:

i) How does the BOM sensitization of students influence compliance to safety standards in public secondary schools in Rabai Sub-County, Kilifi?

ii) What is the effect of BOMs' engagement of learners in decision-making on compliance to safety standards in public secondary schools in Rabai Sub-County, Kilifi?

iii) How does BOM's management of learners' discipline affect compliance to safety standards in public secondary schools in Rabai Sub-County, Kilifi?

iv) In which methods does the adequacy of BOM's mobilized financial resources influence compliance to safety standards in public secondary schools in Rabai Sub-County, Kilifi?

1.6 Significance of the Study

Maintaining a secure learning environment is crucial to the success of any educational institution. An insecure and unsafe school setting hinders meaningful academic processes. There is, therefore, need for secondary schools' BOM to facilitate a secure institutional environment to increase achievement of quality education.

The research will be helpful to the county policy implementers since the results would shed light on the safety concerns influencing the teaching and learning process in

Kenya. The research would also help policymakers establish a policy review process to create strategies for the schools' BOM to enhance safety standards. The study hopes to give more insight to the county education stakeholders about the governance practices, how they influence safety levels in this schools and the gaps in the BOMs' approaches. This research hopes to sensitize the BOM on the importance of training and implementing on safety procedures and standards.

1.7 Limitations of the Study

Participants were hesitant in sharing information on safety standards in their learning institutions due to the fear of victimization. It required an assurance of confidentiality to ensure they respond to the questionnaires.

1.8 Delimitation of the Study

This research was restricted to schools in Rabai Sub-county. Target population were members of secondary schools BOM, sub county quality assurance officer and student leaders. This study specifically concentrated on BOM management practices and their impact on safety standards in this schools.

1.9 Basic Assumptions of the Study

Researcher presumed that; participants were interested in school safety and will therefore give honest responses; all the schools within Rabai had the ability to execute safety standards for schools as per the ministry’s guidelines.

1.10 Definition of Significant Terms

Adherence It is practice of the school students and teachers to observe the available safety standards.

Board of Management This describes a corporate body authorized by the ministry of education to manage secondary schools.

Disciplinary measures These are actions undertaken against those learners who go against the schools' safety guidelines, and such acts may include suspension, expulsion, and guiding and counseling.

Governance Practices It is the structure principals by which a structured body ensures obligation, equity and dignity in its relation with the stakeholders.

Monetary Resources These are finances that the board of management and the school community have at their disposal for the development and improvement of school infrastructure and implementation of school programs.

Public secondary school It refers to schools that receive government's financial support.

Resource Mobilization It's the act of school principals and the BOM to organize for financial resources to support compliance with safety standards.

Safety rules These refer to the guidelines from the Ministry of Education that are essential to attain acceptable safety.

Safety Standards	These are the recommended guidelines structured by the government to ensure learners avoid any danger in school.
School Safety	It is described as plans used by the board of management, students, teachers and guardians to reduce or eliminate risky situations that may lead to accidents, injury or emotional stress and hence ensure freedom from any kind of danger.
Sensitization	These are activities aimed at ensuring that students and teachers know the significance of adhering to safety standards according to the safety manual in Kenya.
Students' engagement	It refers to the commitment of the school leadership to receive views and participation of students in the formulation of safety guidelines and planning of safety related programs.

1.11 Organization of the Study

This project is divided into five sections. Chapter one lays the background and introduces the study. Second chapter provides literature review, concept of school safety, the influence of student sensitization on safety standards, learner involvement in decision-making and its influence on safety standards, level of disciplinary measures on students and its influence on safety standards and adequacy of monetary resources on safety standards. Literature is reviewed and conceptual framework explained. In

chapter three, methodology of the study is explained. Findings are outlined and displayed in chapter four. The study concludes with recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section offers literature review on the subject, how governance practices of BOMs affect school safety. It concentrates on the concept of school safety, sensitization of students, students' engagement in decision-making, students' discipline, adequacy of mobilized financial resources and how these variables influence safety standards. A summary of literature review is discussed. Theoretical and conceptual frameworks are then discussed.

2.2 The Concept of School Safety and Adherence to the Rules in Public Secondary Schools

A safe school is an institution that is free from any danger, including violence, and describes an environment without perceived fear with adherence to the school's disciplinary guidelines. School safety also refers to the school's culture and capability to react to dangers and risks through suitable training and resource allocation (Ronoh, 2018). A safe school must be both physically and psychologically secure, with adequate resources and practical training to deal with threats. In such an environment, there is a lower chance that students will engage in actions that could hurt other students physically, emotionally, or psychologically (Chemutai, Onkware & Iteyo, 2020).

Safety is significant since it promotes the attainment of quality education due to permitting continuity of the learning programs without stoppages resulting from harm or danger. The majority of institutions experience common challenges, including fighting, physical violence, rape, and vandalism. There is, therefore, the need for school administrations to entirely execute safety standards in schools to limit cases of

insecurity (Bassam et al., 2018). Knowledge of the school safety regulations is essential in promoting acceptable actions that ensure the safety of schools.

According to Chemutai, Onkware and Iteyo (2020), several factors influence the school's safety status, and this can include the institutions' physical structures such as classrooms, dormitories, and playgrounds, among other facilities. First, preparedness to counter safety issues is vital and secondly, preventive measures to eliminate safety incidents from occurring or from deterioration are essential in ensuring school safety. Still, the capacity of implementing safety measures is significant in ensuring the success of safety in the institutions. For instance, safe infrastructure, training stakeholders and enacting policies to control school safety is vital (Erdol, 2018). As such, school safety relies on aspects such as trainings, having suitable infrastructure, having guidelines to address safety and executing these policies enhance school safety.

2.3 BOM Sensitization of Students' influence on Compliance to Safety Standards

A key component of ensuring school safety is to sensitize and educate students about safety. The National School Safety Policy for India places a strong emphasis on developing the capacities of all stakeholders (Gautham et al., 2020). The guidelines highlight the need for general training of learners on safety standards as essential for the preparation and regular improvement of the institutions' disaster management level and the efficient implementation during a crisis

Mutuku, Arasa, and Kinyili, (2021) investigated the effect of school management practices on implementing security standard policies in secondary schools. Respondents from 35 schools in the county provided evidence that school management procedures such as allocating sufficient money and system support were significant in facilitating the execution and management of safety programs in the secondary schools.

This study reveals need for school BOM to organize workshops for training workers on disaster management frequently (Mutuku, Arasa, & Kinyili, 2021). The heads also need to increase the levels of supervision in the institutions and create safety sensitization among the learner's staff.

School boards have a significant role in training learners in ensuring that safety is at high levels in schools. Omari et al. (2021) reveals that most principals perform their duties in sensitizing students to enhance safety standards in their institutions. The study states that most principals representing 46%% less frequently train their staff on safety procedures. The study results indicate that despite most school heads executing education programs on sensitization of safety strategies, the boards fail to highlight the practice that may establish knowledge and reduce risk vulnerability among the learners. 35.33% of new students in schools were unaware of all the safety needs in their respective institutions due to lack of inductions (Omari et al., 2021)

2.4 BOMS' Engagement of Students in Decision Making on Compliance to Safety Standards

Engagement by stakeholders involves sharing a common view and participation in decision making. Stakeholders' participation results in empowerment and collaborative ownership of the programs (Daud, Thinguri, & Mugwe, 2022). Sufficient time and strategies to constitute all parties and to enable them to discuss and understand each program or each stage in the activities are all essential affairs. Stakeholders in education refers to any party interested in the well-being of the school and learners and include teachers, staff members, parents and the learners (Sabo, Sanchi & Alhassan, 2021). The BOM is the guiding committee of the school and has a duty of running the school in a way that will lead to success. However, the implementation of safety guidelines

depends on how the BOM relates with the staff, teachers and students. Schools where the BOM, teachers and students work together experiences ease in adherence to safety rules and hence minimal security incidents. According to Desoto et al. (2020), the execution of the safe schools' project in Uganda has promoted involvement of teachers, parents and students which has improved the safety of the learners and eventually the level of education.

Students in institutions are receivers of the ultimate verdicts. As such, suggestions from the learners may be beneficial and can work positively if the administration approaches it in the proper mode. Both teachers and students can collaboratively have a chance to tackle safety matters that emanate if the learners are permitted to have a say on decisions about school safety. Sugut (2020), in his study, reveals that most BOMs involve the students and other partners during the execution process of necessary safety standards hence hindering the learners' observation of the available safety standards in the institutions.

2.5 BOMs' Management of Students' Discipline Effect on Compliance to Safety Standards

In order to create and maintain a healthy and secure learning environment, school discipline is essential (Atwal ,2020). Indiscipline cases in high schools' manifest in various ways, including vandalism, truancy, disrespect, drug possession and abuse, assault, theft, and other forms of violence. An institution that faces any of these challenges implies that safety is at risk and unsuitable for effective teaching and learning. School administrators have to ensure a safe environment in school for academic activities. In the past few years, corporal punishment was perceived as an

efficient method of instilling discipline among learners before its prohibition by the International Instruments.

As a result, different schools have alternative methods of disciplining the learners depending on the recommendations from their respective boards of management and ministry of education. Positive ways for dealing with discipline in schools have a positive effect on both student conduct and teacher morale (Showers, 2019). For instance, the United States has laws that make it easier to stop violence and drug use in institutions. American school boards of management (BOMs) use out-of-school suspension for severe infractions such drug use, ownership of illegal firearms, absenteeism and truancy. On the other hand, the suspension is a disciplinary method that can raise the levels of misbehavior in a learner in the future and hence promote violence.

Most school boards cite indiscipline as the primary cause of insecurity in schools and reveal that drug abuse is the dominant factor of indiscipline issues. There is, therefore, the need for school BOMs to address such indiscipline matters by creating suitable disciplinary measures to ensure the safety of the institutions. Omolo (2018) indicates in his research findings that school heads have adopted guiding and counseling as a strategy for improving the levels of discipline. Some BOM embrace expulsion of learners who engage in severe indiscipline cases such as drug abuse and ownership. In other cases, Dinker, Kemp, Baum and Syder (2019) noted that BOMs used various methods to improve safety including monitored and guarded entrances, Photographic cameras to restrict entry of crooks the schools. It is the duty of the BOM to promote the discipline of the learners including other staff members.

2.6 The Adequacy of BOMs mobilized monetary Resources Influence on Compliance to Safety Standards

School BOMs should identify the appropriate tools, approaches, and resources that they can use to solve the different issues facing their institutions. Successful management has members that ensure that schools have adequate resources and capacity to develop cultures and facilities that promote safety. Various schools use different strategies and activities to enhance the security in school environment.

Various schools in Africa had protected and supervised entrances, sensors, drug sweeps and safety cameras which promote security while prohibiting entry of illegal persons (Dinker, Baum, Kemp & Syder, 2019). The facilities also assist in monitoring and limit risky behaviors of the learners and staff members.

Sabo, Inuwa, Sanchi and Alhasaan (2021) performed study on the view of the education stakeholders in enhancing secondary school security in Zuru Kebbi State, Nigeria. The results recommended that the schools should be fenced, adequate facilities be issues to the institutions and the problem of overcrowded classes be addressed. In Kenya, Omolo (2018) indicates that school management had few approaches they applied to improve safety in schools which included buying relevant safety equipment, educating staffs and frequently conducting emergency drills.

2.7 Summary of Literature Review

Based on the previous studies, there is an increasing concern for school safety all over the world. Discipline has a positive impact on the safety standards in schools. Several schools apply ineffective strategies against learners who fail to adhere to school safety regulations, such as exercising vandalism. (Kirimi, 2014). There is a need to establish and increase student sensitization on the safety standards policies and procedures to

raise the levels of school safety (Gagawala, 2016). Both Gagawala (2016) and Kirimi (2014) agree that insufficient financial resources are potential limiting factors in achieving safety standards. UNESCO (2004) highlighted the significance of student participation in promoting school safety levels. However, the existing literature fails to identify the effect of the BOMs governance practices on safety standards. Main roles of the BOM is providing direction and oversight for a school which means, strategic planning, monitoring and implementation of strategies and policies and support the principal in implementation. Hence, this study intends to breach the gap by exploring the effect of BOMs governance practices on safety standards in public secondary schools in Rabai, Kilifi County.

2.8 Theoretical Framework

The research was underpinned by Abraham Maslow's (1943) hierarchy of needs theory. It postulates that higher needs of esteem, love and self-actualization come at very top of the needs' triangle. On the other hand, basic needs that is safety and physiological needs come at the very bottom of the human needs' triangle. This theory indicates that satisfying a lower need makes an individual to focus on satisfying a higher need (Armstrong, 2006). Although Wahba and Bridwell (1973) criticize Maslow' theory that human needs are not in a hierarchical sequence, the theory is essential in analyzing the students' needs to ensure they have sufficient benefits from their academic institutions.

Maslow's theory will form a significant basis for the study since it recognizes safety elements to be motivating factors for an individual. The theory can be adopted and implemented in a simple manner due to its natural appeal. The ability of perceptive insight into human nature makes the theory appropriate for this study. The theory

suggests that children who feel secure and protected will have higher motivation to optimize their ability and work towards self-actualization. The limitations of this theory is that it is difficult to verify it empirically. The theory also considers a small sample of the human population which makes it difficult to measure certain need such as security and hence difficult to generalize across diverse populations.

2.9 Conceptual Framework

It is the graphical, or narrative depiction of variables and link between them. It indicates relationship between dependent and independent variables.

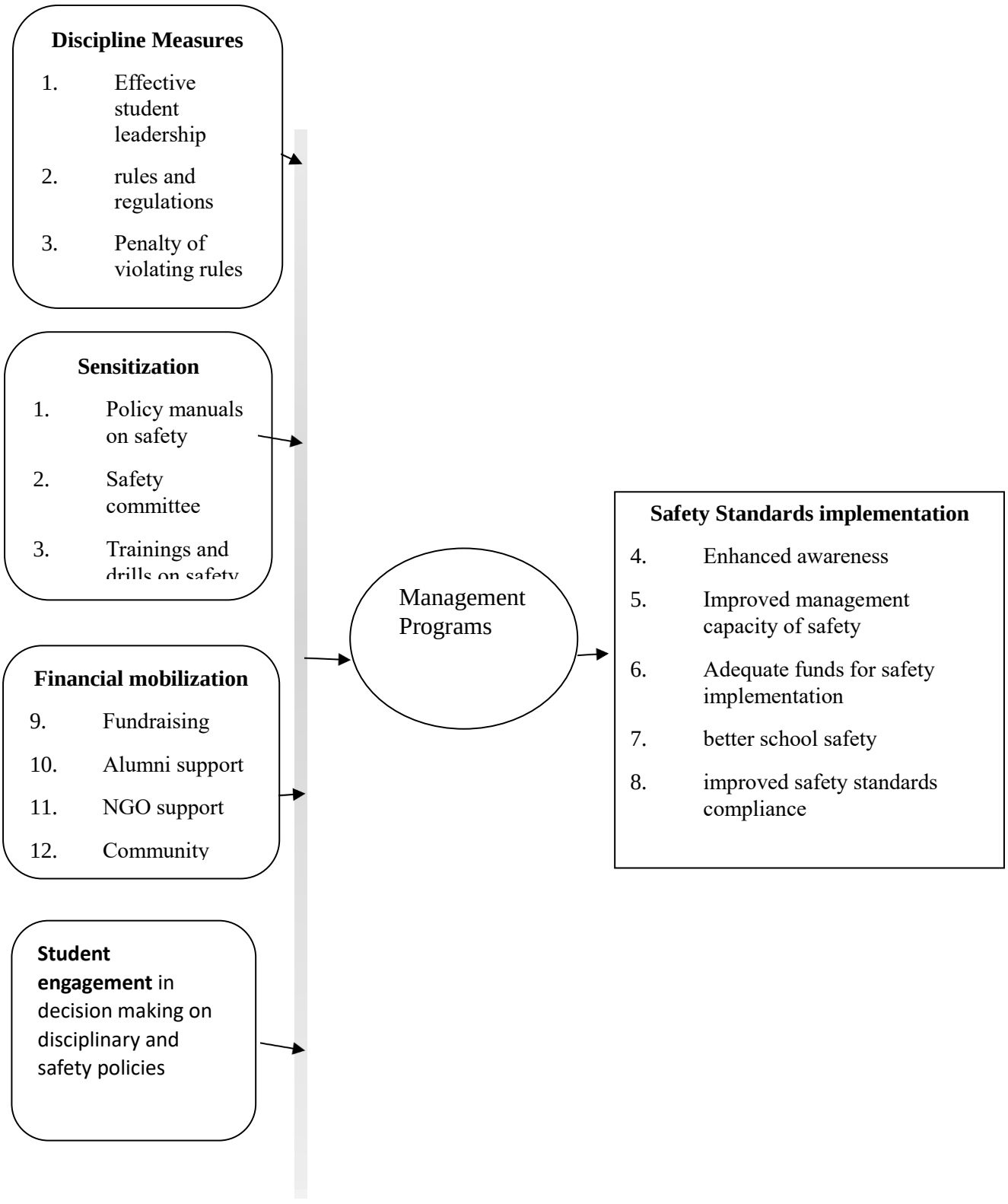

Figure 2.1: Conceptual Framework

Independent variables included students' discipline, students' sensitization, adequacy of mobilized monetary resources, and students' engagement in decision-making. These management practices if well manipulated leads to adherence to safety guidelines with pointers such as low indiscipline cases, high academic performance, high student enrollment, transition and retention rate, thus safe learning environment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Detailed discussion of the research methodology is presented here. Methodology utilized to carry out this research is outlined. Target population was determined. Detailed information on how the sample was chosen from the target are highlighted. Tools that were used for data collection are outlined. Pilot study elements are discussed. Data collection and analysis are explained. The chapter concluded with ethical concerns.

3.2 Research Design

This study used descriptive survey method of inquiry. This method was appropriate as it enables one to get precise information on the condition of a phenomena (Jwan, 2010). The approach assisted in guiding the comprehensive assessment of the BOM practices that determine the degree of compliance with the safety regulations in this schools in the Rabai Sub- County.

Mugenda and Mugenda (2003) explains that surveys are tools for initial and primary data collection to investigate a large population's perceptions, attitudes, and conduct. The advantage of the design is that it explores the disparities in views, experiences and attitudes of respondents (Orodho, 2009). The design was relevant since it gave the actual perceptions of the participants in relation to the research independent variables on governance pattern and their effect on the dependent variable.

3.3 Target Population

It is the total number of participants assigned to give information during detailed research (Mugenda & Mugenda, 2003). The research targeted BOM members, learners

and the sub-county Quality Assurance and Standards Officer in Rabai Sub-county. 15 schools were noted in the study area. Research targeted 255 BOM members. There were 7000 students registered in the 15 secondary schools whereby the study targeted 300 student leaders. The target population included vital stakeholders directly engaged in the leadership, teaching and learning in a set-up that is expected to be compliant to safety standards.

3.4 Sampling Techniques and Sample Size

A sample represents a subset of the whole population. Small group derived from the available target population represents a sample (Mugenda & Mugenda, 2003). A relevant sample ought to be sufficiently large to function as an effective representation around which the study can make conclusion. It should also be small in a manner that enables economic selection with regard to the availability of the participants based on money and time (Best & Kahn, 2006). Sample size was examined by use of Krejcie and Morgan (1970) formulae as cited by Matula et al. (2018).

$S=X^2NP(1-P)/d^2(N-1) + X^2 P(1-P)$

where:

S-Needed sample size

X^2 —the table value for Chi-square for 1 degree of freedom at the 3.841 confidence level

N=population size (7455)

P= the population proportion (at 0.5) to give maximum sample size

d= level of accuracy as a fraction (0.05)

The Executive BOM consisted of the Chairperson, the secretary, the chairperson of the Parents Association and two members. The study chose 5 BOM members from this 15

schools. BOM executives consult on vital decisions regularly and hence appropriate for selection. Three parents, who were non-members to the BOM were selected to provide the views of the parents and learners. The parents also offered financial resources for the development and maintenance of schools' infrastructure besides managing the discipline of the students.

The student leadership committee consisted of 20 student leaders in each school. The study therefore targeted 300 leaders from the 15 public secondary schools. Purposive and random sampling was utilized to choose 4 student leaders per school. The overall student leader from each school was eventually be picked. Leaders' role involved linking the learner council and parents, teachers and the management in determining safety hazards and disciplinary issues in schools.

The Sub-county Quality Assurance and Standards Officer was included in the study. These officers were a potential source of information, views and insights on certain issues as they are individuals with vast knowledge on the happenings in the education sector.

3.4 Sampling Frame

Target Participants	Population	Sample Size	Percentage	Sampling Technique
BOM Members	255	75	29..4%	stratified random
Student Leaders	300	60	20.0%	stratified/ random
SCQASO	1	1	100.0%	Purposive
Total	556	136		

The sample size of 136 participants was finally be used to represent research purposes. The study held focus group discussions, and 75 BOM members participated. This was a response rate of 100%. Sixty questionnaires were issued, out of which 57 were completed and analysed. The study interviewed the SCQASO. The response rates as summarised in Table 3.1

Table 3.1: Response Rate

Category	Sample Size	Response	Response Rate
BOM Members	75	75	100%
Student Leaders	60	57	95%
SCQASO	1	1	100%
Total	**136**	**133**	**98%**

Source: Research Data

High questionnaire response rates shown resulted from proper planning of the focus group discussions and interview and self-administration of questionnaires. Mugenda & Mugenda (2002) recommended a response rate of more than 70% is magnificent. Consequently, overall response rate of 98% enhanced the credibility of the study's results.

The research aimed to examine the gender of the students. Results are presented in table 3.2

Table 3.2: Respondents Age

Gender	Frequency	Percent
Male	36	63.2
Female	21	36.8

Total	**57**	**100.0**

Source: Research Data

The table indicates that 36 (63.2%) of the participants were males and 21 (36.8%) were female. Hence, most of the learners were male.

The research aimed to explore the class of the learners. Results are presented in table 3.3

Table 3.3: Respondents Class

Class	Frequency	Percent
form 2	4	7.0
form 3	33	57.9
form 4	20	35.1
Total	**57**	**100.0**

Source: Research Data

Table 4.4 indicates that 4 (7%) of the students were in form 2,33(57.9%) were in form three and 20(35.1%) were in form 4. Hence majority of the students were in the higher classes and their responses were reliable to make study conclusions and recommendations.

The research aimed to examine the category of the schools. Results are indicated in table 3.4

Table 3.4: Respondents School Category

Category	Frequency	Percent
Mixed	31	54.4
Boys	18	31.6

Girls	8	14.0
Total	**57**	**100.0**

Source: Research Data

Table 3.4 indicates that 31 (54.4%) of the students were in mixed schools, 18(31.6%) were from boys' schools and 8(14%) were from girls' schools. Hence, majority of the students were from mixed schools.

The study aimed to investigate the school type of the students. Findings are shown in table 3.5

Table 3.5: Respondents School Type

Type	Frequency	Percent
Boarding	11	19.3
Day	32	56.1
Mixed	14	24.6
Total	**57**	**100.0**

Source: Research Data

Table 4.6 indicates that 11 (19.3%) of the students were in boarding schools, 32(56.1%) were in day schools and 14(24.6%) were in mixed schools. Hence, majority of the students were in day schools.

3.5 Research Instruments

Research used questionnaires, interview guides and focus group discussions as the primary data collection tools. Questionnaire was administered to the student council members in the schools. The questionnaire was set in a manner that is simple to understand and structured to seek the views of the respondents focusing on a single idea at a time. Questionnaires are used to reveal the feelings attitude and views of

participants about the issue being studied. They also gather massive information within a short span of time while using uniform procedures that are easy to fill. Questionnaires had five parts, in which section. A collected demographic information while the other four sections collected data anchored on each study objectives.

Interview guides were utilized to gather in-depth information from the SCQASO. The officer delivered reliable information of particular topics. Interviews enhance collection of detailed information since they allow for deeper probing and prompting of the respondents (Matula et al., 2018).

The study carried out focus group discussions with the BOM members. This entailed organizing group discussions for the BOM of the schools. The BOM were informed of the objectives about the study. Each focus group discussion took 60 minutes, which the study considered adequate time for each member to exhaustively contribute to the discussion.

3.6 Pilot Study

It was carried out one week before the actual, a comprehensive test of the data collecting instruments in the field, with the goal of identifying and fixing any problems in the study design and methodology that may have arisen as a result of the tools' limitations. Barani Secondary School in Malindi Sub County was used as the site of the pilot study. A test sample of 18 participants was involved in the pilot sample. According to Connelly (2008), the sample size of the pilot research should be 10% of the sample size of the main study.

The researcher began by briefing the participants in the pilot study about the project's rationale and goals. 18 participants received questionnaires to complete. The researcher

neither helped them nor interrupted them. During the pilot study, researcher evaluated the processes and procedures used. To get insight into the practical aspects of the questionnaire, the time required to complete them was measured. The study's pilot participants voiced their concerns about the statement wording and question readability, and the researchers listened. The researcher modified the questions to make the questionnaire's questions and/or statements easier to understand.

3.6.1 Instrument Reliability

Reliability of instruments is defined as the degree to which they consistently measure the target variables (Mohajan, 2017). It should be able to consistently provide findings that are either identical or very close to identical each time the same test is performed. Test-retest and internal consistency metrics were employed to evaluate the reliability of the instruments during pilot testing. The reliability between administrations was measured using test-retest, and the reliability of individual questions within the instrument will be evaluated using internal consistency. Cronbach's Alpha of 0.7 or above indicated reliability (Segal and Coolidge, 2018).

Table 3.6 illustrates findings of the pilot study's reliability results:

Table 3.6: Reliability Results

Variable	Item	Alpha Value	Recommendations
BOMs' sensitization of students	5	0.997	Reliable
BOM student engagement in decision-making	5	0.972	Reliable
BOM disciplinary rules and regulations	5	0.981	Reliable
BOM adequacy of monetary resources	5	0.979	Reliable
Safety standards compliance	5	0.984	Reliable

Source: Research Data

Cronbach Alpha was calculated for all the variables. The coefficient for Safety standards compliance was 0.984, sensitization of students was 0.997, student engagement in decision-making was 0.972, disciplinary rules and regulations was 0.981 and adequacy of monetary resources was 0.979. All the variables had reliability values higher than 0.7, which was considered adequate in the study.

3.6.2 Instrument Validity

The term "instrument validity" refers to the degree to which a data collection tool accurately assesses the variables of interest (Sürücü & Maslakçi, 2020). Construct, content, and criterion validity were used to evaluate the reliability of the data collecting methods. Construct validity was employed to check whether the instruments really measure ideas they claim to. The constructions of influence of BOMs' sensitization of students, student engagement in decision-making, disciplinary rules and regulations and adequacy of monetary resources mobilized were carefully constructed, and the indicators and measurements of the variables were tested throughout the pilot study, to verify construct validity.

Only relevant questions that examine the indicators of BOM governance practices on the safety standards were included in the interview schedule and questionnaire. The content validity looked at how well the instruments represented the study goals while assessing those outcomes. Questions that were deemed unnecessary for the pilot research were taken out and replaced with new ones. Finally, criteria validity assessed the reliability of several instrument tests during pilot testing. The pilot research also kept track of the instruments' correlation coefficients to see how well they predicted one another. The instruments were also given to the supervisor for additional inspection for any potential gaps. These were then filled by the researcher.

The study conducted validity tests for the questionnaire. The study instrument's validity was achieved through the university supervisor's professional opinion. Upon adequate advice from the supervisor, the questionnaire was examined and accepted. The questionnaire provided data that accurately answered the research questions.

3.7 Data Collection Procedures

An introductory letter was gotten from the university. Research permit from NACOSTI was also obtained. Research permit helped in obtaining a clearance letter from Kilifi County. A visit to the schools was essential to seek consent from the respective boards of managements and the principals. Questionnaires were then administered to the participants and collect them for data analysis. Focus group discussions were conducted with the BOM members. Finally, interviews with the SCQASO were conducted.

3.8 Data Analysis Techniques

It entails procedural organization of raw data into logical form that can be analysed and interpreted to draw credible conclusions (Matula et al., 2018). The analysis process considered the number of returned questionnaires before sorting, editing and coding. The data was then grouped as per the study objectives and findings outlined in frequency tables and charts.

To categorize responses to the questions, quantitative data from the questionnaire was coded. To conduct analysis, coded data was entered into the SPSS. Quantitative data was evaluated descriptively and presented. Descriptive statistics was presented in percentages, means and frequencies. The study showed the relationship between the study variables through correlation. Research ran regression analyses and adopt a multiple regression analysis to indicate the association between study variable. Model used was: -

$Y=\beta_0+\beta_1X_{1+}\beta_2X_2+\beta_3X_3+ \beta_4X_4+ \varepsilon$

Where:

Y is safety standards in public secondary schools

β_0 is a constant

$(\beta i; i=1, 2, 3, 4\}$ are the Beta coefficients of independent variables

X_1 is sensitization of students

X_2 is student engagement in decision-making

X_3 is disciplinary rules and regulations

X_3 is adequacy of monetary resources mobilized

ε is the error term

Qualitative data gathered through interviews was summarized to eliminate ambiguity. The data was then categorized into themes, patterns and ideas before coding. SPSS was utilized for analysis before interpretation to create a narrative essential for making conclusions.

3.9 Ethical Consideration

The researcher obtained permission from the University and NACOSTI. The respondents' permission to participate in the study was sought. No respondent was exposed to harm, allowed to disclose personal information or coerced. Respondents were assured of no risk of participation.

CHAPTER FOUR

DATA ANALYSIS AND SUMMARY OF FINDINGS

4.1 Introduction

This part discusses research's findings. It presents data on the background information, descriptive statistics, interpretations and discussions. It analyses data as per research objectives; that is to examine influence of BOMs' sensitization of students, student engagement in decision-making, disciplinary rules and regulations and adequacy of monetary resources mobilized by secondary schools' BOMs on safety standards compliance in Rabai sub county, Kilifi. Inferential statistics and a summary of findings is discussed.

4.2 Descriptive Analysis

Descriptive analysis is presented as per the research objectives that is: to examine influence of BOMs' sensitization of students, student engagement in decision-making, disciplinary rules and regulations and adequacy of monetary resources mobilized by secondary schools' BOMs on safety standards compliance.

4.2.1 Influence of BOMs' sensitization of students on compliance to safety standards

The aim of the first objective was to evaluate the influence of BOMs' sensitization of students on compliance to safety standards in public secondary schools in Rabai Sub-County. Participants were asked five questions regarding the effect of BOMs' sensitization of students on compliance to safety standards. Responses were placed on 5-Likert scale. Findings are revealed in Table 4.1

Table 4.1: BOMs' sensitization of students

Statement	n	SA %	A %	NS %	D %	SD %	Mean	Std.Dev.
policy manuals provided for safety of the school	57	68.4	31.6	0.0	0.0	0.0	4.68	0.469
students' safety committee in the school	57	68.1	31.9	0.0	0.0	0.0	4.70	0.473
Students receive regular trainings and drills on safety	57	64.9	35.1	0.0	0.0	0.0	4.65	0.481
Students are taught life skills in school.	57	77.2	22.8	0.0	0.0	0.0	4.77	0.423
School transport section adheres to safety at all times	57	71.9	28.1	0.0	0.0	0.0	4.72	0.453
Aggregate Mean							**4.70**	

Source: Research Data

Findings reveals that 68.4% of the students strongly agreed that there were policy manuals provided for safety of the school and 31.6% agreed that policy manuals were provided for safety of the school (Mean=4.68; SD=0.469). There was agreement that there was students' safety committee in the schools (Mean=4.70; SD=0.473). The students (64.9 %) strongly agreed that they received regular trainings and drills on safety (Mean=4.65; SD=0.481). Additionally, 77.2% strongly agreed that students are taught life skills in school, and 22.8% agreed (Mean=4.77; SD=0.423). The students (71.9% strongly agreed and 28.1% agreed) indicated that school transport section adheres to safety at all times (Mean=4.72; SD=0.453). The overall mean of 4.70 shows that BOMs' sensitization of students influenced compliance to safety standards. The schools' BOM members indicated that the policies they had put in place to inform and sensitize students on safety standards had been successful. These policies focused on life skills and regular trainings for students. Additionally, the SCQASO indicated that

school BOMs have a critical role to play in sensitization of students on compliance to safety standards in this schools.

The findings agree with those of Mutuku, Arasa and Kinyili (2021), who investigated the effect of school management practices on implementing safety standard policies in schools. Their study revealed the need for school BOM to organize workshops for training workers on disaster management frequently. School heads need to increase the levels of supervision in the institutions and create safety sensitization among the learner's staff (Mutuku, Arasa & Kinyili, 2021). Additionally, Omari et al. (2021) advised that school boards have a significant role in training learners in ensuring that safety is at high levels in schools. In the same breadth, BOM boards should institute policies that would establish knowledge and reduce risk vulnerability among the learners.

4.2.2 Influence of student engagement (by BOM) in decision-making on compliance to safety standards

Second objective was to explore the effect of student engagement (by BOM) in decision-making on compliance to safety standards in this schools. Respondents were asked five questions regarding the influence of student engagement (by BOM) in decision-making on compliance to safety standards. Responses were placed on 5-Likert scale. Findings are revealed in Table 4.2

Table 4.2: Student engagement (by BOM)

Statement	SA %	A %	NS %	D %	SD %	Mean	Std.Dev.
school council meets regularly to discuss safety standards compliance	66.7	33.3	0.0	0.0	0.0	4.67	0.476
BOM supports the student council in idea generation on compliance to safety standards	61.4	38.6	0.0	0.0	0.0	4.61	0.491
BOM members regularly attend council meetings on compliance to safety standards	68.4	31.6	0.0	0.0	0.0	4.68	0.469
Students engage in debates on best ways to enhance compliance to safety standards	70.2	29.8	0.0	0.0	0.0	4.70	0.462
Students ideas are implemented by the school to foster compliance to safety standards	75.4	24.6	0.0	0.0	0.0	4.75	0.434
Aggregate Mean						**4.68**	

Source: Research Data

Results indicate that 66.7% of the students strongly agreed that school council meets regularly to discuss safety standards compliance and 33.3% agreed that the school council met regularly to discuss safety standards compliance (Mean=4.67; SD=0.476). There was agreement that BOM supports the student council in idea generation on compliance to safety standards (Mean=4.61; SD=0.491). The students (68.4%) strongly agreed that BOM members regularly attend council meetings on compliance to safety standards (Mean=4.68; SD=0.469). Additionally, 70.2% strongly agreed that Students engage in debates on best ways to enhance compliance to safety standards, and 29.8% agreed (Mean=4.70; SD=0.462). The students (75.4% strongly agreed and 24.6% agreed) indicated that students' ideas were implemented by the school to foster compliance to safety standards (Mean=4.75; SD=0.434). The overall mean of 4.68

indicates that there was an agreement that student engagement (by BOM) in decision-making affected compliance to safety standards. Schools' BOM members indicated that they worked hand in hand with the student council leaders in support of compliance to safety standards. This was majorly through idea generation and improvement of students' proposals on compliance to safety standards in the schools. Additionally, the SCQASO indicated that the involvement of students in decision making on compliance to safety standards had enhanced safety in schools.

These findings concur with those of Sugut (2020), who found out that most BOMs involve the students and other partners during the execution process of the necessary safety standards and hence promoted learners' observation of the existing safety standards in the institutions. Likewise, Desoto et al. (2020) noted that the execution of the safe schools' project in Uganda had promoted involvement of teachers, parents and students which has improved the safety of the learners. Additionally, Daud, Thinguri and Mugwe (2022) advised that engagement by stakeholders involves sharing a common view and participation in decision making. Students' participation in decision making on compliance of safety standards results in empowerment and collaborative ownership of the initiatives.

4.2.3 Influence of disciplinary rules and regulations employed by BOM on compliance to safety standards

Third objective was to explore the influence of disciplinary rules and regulations employed by BOM on compliance to safety standards in this schools. Respondents were asked five questions concerning the effect of disciplinary rules and regulations employed by BOM on compliance to safety standards. Responses were placed on 5-ikert scale. Findings are indicated in Table 4.3

Table 4.3: Influence of disciplinary rules

Statement	n	SA %	A %	NS %	D %	SD %	Mean	Std.Dev.
students' leadership body is effective in compliance	57	73.7	26.3	0.0	0.0	0.0	4.74	0.444
There are rules and regulations that promote compliance	57	61.4	38.6	0.0	0.0	0.0	4.61	0.491
the're penalties for violating compliance to safety standards	57	71.9	28.1	0.0	0.0	0.0	4.69	0.449
students undergo guidance and counselling on compliance	57	70.2	29.8	0.0	0.0	0.0	4.70	0.462
school is strict on breaking of safety standards regulations	57	69.9	30.1	0.0	0.0	0.0	4.72	0.453
Aggregate Mean							**4.69**	

Source: Research Data

Results indicate that 73.7% of the students strongly agreed that students' leadership body is effective in compliance and 26.3% agreed leadership in their schools was effective in enhancing compliance to safety standards (Mean=4.74; SD=0.444). There was agreement that there were rules and regulations that promote compliance (Mean=4.61; SD=0.491). The students (71.9%) strongly agreed that the're penalties for violating compliance to safety standards (Mean=4.69; SD=0.449). Additionally,70.2% strongly agreed that students undergo guidance and counselling on compliance, and 29.8% agreed (Mean=4.70; SD=0.462). The students (69.9% strongly agreed and 30.1% agreed) indicated that school is strict on breaking of safety standards regulations (Mean=4.72; SD=0.453). The overall mean of 4.69 indicates that there was an agreement that disciplinary rules and regulations employed by BOM influenced compliance to safety standards. The schools' BOM members indicated that they worked hand in hand with the school principals and discipline masters to enhance compliance to safety standards.

This was majorly through passing of strict penalties on abuse of schools' safety standards. Additionally, the SCQASO indicated that students discipline plays a pivotal role on compliance of safety standards. Accordingly, schools' boards must institute necessary regulations and implement them in the schools to enhance compliance to safety standards.

These findings corroborate those of Omolo (2018), who indicated that school boards and schools' heads adopted guiding and counseling as a strategy for improving the levels of discipline to enhance compliance to safety standards. Accordingly, BOM should institute such disciplinary measures as expulsion of learners who engage in severe indiscipline cases. Likewise, Dinker, Kemp, Baum and Syder (2019) noted that BOMs use various methods to improve safety including monitored and guarded entrances and photographic cameras to monitor school activities. Thus, it is the duty of the BOM to promote the discipline of the learners.

4.2.4 Influence of adequacy of monetary resources mobilized by secondary schools' BOMs on safety standards compliance

Fourth objective was to examine the influence of adequacy of monetary resources mobilized by secondary schools' BOMs on safety standards compliance. Participants were asked five questions regarding the impact of adequacy of monetary resources mobilized by secondary schools' BOMs on safety standards compliance. Responses were placed on 5-Likert scale. Findings are presented in Table 4.4

Table 4.4: Influence of adequacy of monetary resources

Statement	n	SA	A	NS	D	SD	Mean	Std.Dev.
		%	%	%	%	%		

BOM holds fundraisings to enhance compliance	57	77.2	22.8	0.0	0.0	0.0	4.75	0.424
Alumni give support to compliance	57	71.9	28.1	0.0	0.0	0.0	4.72	0.457
schools received support from NGOs for compliance	57	70.9	29.1	0.0	0.0	0.0	4.73	0.455
community offers support for safety	57	75.2	24.8	0.0	0.0	0.0	4.77	0.423
county government aids in compliance to safety standards	57	68.9	32.1	0.0	0.0	0.0	4.76	0.453
Aggregate Mean							**4.75**	

Source: Research Data

Results indicate that 77.2% of the students strongly agreed that BOM holds fundraisings to enhance compliance and 22.8% agreed that through efforts of the BOM, fundraisings enhanced compliance to safety standards in the schools (Mean=4.75; SD=0.424). There was agreement that alumni gave support to compliance to safety standards (Mean=4.72; SD=0.457). The students (70.9%) strongly agreed that schools received support from NGOs for compliance (Mean=4.73; SD=0.455). Additionally,75.2% strongly agreed that community offers support for safety, and 24.8% agreed (Mean=4.77; SD=0.423). The students (68.9% strongly agreed and 32.1% agreed) indicated that county government aids in compliance to safety standards (Mean=4.76; SD=0.453). The overall mean of 4.75 indicates that there was an agreement that adequacy of monetary resources mobilized by secondary schools' BOMs influenced safety standards compliance. The schools' BOM members indicated that they were actively involved in funds mobilisation in support of safety in the schools. They indicated that there was a challenge in mobilisation of funds die to other urgent school needs for example stationery and boarding needs for students. The BOM members indicated the lack of support, majorly from the county government in support of safety in schools. They

however, noted that more could be done to source for funds to improve safety in schools. SCQASO indicated that availability of funds was main hindrance to safety standards compliance in schools. The officer called for engagement of education stakeholders to ensure compliance to safety standards in schools.

These results are in line with those of Sabo et al. (2021), who performed study on the view of the education stakeholders in enhancing secondary school security. The results recommended that the schools should be fenced, adequate facilities be issues to the institutions and the problem of overcrowded classes be addressed. Schools should have protected and supervised entrances, sensors, drug sweeps and safety cameras which promote security while prohibiting entry of illegal persons (Dinker, Baum, Kemp & Syder, 2019). The facilities also assist in monitoring and limit risky behaviors of the learners and staff members. In Kenya, Omolo (2018) indicated that school management should employ various approaches to improve safety in schools -these include buying relevant safety equipment, educating staffs and frequently conducting emergency drills.

4.3 Inferential Analysis

4.3.1 Correlation Analysis

Study conducted Pearson correlation analysis, whose findings are indicated in Table 4.5

Table 4.5 Correlation Analysis

		compliance	sensitisation	engagement	disciplinary	monetary
compliance	Pearson Correlation	1	.900**	.851**	.928**	.962**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000
	N	57	57	57	57	57
sensitisation	Pearson Correlation	.900**	1	.731**	.809**	.869**
	Sig. (2-tailed)	0.000		0.000	0.000	0.000
	N	57	57	57	57	57
engagement	Pearson Correlation	.851**	.731**	1	.866**	.764**
	Sig. (2-tailed)	0.000	0.000		0.000	0.000
	N	57	57	57	57	57
disciplinary	Pearson Correlation	.928**	.809**	.866**	1	.895**
	Sig. (2-tailed)	0.000	0.000	0.000		0.000
	N	57	57	57	57	57
monetary	Pearson Correlation	.962**	.869**	.764**	.895**	1
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	
	N	57	57	57	57	57

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

Source: Research Data

Findings established a positive significant correlation between BOMs' sensitization of students and compliance to safety standards (r=0.900, p=0.000). The link between student engagement (by BOM) in decision-making and compliance to safety standards was favorable and substantial (r=0.851, p=.0.000). Disciplinary rules and regulations employed by BOM had a positive and significant correlation with compliance to safety standards (r=0.928, p=0.000). There was a favorable and substantial correlation

between adequacy of monetary resources mobilized by secondary schools' BOMs on safety standards compliance (=0.962, p=0.000).

4.3.2 Linear Regression

The study conducted regression analysis to investigate how the independent variables affect the dependent variable. The summary is illustrated in Table 4.6

Table 4.6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.984[a]	0.969	0.966	0.03451

a. Predictors: (Constant), monetary, engagement, sensitisation, disciplinary

Source: Research Data

The results reveal that r square is 0.97 that is, 97%. This means that compliance to safety standards in this schools would vary by 97% due to changes in BOMs' sensitization of students, student engagement in decision-making, disciplinary rules and regulations and adequacy of monetary resources mobilized by secondary schools' BOMs, at 95% confidence level. Other factors that affect compliance to safety standards account for only 3%. Correlation coefficient, R, measures association between the variables. Results indicated a high, positive correlation between the variables, as shown by 0.984 correlation coefficient.

Table 4.7 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.909	4	0.477	400.720	.000[b]
	Residual	0.062	52	0.001		
	Total	1.971	56			

a. Dependent Variable: compliance

b. Predictors: (Constant), monetary, engagement, sensitisation, disciplinary

Source: Research Data

ANOVA showed population parameters had a significance level of 0.000, meaning that relationship between the independent variables and dependent variables was significant. The estimated value of F was bigger than the critical value of F (400.720 > 2.557). This shows that BOMs' sensitization of students, student engagement in decision-making, disciplinary rules and regulations and adequacy of monetary resources mobilized by secondary schools' BOMs significantly influence compliance to safety standards.

Table 4.8 Coefficients

Model		Unstandardized Coeff.	Std. Error	Standardized Coeff.	t	Sig.
1	(Constant)	-0.311	0.126		-2.463	0.017
	sensitisation	0.189	0.049	0.195	3.834	0.000
	engagement	0.179	0.048	0.188	3.770	0.000
	disciplinary	0.143	0.073	0.138	1.942	0.058
	monetary	0.556	0.071	0.525	7.850	0.000

a. Dependent Variable: compliance

Source: Research Data

Table 4.8 reveals the multiple regression model equation to be:

$Y = -0.311 + 0.195X_1+0.188X_2+0.138X_3+0.525X_4+ \varepsilon$

Where:

Y is safety standards in public secondary schools

X_1 is sensitization of students

X_2 is student engagement in decision-making

X_3 is disciplinary rules and regulations

X_3 is adequacy of monetary resources mobilized

Holding BOMs' sensitization of students, student engagement in decision-making, disciplinary rules and regulations and adequacy of monetary resources mobilized by

secondary schools' BOMs, compliance to safety standards would be at a constant value of -0. 311.This means that compliance to safety standards i would yield -0.311 units. Board of management governance practices are hence critical in compliance to the safety standards. All the t-values that is 3.83,3.77,1.94 and 7.85 for BOMs' sensitization of students, student engagement in decision-making, disciplinary rules and regulations and adequacy of monetary resources mobilized by secondary schools' BOMs respectively are greater than the p values of the respective variables. Consequently, each of the independent variables have a large effect on the dependent variable-compliance of safety standards.

BOMs sensitization of students is statistically significant in describing compliance of safety standards (β =0.199, $p < 0.05$), according to the findings. Hence, a unit increase in BOMs' sensitization of students leads to 0.199 unit increase in compliance of safety standards.

The results reveal that student engagement in decision-making is statistically significant in describing compliance of safety standards (β= 0.188, $p < 0.05$). It indicates that a unit increase in student engagement in decision-making will result in a 0.188 units improvement in compliance of safety standards.

The results show that disciplinary rules and regulations has a statistically insignificant effect on compliance of safety standards (β =0.138, p> 0.05). It shows that a one-unit increase in disciplinary rules and regulations will result in a 0.138 unit increase in compliance of safety standards.

The results show that adequacy of monetary resources mobilized by secondary schools' BOMs has a statistically significant effect on compliance of safety standards (β =0.525, $p<0.05$). It shows that a one-unit increase in adequacy of monetary resources mobilized

by secondary schools BOMs will result in a 0.525 unit increase in compliance of safety standards. Right techniques, strategies, and resources should be determined by school BOMs in order to address the various problems that their institutions face. BOMs must guarantee that schools have the tools and resources necessary to improve adherence to safety regulations. Schools employ various techniques and activities to improve safety.

4.4 Summary of Findings

The County Boards of Education, BOMS and educational institutions in the government are critical in the creation and execution of the national government policies, as aligned by the regulatory and legal structures in existence (Republic of Kenya, 2018). Board of Managements (BOMS) have a duty to foster and secure the MOE policies. These include safety standards in schools, instituting policies on safety, decision making on matters safety and ensuring that the set policies are actually implemented by the schools' administrations (Republic of Kenya, 2018).

Findings reveal that 68.4% of the students strongly agreed that there were policy manuals provided for safety of the school and 31.6% agreed that policy manuals were provided for safety of the school (Mean=4.68; SD=0.469). There was agreement that there was students' safety committee in the schools (Mean=4.70; SD=0.473). The students (64.9 %) strongly agreed that they received regular trainings and drills on safety (Mean=4.65; SD=0.481). Additionally,77.2% strongly agreed that students are taught life skills in school, and 22.8% agreed (Mean=4.77; SD=0.423). The students (71.9% strongly agreed and 28.1% agreed) indicated that school transport section adheres to safety at all times (Mean=4.72; SD=0.453). Overall mean of 4.70 shows that BOMs' sensitization of students influenced compliance to safety standards. The schools' BOM members indicated that the policies they had put in place to inform and

sensitize students on safety standards had been successful. These policies focused on life skills and regular trainings for students. Additionally, the SCQASO indicated that school BOMs have a critical role to play in sensitization of students on compliance to safety standards in this schools. It conforms to findings of Thomas and Charles (2022), whose results indicated that students sensitisation on safety compliance could be enhanced through life skills, physical education and safety educational programmes. BOM and The Ministry of Education should ensure student awareness and sensitization of safety compliance. Additionally, Kojo et al. (2021) noted that safety standards in schools should ensure adequate facilities, be well maintained and management regularly sensitize students and other stakeholders. Likewise, Omari et al. (2021) revealed that most BOMs perform their duties in sensitizing students to enhance safety standards in their institutions. In the same breadth, Gautham et al. (2020) highlight the need for general training of learners on safety standards as essential for the preparation and regular improvement of the institutions' disaster management level and the efficient implementation during a crisis.

Results indicate that 66.7% of the students strongly agreed that school council meets regularly to discuss safety standards compliance and 33.3% agreed that the school council met regularly to discuss safety standards compliance (Mean=4.67; SD=0.476). There was agreement that BOM supports the student council in idea generation on compliance to safety standards (Mean=4.61; SD=0.491). The students (68.4%) strongly agreed that BOM members regularly attend council meetings on compliance to safety standards (Mean=4.68; SD=0.469). Additionally,70.2% strongly agreed that Students engage in debates on best ways to enhance compliance to safety standards, and 29.8% agreed (Mean=4.70; SD=0.462). The students (75.4% strongly agreed and 24.6%

agreed) indicated that students' ideas were implemented by the school to foster compliance to safety standards (Mean=4.75; SD=0.434). The overall mean of 4.68 indicates that there was an agreement that student engagement (by BOM) in decision-making affected compliance to safety standards. Schools' BOM members indicated that they worked hand in hand with the student council leaders in support of compliance to safety standards. This was majorly through idea generation and improvement of students' proposals on compliance to safety standards in the schools. Additionally, the SCQASO indicated that the involvement of students in decision making on compliance to safety standards had enhanced safety in schools. This is in congruence with Sabo, Sanchi and Alhassan (2021), who argue that the BOM is the guiding committee of the school and has a duty of running the school in a way that will lead to success. The implementation of safety guidelines depends on how the BOM relates with the staff, teachers and students. Schools where the BOM, teachers and students work together experiences ease in adherence to safety rules and hence minimal security incidents. According to Desoto et al. (2020), suggestions from students may be beneficial and can work positively if the administration approaches it correctly. Teachers and students can collaboratively tackle safety matters that emanate if the learners are permitted to have a say on decisions about school safety.

Results indicate that 73.7% of the students strongly agreed that students' leadership body is effective in compliance and 26.3% agreed leadership in their schools was effective in enhancing compliance to safety standards (Mean=4.74; SD=0.444). There was agreement that there were rules and regulations that promote compliance (Mean=4.61; SD=0.491). The students (71.9%) strongly agreed that the're penalties for violating compliance to safety standards (Mean=4.69; SD=0.449). Additionally,70.2%

strongly agreed that students undergo guidance and counselling on compliance, and 29.8% agreed (Mean=4.70; SD=0.462). The students (69.9% strongly agreed and 30.1% agreed) indicated that school is strict on breaking of safety standards regulations (Mean=4.72; SD=0.453). The overall mean of 4.69 indicates that there was an agreement that disciplinary rules and regulations employed by BOM influenced compliance to safety standards. The schools' BOM members indicated that they worked hand in hand with the school principals and discipline masters to enhance compliance to safety standards. This was majorly through passing of strict penalties on abuse of schools' safety standards. Additionally, the SCQASO indicated that students discipline plays a pivotal role on compliance of safety standards. Accordingly, schools' boards must institute necessary regulations and implement them in the schools to enhance compliance to safety standards. This concurs with Atwal (2020), who argued that indiscipline cases in high schools' manifest in various ways. An institution that faces indiscipline cases implies that safety is at risk and unsuitable for effective teaching and learning. School administrators, including BOM, have to ensure a safe environment in school. Gahungu (2018) noted that indiscipline is the primary cause of insecurity in schools and reveal that drug abuse is the dominant factor of indiscipline issues. There is need for school BOMs to address such indiscipline matters by creating suitable disciplinary measures to ensure the safety of the institutions.

Results indicate that 77.2% of the students strongly agreed that BOM holds fundraisings to enhance compliance and 22.8% agreed that through efforts of the BOM, fundraisings enhanced compliance to safety standards in the schools (Mean=4.75; SD=0.424). There was agreement that alumni gave support to compliance to safety standards (Mean=4.72; SD=0.457). The students (70.9%) strongly agreed that schools received support from

NGOs for compliance (Mean=4.73; SD=0.455). Additionally,75.2% strongly agreed that community offers support for safety, and 24.8% agreed (Mean=4.77; SD=0.423). The students (68.9% strongly agreed and 32.1% agreed) indicated that county government aids in compliance to safety standards (Mean=4.76; SD=0.453). The overall mean of 4.75 indicates that there was an agreement that adequacy of monetary resources mobilized by secondary schools' BOMs influenced safety standards compliance. The schools' BOM members indicated that they were actively involved in funds mobilisation in support of safety in the schools. They indicated that there was a challenge in mobilisation of funds die to other urgent school needs for example stationery and boarding needs for students. The BOM members indicated the lack of support, majorly from the county government in support of safety in schools. They however, noted that more could be done to source for funds to improve safety. SCQASO indicated that availability of funds was main hindrance to safety standards compliance in schools. The officer called for engagement of education stakeholders to ensure compliance to safety standards in schools. According to Kariuki and Muthwii (2018), ministry of education must regularly examine schools to make sure they adhere to the safety standards manual's criteria in full. Similarly, Ruttoh (2019) emphasised that schools should invest in capacity-building programmes to prepare for fire disasters and provide resources to assist fire safety in order to battle fire disasters in all schools. To make sure that school safety manuals are implemented, the ministry of education should evaluate and establish ministerial directives and recommendations on safety concerns in all schools.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section outlines a summary of the research findings anchored on the influence of BOMs' sensitization of students, student engagement in decision-making, disciplinary rules and regulations and adequacy of monetary resources mobilized by secondary schools' BOMs on compliance of safety standards in public secondary schools. Also it draws conclusions for the study and makes appropriate recommendations.

5.2 Summary of the study

Development of any nation is based on good and quality education. The achievement of valuable and quality education is possible by adhering to all factors contributing to its success. Among the essential factors investigating quality of education is the provision of appropriate safety standards in the school environment. Effective teaching and learning at academic institutions are facilitated by a secure environment (Rono, 2018). In the past, society has viewed educational institutions as havens for the community. Students were out of danger while in schools and as such, the society was less concerned as the security of they were assured of the security of their children (Omari et al., 2021).

The period of national examinations has exposed safety as a matter of national concern to various stakeholders. The country recorded an upsurge of cases of fire outbreak and destruction of property. For instance, police report indicates that 122 schools experienced students' rampage between January 2015 and 2016 which resulted in destruction of property amounting to millions of shillings. Mutiso, Maithya, and

Cheloti, (2019) identified governance practices such as allocating sufficient money and system support to be essential in executing and controlling safety procedures in the public secondary schools

The distinctive functions of Kenya's national government are differentiated form those of the county governments. The national government is primarily responsible for policy while the county governments are tasked with enhancing basic education. The County Boards of Education, BOMS and educational institutions in the government are critical in the creation and execution of the national government policies, as aligned by the regulatory and legal structures in existence (Republic of Kenya, 2018).

Board of Managements (BOMS) have a duty to foster and secure the MOE policies. These include safety standards in schools, instituting policies on safety, decision making on matters safety and ensuring that the set policies are actually implemented by the schools' administrations (Republic of Kenya, 2018). In spite of the boards of managements of schools' oversight roles in safety matters in schools, there has been a rise in incidents involving threats to student safety at public schools throughout the country. This requires the urgent intervention of concerned partners. It is also key to identify the obstacles that BOMs face in their governance of schools, so as to assure safety compliance in those schools. Missing safety strategies in schools result in loss of property, interrupt learning programs and likely loss of lives hence placing the teachers, students and the management on the limelight. This study investigated this study will explore the effect of Board of management governance practices on the safety standards in public secondary schools in Rabai Sub-County.

5.3 Conclusions

The research concluded that there was a positive and significant influence of BOMs' sensitization of students on compliance to safety standards. The presence of policy manuals and active students' safety committee in the schools enhance compliance to safety standards. Regular trainings and drills on safety and life skills to students are important in enhancing compliance to safety standards. BOM policies to inform and sensitize students on safety standards enhance success in compliance to safety standards.

A positive and substantial effect of student engagement (by BOM) in decision-making and compliance to safety standards was noted. School councils met regularly to discuss safety standards compliance. BOM supported the student council in idea generation on compliance to safety standards. BOM members regularly attended council meetings on compliance to safety standards. Compliance proposals by students were implemented by the school to foster compliance to safety standards. BOM members worked hand in hand with the student council leaders in support of compliance to safety standards.

This research concluded that there is a positive and insignificant influence of disciplinary rules and regulations employed by BOM on compliance to safety standards. There were adequate rules and regulations in the schools that promote compliance to safety standards. There existed penalties for violating compliance to safety standards. Students undergo guidance and counselling on compliance to safety standards. BOM members worked hand in hand with the school principals and discipline masters to enhance compliance to safety standards.

It is the conclusion of this study that there exists a positive and substantial influence of adequacy of monetary resources mobilized by secondary schools' BOMs on safety standards compliance. BOMs efforts in fundraisings, support from NGOs, community support and county government aid in compliance to safety standards. Schools' BOM members active involvement in funds mobilisation significantly influences compliance of safety standards in public secondary schools.

5.4 Recommendations for Practice

5.4.1 Schools BOMs

School BOMs should hold regular trainings and drills on safety standards to students. These are important in enhancing compliance to safety standards. BOMs should institute policies to inform and sensitize students on safety standards enhance success in compliance to safety standards. BOM should support the student council members in idea generation on compliance to safety standards. BOM members should regularly attend council meetings on compliance to safety standards. Compliance proposals by students should be implemented by schools to foster compliance to safety standards. BOM members should also work with the student council leaders in support of compliance to safety standards. BOM members should emphasize more on sensitization of students, student engagement in decision-making and ensure adequacy of monetary resources; rather than implementing disciplinary rules and regulations. This would enhance students' appreciation of adherence to safety standards in school, thereby improving compliance. BOMs should increase their efforts in resource mobilisation for safety standards. They should adopt a participatory approach in mobilizing resources to support safety standards in schools.

5.4.2 County Government

This study recommends that the county government of Kilifi provides adequate funding for safety standards in schools. County's ministry of education ought to liaise with schools BOMs to enhance realisation of safety standards. The county should deploy its officials as and when necessary to train students on safety standards. Intervention of the county government in equipping of schools with the necessary tools and equipment for safety was suggested. The county government should collaborate with development partners and educational non-governmental organisations to equip schools adequately. It is also recommended d that the county government, together with the BOMs hold regular meetings to ascertain the schools' needs for safety.

5.4.3 National government

This study recommends that the national government adequately and timely disburse county share of revenues funds. This would aid to improve conditions of schools, including safety standards in the counties. Prolonged delays of these funds by the national government is a hinderance to the realisation of safety in schools. It's a recommendation of this study that the ministry of education should regularly deploy its quality assurance officers to evaluate the safety standards of schools. The national government should be proactive in partnering with non-governmental organisations, donors and development partners for grants and loans to finance schools' safety concerns and issues.

5.5 Recommendations for further research

The research concentrated on public secondary schools in Rabai Sub-County. Other researches could be carried out in a wide scope. Similar studies could be conducted in other counties. This would enhance the results of the research. Study concentrated on

only four independent variables that is; BOMs' sensitization of students, student engagement in decision-making, disciplinary rules and regulations and adequacy of monetary resources mobilisation. Other studies could look into other factors that influence compliance of safety standards. The study used three categories of respondents that is student council leaders, BOM members and safety standard officer. Other studies could incorporate other stakeholders to enhance the study's findings and conclusions.

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APPENDICES

Appendix I: Letter of Introduction

P.O BOX 9725

MOMBASA

Date……

The Secretary

Board of Management

……Secondary School

Dear Sir/ Madam,

REQUEST FOR COLLECTION OF RESEARCH DATA

I am a post-graduate student, working on my research project, "***Influence of Board of Management Governance Practices on The Safety Standards in Public Secondary Schools in Rabai Sub-County, Kilifi County, Kenya***."

The research would also help policymakers establish a policy review process to create strategies for the schools' BOM to enhance safety standards. The research will sensitize the BOM on the importance of training and implementing on safety procedures and standards.

I would like to ask for your support and request you to take part in the study. The provided information will be kept in the strictest confidence and used for this study's purposes.

Your cooperation will be appreciated.

Yours faithfully,

Mulama, Mercy Wemah

E55/10652/2018

Appendix II: questionnaire for student council members

Instructions

Kindly indicate a tick as necessary.

Section A: **Respondent's background data**

1) What is your gender? Male ( ) Female ( )
2) Which class are you in? Form 1 ( ) Form 2 ( ) Form 3 ( ) Form 4 ( )
3) What is your role as a student leader? ----------
4) Classify your school? Mixed [ ] Boys [ ] Girls [ ]
5) What is the type of your school? Boarding [ ] Day [ ] Mixed (Day and Boarding) [ ]

Section B: BOMs' sensitization of students on compliance to safety standards

In this section and subsequent four sections, indicate by ticking you level of dis(agreement) with the statements. Where 1= **strongly disagree, 2= disagree, 3= moderately support, 4= agree, 5= strongly agree**

Statement	**5**	**4**	**3**	**2**	**1**
There are policy manuals provided for safety of the school.					
There is a students' safety committee in the school.					
Students receive regular trainings and drills on safety in the school.					
Students are taught life skills in school.					
School transport section adheres to safety at all times.					

What more could be done to enhance sensitisation of students on compliance to safety in the school?

Section C: Student engagement (by BOM) in decision-making on compliance to safety standards

Statement	**5**	**4**	**3**	**2**	**1**
The school council meets regularly to discuss safety standards compliance.					
The BOM supports the student council in idea generation on compliance to safety standards by students.					
BOM members regularly attend council meetings on compliance to safety standards.					
Students engage in debates on best ways to enhance compliance to safety standards.					
Students ideas are implemented by the school to foster compliance to safety standards.					

How more could students be engaged in decision-making on compliance to safety standards

Section D: Disciplinary rules and regulations employed by BOM on compliance to safety standards

Statement	5	4	3	2	1
The students' leadership body is effective in compliance to safety standards.					
There are rules and regulations that promote compliance to safety standards.					
There exist penalties for violating rules related to compliance to safety standards.					
Students undergo guidance and counselling on compliance to safety standards.					
The school is strict on breaking of regulations related to compliance to safety standards.					

What disciplinary measures are taken against students who violate compliance to safety standards?

Section E: Adequacy of monetary resources mobilized by secondary schools' BOMs on safety standards compliance

Statement	5	4	3	2	1
The BOM holds fundraisings to enhance compliance to safety standards in the school.					
Alumni give support to compliance to safety standards activities.					
The schools received support from NGOs for compliance to safety standards.					
The surrounding community offers support to compliance to safety standards.					
The county government aids in material and financial provision for compliance to safety standards in the school.					

Section F: Safety standards compliance

Statement	**5**	**4**	**3**	**2**	**1**
Students are more aware of compliance to safety standards in the school.					
There is improved school management capacity to compliance to safety standards.					
There are adequate funds for compliance to safety standards in the school.					
Adherence to school safety regulations has increased.					
There is improved safety status in the school.					

Thank you

Appendix III: Interview guide for SCQASO

1.How long have you worked as a quality assurance safety officer?

2.Do BOMs have a role to play in the compliance of safety standards in secondary schools?

3.To what extent does BOMs' sensitization of learners affect compliance to safety standards?

4.What is the influence of student engagement in decision-making on compliance to safety standards?

5.How does disciplinary rules and regulations employed by BOM influence compliance to safety standards?

6.What is the influence of adequacy of monetary resources mobilized by secondary schools' BOMs on safety standards compliance?

7.In your opinion, what more could BOM do to enhance standards?

Thank you

Appendix IV: Focus group discussion for BOM members

1.To what extent does BOMs' sensitization of students influence compliance to safety standards?

2.What is the influence of student engagement in decision-making on compliance to safety standards?

3.How does disciplinary rules and regulations employed by BOM influence compliance to safety standards?

4.What is the influence of adequacy of monetary resources mobilized by secondary schools' BOMs on safety standards compliance?

5.What challenges do you encounter in enhancing compliance to safety standards?

6.What more could BOM do to enhance safety standards?

Appendix V: NACOSTI Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **465185**

Date of Issue: **02/March/2023**

RESEARCH LICENSE

This is to Certify that Miss.. Mercy Wemah Mulama of University of Nairobi, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kilifi on the topic: INFLUENCE OF BOARD OF MANAGEMENT GOVERNANCE PRACTICES ON THE SAFETY STANDARDS IN PUBLIC SECONDARY SCHOOLS IN RABAI SUB-COUNTY, KILIFI COUNTY, KENYA for the period ending : 02/March/2024.

License No: **NACOSTI/P/23/23962**

465185

Applicant Identification Number

Director General
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