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## RESEARCH ARTICLE

# INFLUENCE OF FINANCIAL RESOURCES ON THE IMPLEMENTATION OF SCHOOL SAFETY STANDARDS IN BOARDING SCHOOLS IN KENYA: A CASE STUDY OF RANGWE SUB-COUNTY

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### ABSTRACT

Kenyan schools have continued to experience insecurity for many years. The most remarkable one is the Kyanguli High School fire tragedy case in which 67 students perished in the year 2001. This led to formulation of safety standards manual for schools in Kenya in 2008. Despite the existence of school safety standards since 2008, cases of student's tragedies in schools as a result of insecurity have continued to be reported more so in boarding schools. For instance, in Rangwe Sub-county, Kenya between 2012 and 2018, eight students lost their lives in a Girls Boarding Primary School while, properties of unknown value were burnt down when fierce fires gutted down dormitories at a girl's secondary school and a boy's secondary school. In another instance, a 17-year-old student was arrested after he was found with a gun in school at a boy's secondary school. The purpose of the study was to establish the influence of financial resources on implementation of school safety standards in boarding schools in Rangwe sub-county. The study established that financial resources accounted for 33% of the variation in the implementation of safety standards in boarding schools in Rangwe Sub-county. This means that financial resources enhanced the implementation of school safety standards in boarding school in Rangwe sub-county. The study concluded that financial resources influenced the implementation of safety standards in boarding schools in Rangwe Sub-county. Based on the findings of this study, it is recommended that school Boards of Management should allocate sufficient funds for implementation of safety standards in schools. The study is significant to educational managers by enhancing their understanding of factors which shape the implementation of safety standards in boarding schools. It also forms baseline information for future research in related areas.

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## INTRODUCTION

Safety in schools is fundamental to student's academic achievements. The school administrators therefore have a responsibility to ensure that the school is safe and conducive for learning (Day & Golench, 1995). This is because students spend most of their valuable time in schools. These means that parents have transferred the parental responsibility of their children's safety to schools. As a result, teachers and school administrators by virtue of their profession and law are obliged to act *in loco parentis* in relation to the learners. This is the function that the educators should fulfill in relation to the common law principal (Prisloos, 2005). They can accomplish this by working through established rules and procedures;

hence school safety standards guidelines play an important role in ensuring that the safety of learners is guaranteed while at school. According to the United States Department of Education (2004) various approaches are used in enhancing school safety in the United States of America. School wide policies and practices are affected to systematically address needs of students, school personnel, the community and the physical plants of the school. The United States Department of Education requires safety policies in schools to be strictly enforced in view of the threats posed by terrorism, drug related violence, proliferation of fire arms and natural disasters like typhoons, floods and hurricanes. Most American public schools have zero-tolerance policies on activities that are likely to compromise school safety.

In the Netherlands, school safety related work has focused on the safety of premises, school capacity building, and bullying and improved incidence response. The Amsterdam school safety project is a 5-year project involving 40 secondary schools. It uses school safety plans, physical improvements to the school and curriculum and social supports to promote an integrative, preventive approach to school safety in participating schools (Soomeren, 2002). In Australia, both commonwealth and State initiatives have addressed school safety issues. A comprehensive review of school based prevention projects and policies have been undertaken, innovative and restorative approaches that deal with safety in schools has been piloted in Queensland and the Australian capital territory. As a requirement all government schools in Australia are fitted with smoke detection systems connected by automatic telephone link to regional fire stations (Shaw, 2004). Regardless of these measures, there has been an upward trend in the number of school children who have died or gotten injured in school violence, disasters and emergencies that could have been avoided if school safety policies were strictly adhered to. In India and China, the partial or total lack of the implementation of school safety policies has been a cause of concern. A report by Kumar and Kumar (2008) documenting the Indian school fire of July 2004 blames the tragedy, in which 90 children died, on failure to fully implement school safety policies. The school building in this case was overcrowded and had only one exit. There were no emergency doors or firefighting equipment. The Reuters report (2004) on School tragedies in India and China, including the 1995 school fire, which led to the death of 400 students, are blamed on failure by Regulatory Authorities to enforce school safety policies. For example, some schools take as long as three years without being inspected. In China, the 2001 school blast in which a storied building collapsed on school children was blamed on selective implementation of school safety policies (Reuters, 2004).

In Uganda, failure by school administrators to adhere to school safety guidelines released by the government in 2008 after the junior school fire in which 19 pupils perished have resulted in more than 30 schools being gutted down by fire (New Vision, 2012; Mmadi, 2008). Kenyan education institutions have witnessed several tragedies. Most of them have been as a result of student's unrest and strikes which have resulted to destruction of property and loss of lives. The raid by boys on the girl's dormitory at a secondary school in Meru resulted in the death of 19 girls and injury to 71 girls (Kindiki, 2009). In 1997, 57 students at a girl's secondary school in Mombasa perished in a dormitory as a result of fire started by other students. The girls had been locked overnight in their dormitory and the key taken away by the school matron who was nowhere to open the door for them. Students were sandwiched by fire from all angles and had no escaping route as the only door was locked and windows fitted with grills making it difficult for the girls to find a safe exit (Kindiki, 2009). In an apparent response to these tragedies and others that hit schools in the last decade, the Ministry of Education introduced safety standards guidelines manual for schools in Kenya (Republic of Kenya, 2008) as a show of commitment to the safety of learners in schools. The safety standards manual sets out the standards and guidelines that a school should put in place to ensure the safety of learners (Republic of Kenya, 2008). For this to be realized, the following guidelines should be implemented: Class rooms should be of recommended size 7.5m by 5.8 or 7.5 by 6.0, doorways should be adequate

enough for emergence purposes and they should open outwards, the corridors should be well ventilated and lit, Classroom windows should be without grills and easy to open, Classroom floor should be level and kept clean always, each classroom block should be fitted with fire extinguisher. Space between beds should be at least 1.2 meters; admission should be pegged on bed space, dormitories should not be locked when learners are inside, each dormitory should have an emergence exit at the middle marked emergence exit, dormitories should be locked always when learners are in class or on playing field, dormitory windows should be without grills and easy to open outwards, fire extinguishers should be fitted at each emergence exit, fire alarms should be fitted at easily accessible points, there should be regular spot checks of dormitories before learners retire to bed, roll calls should be taken every day and records well maintained, no visitors should be allowed in the dorms and there should be regular inspection of hygienic standards in the dormitories. Despite these provisions, a report by Otieno (2010) reveals that most schools in Kenya have no capacity to handle emergencies and are yet to even implement the school safety standards guidelines recommended in the school's safety standards manual. A study by Nang'unda (2010) on implementation of safety policies in girl's boarding schools in Bungoma East Sub County found that a majority of girl schools in Bungoma East Sub County are yet to implement school safety standards guidelines. In a related study by Omolo (2010) on assessment of the implementation of safety policies in Kisumu east and west Sub County found that schools had not fully implemented the safety standards guidelines. Nabukwesi (2009) also found that most schools in Bungoma south Sub County had not complied with the requirements in the safety standards guidelines manual.

Implementation is the process of putting a decision or plan into effect. It is the stage of policy-making between the establishment of a policy and the consequences of the policy for the people whom it affects. School safety standards' implementation is critical for the achievement of the objective the school safety standards guidelines in Kenyan schools. It is only possible if factors influencing it are identified and addressed. Implementation of school safety standards is influenced by a number of factors. This include; principal's leadership style, teacher's attitude, learner's attitude, non-teaching staff preparedness, financial resources, monitoring and evaluation by Quality Assurance and Standards Officer training on safety standards among others. Studies have indicated that financial resources, monitoring and evaluation by Quality Assurance and Standards Officer and training are the most significant factors as evidenced by studies that have been conducted worldwide.

**SYNTHESIS OF LITERATURE ON INFLUENCE OF FINANCIAL RESOURCES ON IMPLEMENTATION OF SAFETY STANDARDS IN SCHOOL:** The implementation of school safety standards requires enormous financial resources. However, resources are scarce. In Pakistan, the government has seen the need to increase funding to learning institutions to cater for security needs due to the frequent attacks in school. This was especially after the Peshawar school attack which left 130 pupils and teachers dead and scores injured in December 2014. Financial resources previously allocated to school management committees for maintenance and repair needs, learning materials, furniture, hiring teachers and other ongoing costs have been repurposed

for security and infrastructure. In Khyber Pakhtunkhwa province, 15 million US dollars earmarked for school sanitary facilities and drinking water has been repurposed to assist in implementing new security measures at schools (Department For International Development, 2015). According to Leandri (2011) who did investigations on safety and security measures in secondary schools in Tshwane, South Africa and found out that that funds are needed to install safety gadgets in schools, put security plan policies and procedures and follow on their adherence. In Nigeria, business leaders collaborate with donors, UN agencies, business and government to launch a Safe Schools Initiative with an innovative financing model combining resources from the private sector, government, and international donor agencies (Department for International Development, 2015).

In 2008 the education minister directed that all provincial secondary boarding schools be given between Sh.150, 000 and 350,000 each to buy fire-fighting equipment in Kenyan secondary schools (Kumba, 2008) following increased school fires. Nyakundi (2012) found out in his study on implementation of safety standards guidelines in public secondary schools in Marani sub-county, Kisii County that some schools did not have a copy of safety standards as required by the Ministry of Education. It also revealed that 71.4% of the respondents indicated that selective provision of fire equipment was a possible constraint in implementation of safety standards and guidelines in secondary schools. Majority of the respondents 67.3% revealed that inadequate funds were possible constraints in the implementation of safety standards. Without adequate funds, all the safety policies may not be implemented. There is ignorance and selective application of fire equipment standards an indication that various stakeholders have not been trained on how to use the said fire equipment's. This concurs with Ng'ang'a (2012) investigation on factors influencing compliance with safety standards in public secondary schools in Nyeri central District, Nyeri County. The author found out that 72% of the principals had the opinion that increasing student population has a high effect on compliance with safety standards. The author recommended that the Ministry of Finance should commit more funds to build new schools and expand existing ones. The study by Nyakundi and Ng'ang'a investigated factors influencing implementation of safety standards in secondary schools.

Omolo and Simatwa (2010) did an assessment of the implementation of safety policies in public secondary schools in Kisumu East and West Districts in Kenya. The authors established that inadequate funds made implementation of safety standards hard and schools could not purchase expensive safety equipment, develop the capacity of the workers or even modify the existing buildings. Where there is availability of funds the provisions for safety ensure that learners learn in a safe environment. Kirui et al (2011) concurs that budgetary allocation by Board of Governors to security issues is below 10% of the total budget. Omolo and Simatwa (2010) study revealed that 86.67% of head teachers decried inadequate funds, 26.67% lack of skills and 6.67% poor coordination from the Ministry of Education regarding safety policy. The present study seeks to establish the influence of financial resources on the implementation of safety standards guidelines in boarding school in Rangwe sub-county. Mburu (2012) carried out a study to identify factors influencing the implementation of safety standards in public schools in Limuru District.

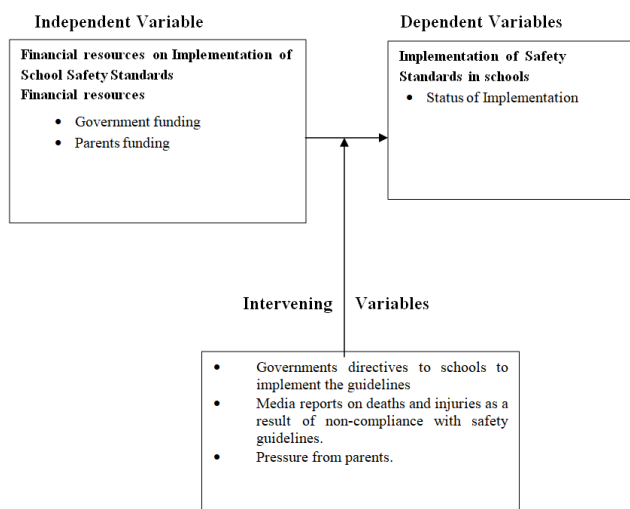
The author found out that schools had safety committees who were active and the school administration were involved in school safety. Sixty three percent of the teachers confirmed that they had received training on safety management and 37% of the learners had also been trained. Nderitu (2009) reported that some schools are poor and cannot afford fire extinguishers. The present study seeks to establish how financial resources influence the implementation of safety standards guidelines in boarding schools in Rangwe sub-county. Wainaina's (2012) study on safety measures in secondary schools in Kikuyu District, Kiambu County established that lack of funds and capacity building were the major barriers in the implementation of the safety policy. Scrutiny of the various vote heads of the ministerial budgetary allocation reveals that there are no funds allocated for purchase of safety equipment except for the payment of the school watchman (Mburu, 2012). The present study seeks to establish whether the situation is different in Rangwe sub-county. Kimathi's (2011) study on disaster preparedness in public secondary schools in Githunguri District, Kiambu County revealed that most schools did not set aside funds for emergencies in the event of a disaster. County Education Officer, Homabay once said that it was expensive to purchase firefighting gears and their maintenance was high.

Schools have relied on untrained watchmen since they cannot compensate the trained ones. The author recommends that the government looks for ways and means of financing safety in schools. Schools generally needs funds to be able to purchase safety equipment, train on management of disasters and crisis, conduct fire drills and give talks and demonstrations to learners on safety management in schools. Nyakundi and Mburu (2012) carried out studies on compliance to safety standards and found that safety standards cannot be achieved if funds are inadequate. Kirimi (2014) sought to investigate institutional factors influencing adherence to safety standards and guidelines in public secondary schools in Buuri District, Kenya. The study found out that principals normally allocate little amount of their budgets to cater for safety needs. This implies that the money allocated is not enough and therefore safety guidelines requirement are not effectively met. The author recommends that the government looks for ways and means of financing safety in schools. Schools generally need funds to be able to purchase safety equipment's, train on management of disaster and crisis, conduct fire drills and give talks and demonstrations to learners on safety management and adherence to schools. Kirui et al (2011) concurs that budgetary allocation by Boards of Management to security issues is below 10% of the total budget. Kukali's (2010) study on evaluation of the state of fire safety policy implementation in Girls' Boarding secondary schools in Bungoma sought to establish the importance of evaluation on implementation of fire safety policy. The study found that financial resources and its management were the factors influencing implementation of safety policy in secondary schools. The teachers and Quality Assurance and Standards Officers argued that funds may be adequate but management was wanting. Akali, Khabamba and Muyinga (2009) observed that many public schools run on a shoe-string budget and cannot afford the luxury of fire-fighting equipment.

**Research Objective:** The research objective was to establish the influence of financial resources on the implementation of school safety standards in Boarding schools in Rangwe sub-county.

### CONCEPTUAL FRAMEWORK

The study was guided by the conceptual framework (Figure.1). The study is grounded in the general implementation theory by Bardach (1975).



**Figure 1. Conceptual Framework showing Influence of Financial Resources on Implementation of Safety Standards in Schools**

The theory is concerned with the examination of organizational compliance with policy directives. The theory argues that several factors may complicate implementation of policies key among them insufficient resources. The theory is relevant to the study because it seeks to establish the influence of selected factors on the implementation of safety standards guidelines. The Ministry of Education released the safety standards Manual whose guidelines are to be implemented in all schools. For successful implementation of safety standards guidelines to be achieved certain factors need to be put in place. The independent variable is conceptualized as financial resources by Sun county Quality Assurance and Standard Officer. According to the conceptual framework adequate financial resources by Ministry of Education is some of the preconditions necessary for successful implementation of the safety standards guidelines. For example, financial resources will enable schools to purchase firefighting equipment’s, modify the existing infrastructure to comply with safety standards guidelines and put up safety compliant school infrastructure. The study was based on the premise that timely satisfaction of implementation factors is the key to satisfactory implementation of selected school safety standards guidelines in boarding schools in Rangwe Sub-County. However, these preconditions may not all be satisfied at the correct time leading to implementation gaps. For example, inadequate financial resources may hamper the school’s effort in the implementation of school’s safety standards guidelines.

### RESEARCH METHODOLOGY

Descriptive survey and correlational research designs were used in this study. The study population consisted of 22 principals of 22 boarding secondary schools, 4 Head teachers of 4 boarding primary schools and 242 teachers from 22 boarding secondary schools and 35 teachers from four boarding primary schools and Sub- County Quality Assurance and Standards Officer in Rangwe sub-county.

Simple random sampling technique was used to select 171 teachers from boarding secondary schools and 35 teachers from boarding primary schools. Saturated sampling was used to select 21 Principals, 3 head teachers and Sub- County Quality Assurance and Standards Officer. Questionnaires, interview schedule, observation schedule and document analysis guide were used for data collection. Reliability of the instruments was determined by test-re-test method whereby Pearson r coefficient for principals was 0.80, head teacher’s questionnaire was 0.81, secondary school teacher’s questionnaire was 0.82 and primary school teacher’s questionnaire was 0.80 at the set p- value of 0.05. Face validity of the instruments was enhanced by experts in Educational Administration whose input was included in the final drafts. Quantitative data was analyzed using descriptive statistics in the form of frequency counts, percentages and means. Qualitative data was transcribed and analyzed in emergent themes and sub themes.

### RESULTS

**General Information:** The respondents were asked to indicate the type of their school.

**Table 1. School type**

School Type	Percentage (%)
Mixed secondary boarding	32.04%
Girls secondary boarding	30.1%
Boys boarding secondary	24.27%
Primary boarding	13.59%

The findings from Table 1 reveal that 32.04% of the respondents were from mixed boarding secondary schools, 30.1% were from the girls boarding secondary schools, 24.27% from boys boarding secondary schools while 13.59% were from primary boarding schools.

**Demographic Characteristics:** Personal information of the principals, head teachers and the teachers was sought to give an insight on the respondents’ characteristics, which included gender, length of time in the institution and highest level of academic qualification. This information was important in order to establish the characteristics of those responsible for implementing the safety standards guidelines in schools. Most of the principals, head teachers and teachers had been in their current stations for five to ten years. Most of those with less than five years are either newly promoted head teachers or newly employed teachers. From the research findings, the principal and Head teachers had enough experience to oversee compliance with the Ministry of Education school safety regulations. The teachers had served in the schools long enough to be aware of the school’s safety standards guidelines.

**Distribution of Respondents by Academic Qualifications:** The study sought to analyze the academic qualifications of the principals, head teachers and teachers. Therefore, it was important to establish the level of knowledge ability of those responsible for implementing the safety standards guidelines in schools. Table 4.3 is a summary of the findings. Majority of the respondents had a Bachelor of Education degree as the highest academic qualification. The response is indicative of teachers who have taken the initiative to further their education for their good and for the objective of achieving career progression.

**Table 2. Distribution of Respondents by duration served in schools**

Number of years	Principals		Head teachers		Secondary school teachers		Primary school teachers	
	F	%	F	%	F	%	F	%
1-4 years	4	19	0	0	34	19.9	5	14.3
5-10 years	12	57	2	66.66	106	62.0	23	65.7
Above 10	5	24	1	33.34	31	18.1	7	20.0
Total	21	100	3	100	171	100	35	100

**Table 3. Distribution of Respondents by Academic Qualifications**

Academic qualifications	Principals		Head teachers		Secondary school teachers		Primary school teachers	
	F	%	F	%	F	%	F	%
Certificate	0	0	0	0	0	0	5	14.3
Diploma	0	0	0	0	10	5.8	7	20.0
Degree	17	80.9	3	100	156	91.2	23	65.7
Masters	4	19.1	0	0	5	3.0	0	0
PhD	0	0	0	0	0	0	0	0
Total	21	100	3	100	171	100	35	100

**Table 4. Distribution of Respondents by Gender**

Gender	Principals		Head teachers		Secondary school teachers		Primary school teachers	
	F	%	F	%	F	%	F	%
Male	14	66.7	2	66.7	102	59.6	22	62.9
Female	7	33.3	1	33.3	69	40.4	13	37.1
Total	21	100	3	100	171	100	35	100

**Table 5. Status of Implementation of Safety Standards in Schools in Boarding Schools in Rangwe Sub-county**

Ratings on level of safety standards	Frequency	Percentage %
1.00-1.44	2	0.9%
1.45-2.44	12	6%
2.45-3.44	125	61%
3.45-4.44	35	17
4.45-5.00	31	15.1
Total	206	100

Interpretation of Mean Ratings 1.00-1.44- very low, 1.45-2.44- Low, 2.45-3.44-Moderate, 3.45-4.44-High, 4.44-5.00-Very high

**Table 6. Secondary and Primary School Teachers ratings on Influence of Financial Resources expenditure on Implementation of Safety Standards in Rangwe Sub-county (SE =171, PRI n=35)**

Aspects of Expenditure of Financial Resources			VH	H	M	L	VL	Total	M.R
Purchase and installation of safety equipment	SE	Freq	120	28	2	0	21	171	4.43
		%	70	17	1	0	12	100	
		Score	600	112	6	0	21	739	
	PRI	Fre	27	8	0	0	0	35	5.54
		%	77	23	0	0	0	100	
		Score	162	32	0	0	0	194	
Servicing of existing safety equipment	SE	Freq	61	64	14	21	11	171	3.10
		%	41	43	8	12	6	100	
		Score	305	256	42	42	11	611	
	PRI	Fre	20	15	0	0	0	35	4.61
		%	57	43	0	0	0	100	
		Score	100	60	0	0	0	128	
Modification of existing buildings to comply with safety standards	SE	Freq	126	17	13	15	0	171	5.32
		%	74	10	7	9	0	100	
		Score	756	85	39	30	0	910	
	PRI	Fre	24	7	3	1	0	35	4.54
		%	68	20	10	2	0	100	
		Score	120	28	9	2	0	159	
Building new safety compliant infrastructure	SE	Freq	131	16	12	12	0	171	4.40
		%	77	9	7	7	0	100	
		Score	655	64	21	14	0	754	
	PRI	Fre	29	4	2	0	0	35	4.77
		%	83	13	6	0	0	100	
		Score	145	16	6	0	0	167	
Capacity development at all levels	SE	Freq	60	71	4	15	21	171	3.47
		%	40	42	2	9	14	100	
		Score	300	288	12	45	21	666	
	PRI	Fre	24	31	0	0	0	35	4.75
		%	75	25	0	0	0	100	
		Score	120	44	0	0	0	152	
Overall Mean		Score	120	44	0	0	0	152	4.49

Key:VH- Very high, SE-Secondary School teacher, PRI-Primary school teacher H-High, M-ModerateL-Low and VL-Very LowM.R. – Mean Rating Interpretation of Mean Ratings 1.00 – 1.44Very low 1.45 - 2.44Low 2.45 - 3.44Moderate 3.45 - 4.44High 4.45 -5.00Very High

**Table 7. Model summary on Influence of Financial Resources on Implementation of Safety Standards in schools**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.592 <sup>a</sup>	.350	.330	.985	.350	17.858	6	199	.000

Predictors: (Constant) Financial Resources

**Table 8. ANOVA on Influence of Financial Resources on Implementation of Safety Standards in schools**

Model	Sum of Squares	Df	Mean square	F	Significance
Regression	104.019	6	17.337	17.858	.000 <sup>b</sup>
Residual	193.185	199	.971		
Total	297.204	205			

Dependent Variable: Implementation of safety standards in schools

**Table 9. Multiple Regression Analysis of the Influence of Financial Resources on Implementation of Safety Standards**

Model	Unstandardized coefficient		Standardized coefficient			
	B	Std. Error	Beta	T	Sig	
Constant	7.514	.637		11.804	.000	
Purchase and installation of safety equipment.	.260	.068	.254	3.833	.000	
Modification of existing buildings to comply with safety standards	.244	.087	.195	2.804	.004	
Capacity development at all levels	.153	.087	.107	1.768	.079	
Buildings new safety compliant infrastructure	.443	.075	.401	5.927	.000	

Dependent Variable: Expenditure on Implementation of Safety Standards Regression Equation:  $Y = \beta_0 + \beta_1 X_1 + \epsilon$

One reason for teachers obtaining higher academic qualifications is that they are favored by the fact that they have three holidays that coincide with university's school-based programmes where students are taught during the school holidays. There is also the quest for better pay. No teacher had obtained a doctoral degree. This may be due to the fact that although one spends a lot of money to acquire this degree, the teachers' employer, Teachers Service Commission, does not have a scheme of service for the same. School administrators in boarding schools in Rangwe sub-county were academically knowledgeable to enable them implement the safety standards manual. The teachers were found qualified enough to give relevant information on compliance with safety standards guideline in boarding schools in Rangwe sub-county as the majority had a bachelor's degree in education. The study found that of the 21 principals, 14 (66.7%) were males whereas only 7(33.3%) of them were females. Male teachers in secondary schools were 102(59.6%) while female teachers were 69(40.4%) on the other hand, male teachers in primary schools were 22(62.9%) while female were 13(37.1%). Although both genders were represented in the study, there were more male teachers and administrators than females. Having more male teachers than females in Kenyan schools is a characteristic of rural areas. Men are considered more adaptive in such areas than women.

**Research Objective:** Research objective was to determine the influence of financial resources on implementation of safety standards in boarding schools in Rangwe sub-county. In order to determine the influence of financial resources on implementation of safety standards in boarding schools in Rangwe Sub-county, the status of implementation of safety standards in schools and the status of expenditure of financial resources on implementation of safety standards in schools were computed and the results were as shown in Tables 5 and 6. From Table 5 it can be noted that the status of implementation of safety standards in schools was moderate.

Only a few schools were lacking behind in implementation of safety standards, that is, 14 (6.9%) schools while the rest at moderately implemented the safety standards. As shown in Table 6, financial resources influence implementation of safety standards guidelines in boarding schools in Rangwe sub-county through purchase and installation of additional safety equipment's. An overall 120(70%) of secondary school respondents, both teachers and Principals rated as very high the influence of financial resources on implementation of safety standards guidelines through the purchase and installation of safety equipment's while 28(17%) rated its influence as very high. On the other hand, 27(77%) of the primary school respondents both head teachers and teachers rated the influence of financial resources through the purchase of safety equipment's as being very high while 8(32%) rated as high the influence of financial resources in implementation of safety standards guidelines through purchase and installation of safety equipment's. The secondary school teachers rated the influence of financial resources through the purchase and installation of safety equipment's as being very high with a mean rating of 4.43 while their primary school counter parts gave it a mean of 5.54. The school safety standards guidelines require.

On modification of existing buildings to comply with safety standards, 126(74%) of the secondary respondents rated its influence as being very high and 17(10%) rated its influence as being high. On the other hand, 24(68%) of the primary school respondents rated the influence of financial resources on modification of existing buildings to comply with safety standards as being very high while 7(20%) agreeing that financial resources are used to modify existing school infrastructure to comply with safety standards. The secondary school and primary school's respondents rated the influence of this item as being very high at 4.54 and high at 4.04 respectively. The findings further indicated that financial resources are used in building new safety compliant infrastructure with 131(77%) of the secondary school respondents rating its influence as very high while 16(9%) felt

it had a high influence. On the other hand, 29(83%) of the primary school respondents felt it had a very high influence while 4(13%) felt it had a high influence. The influence of financial resources through building new safety compliant infrastructure was rated as being very high at a mean of 4.40 and 4.77 by secondary and primary school teachers respectively. The implementation of school safety standards guidelines requires the construction of class rooms of the recommended size 7.5m x 5.8m or 7.5m x 6.0m. To establish the influence of financial resources on implementation of safety standards in schools, the ratings of the status of implementation of safety standards (Table 7) was regressed against the rating of the respondents on the status of resources expenditure on infrastructure and health for boosting safety standards in schools the results were as shown in (Table 7).

From Table 7, it can be observed that financial resources accounted for 33% of the variance in the implementation of safety standards in boarding schools in Rangwe Sub county as signified by the Adjusted R square coefficient 0.330. The other 67% was due to other factors that were not subject to this study. ANOVA was computed to establish as to whether financial resources were significant predictors of the implementation of safety standards in schools and the results were as shown in Table 8. From Table 8, it can be observed that financial resources were significant predictors of implementation of safety standards in schools ( $F(6, 199) = 17.858, p < 0.05$ ). This means that financial resources can be relied upon on implementation of safety standards in schools as they are used in putting place the desired infrastructure and meeting health requirements. To establish the actual influence of financial resources on implementation of safety standards in schools multiple regression analysis was computed. The results were as shown in Table 9. From Table 9, it can be noted that all items on which financial resources were spent had significant influence on safety standards in schools, except capacity development at all levels where p-value was greater than 0.05. That is, all the expenditures contributed to improvement in safety standards in schools. The expenditure on building new infrastructure contributed the highest to safety standards in schools as signified by the coefficient 0.443. Purchase and installation of safety equipments improved safety standards by 0.260 units while expenditure on modification of existing building to comply with safety standards enhanced safety standards by 0.244 units and capacity development at all levels inclusive of health enhanced safety standards by 0.153 units but it was not significant as the p-value was greater than 0.05. This means that for every one unit increase in financial resources translated to improvement in safety standards in schools except capacity development at all levels.

## DISCUSSION

Education is one of the most important factors that affect a person's attitudes and the way of looking and understanding any particular phenomena. In a way, the response of an individual is likely to be determined by his educational status and therefore it becomes imperative to know the educational background of the respondents. It has been shown through research in different organizations, schools included, that training improves employee awareness of emergency preparedness, and this is an essential determinant to enhance safety performance.

These therefore justifies the expenditure of financial resources that are vital in establishing and maintaining high safety standards in schools. The school safety standards guidelines require that each class room block and dormitory be fitted with fire extinguishers and fire alarms; and should be fitted at easily accessible points; and also installation of lightening arresters on buildings (Republic of Kenya, 2008). The study findings concur with Omolo and Simatwa (2010) who in their study on implementation of safety standards guidelines in Kisumu East and West District established that inadequate funds made the implementation of safety standards hard and schools could not purchase expensive safety equipment's. Kirui et al (2011) concurs that budgetary allocation by Boards of Management to security is below 10% of the total budget. Most of the school infrastructure were constructed without following the safety guidelines and they had to be modified to comply with the regulations. For example, removing grills from the classroom and dormitory windows and fitting emergency exits on dormitories (Republic of Kenya, 2008).

The Quality Assurance and Standards Officer on his part reiterated that most schools were built before the school safety standards guidelines came into force hence necessitating modification through removal of grills in the windows and fitting emergence exit doors in all dormitories an undertaking that is very expensive. "Most of our school's infrastructure were build long time ago without any regard to safety regulations. With the coming into effect of the safety Standards regulations, it has become necessary to modify those buildings to comply with safety standards" asserted the Quality Assurance and Standards Officer. The class rooms, dormitories and washrooms should be accessible by learners with special needs (Republic of Kenya, 2008).

The respondents rated the influence of financial resources on implementation of safety standards as being very high with an overall mean rating of 4.49. This concurs with the findings of Ongori (2014) who established in his study on factors influencing implementation of fire safety in public schools in Kenyena sub-county that financial resources influence the implementation of fire safety standards in schools.

On his part, the Quality assurance and standards officer concurred with the other respondents that indeed financial resources are crucial to enable education institution in putting up safety compliant infrastructure within the sub-county. The Quality Assurance and Standards Officer emphasized "Implementation of safety standards require a lot of financial resources. Most schools in the sub-county are putting new infrastructure using Ministry Funds. We ensure that this infrastructure is put following school safety Regulations." Notwithstanding what the researchers have pointed out, it is important to note that the expenditure on safety standards must be increased to the benefit of the whole country at large.

## CONCLUSION

Financial resources influence the implementation of safety standards in boarding schools through provision of funds for modification of existing buildings to comply with safety standards, purchase and installation of safety equipments and building new safety compliant school infrastructure.

## RECOMMENDATIONS

- The Ministry of Education and school Boards of Management should allocate enough resources for the implementation of the school safety standards in schools
- Parents should be encouraged to provide more funds towards improvement of safety standards in schools where their children are schooling.
- The Ministry of Education should always endeavour to disperse funds on time for better absorption in the interest of safety standards in schools.
- Principals and head teachers of schools should exercise prudent in utilization of funds meant for enhancing safety standards in schools
- The Public Works department that is charged with responsibility of Quality Assurance in development of public infrastructure should ensure school plants are constructed and developed in accordance with government requirement.
- Principals and head teachers of schools should discourage students, pupils, support staff and teachers from vandalizing or stealing safety equipments in the interest of their safety.

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