

Role of Management in Implementing Safety Policy to Ensure Safety of Learners in Primary Boarding Schools in The North Rift Region, Kenya

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Abstract

Compliance of safety policy is paramount in schools. However, in Kenya, insecurity for learners still exists in schools within the North Rift Region arising from non-adherence of the safety policy. This paper analyzes the role of management in implementing safety policy to ensure the safety of learners in primary boarding schools in the North Rift Region, Kenya. Adopting the Domino Safety theory by Heinrich, the study employed a convergent mixed methods design with a population of 161 public and private primary boarding schools in the area of study. The sample size was 685 respondents comprising 48 head teachers, 96 teachers and 8 QASO Officers, 48 BOM chairpersons and 483 pupils. The study utilized questionnaires, interview and focus group discussions as the main data collection instruments for both quantitative and qualitative data. Qualitative data was analyzed using the thematic method. The results revealed that the role of management in implementing safety policy had a positive and significant effect on the safety of learners ($\beta_1=.251$, $p=0.024$). The study findings from interviews revealed that there were safety standard measures put in place to ensure the safety of learners; however, all had not been well implemented. This paper demonstrates that most schools had not fully implemented safety standard policies. It is also evident that most stakeholders are not involved in decision-making regarding the safety policy compliance. Among other recommendations, the paper recommends that schools should ensure all stakeholders are engaged in learners' safety.

Key words: *Role, Management, Safety policy, Safety, Learners*

1.0 Introduction

The whole world is concerned about learner's safety in schools hence autonomous agencies like the World Health Organization (WHO), the United Nations Educational Scientific and Cultural Organization (UNESCO) and the United Nations International Children's Emergency Fund (UNICEF) work hand-in-hand in setting safety standards in schools (Leger, Buijs, Mohammadi, & Lee, 2022). These bodies are concerned with supplying safe drinking water, fighting drug trafficking, making schools safe zones for learning and deal with special problems of child care in countries affected by war and other calamities. The World conference on Education for all (EFA), convened in Jomtien Thailand, aimed at reviving the world's commitment to educating all its

citizens and providing safety facilities for school-going children all geared towards attaining the millennium development goals (Kamat Dalal, 2021).

Education is a human right, universal and inalienable. Education is especially important in enabling people to reach their full potential and exercise other rights (Morton et al., 2017). This right does not disappear or get suspended because of disasters and emergencies. More than 400 national disasters take place every year; affecting more than 230 million people and causing an average of almost 75,000 deaths annually (Centre for Research on the Epidemiology of Disasters, 2008). Annually recurring floods regularly prevent millions of children from attending a full year of school. When education is interrupted or limited, students drop out, with negative and permanent economic and social impacts on students, their families, and their communities. Natural hazards are part of the context for educational planning. Therefore, there is need to understand the school safety.

According to the United Nations Educational, Scientific and Cultural Organization (Vossekuil, 2004), school safety refers to the process of establishing and maintaining a school that is physically, cognitively and emotionally safe for students and staff to carry out learning activities. This includes procedures for maintaining a structurally-sound building, conducting emergency drills and having an outlet for students and staff to report abuses or concerns. According to Anderson and Pounder (2018), a safe school is the foundation of a good education where pupils feel safe and can learn better. Teachers become more effective when they know that pupils are under control and can concentrate on instructing the class (Sun, Hu & Zhou, 2021).

The concern over school safety was first raised during a United Nations Conference held in Hyogo, Japan, referred to as the Hyogo Framework for Action (HFA) 2005 – 2015. This was followed by a series of other conferences that emphasized the importance of school safety. The United Nations Conference in Geneva, Switzerland (2009) insisted on National Assessment of School Infrastructure while the Global Platform for Disaster Reduction (2013) requested that a Global Safe Schools and Safe health infrastructures campaign be initiated in disaster-prone areas with voluntary funding and commitments by 2015. The conference noted that provision of safety in school was deficient in terms of existing educational infrastructure facilities, disaster reduction and preparedness, as well as, lack of a holistic approach to school safety (Paci-Green, Varchetta, McFarlane, Iyer, & Goyeneche, 2020).

Globally, the safety of learners is central to the provision of quality education (Madani, 2019). This is because school safety is a fundamental and indispensable component of the teaching and learning process. A safe and secure school environment facilitates and fosters quality teaching and learning in educational institutions (Pigozzi, 2006). However, unsafe school environments have influences on child care, health, hygiene and sanitation (Lomofsky, & Lazarus, 2001). These influences underscore the urgent need for enhanced safety in learning institutions in order to provide a safe school environment. Hong and Eamon (2012) observe that if pupils feel unsafe in school, they are less able to concentrate in class and perform poorly in assessments because feelings of safety are positively related to both behavioral and academic outcomes. In Australia, the National Crime Prevention, in partnership with other Commonwealth and state partners, has developed an approach to school safety across all states and is investing in long-term projects

aimed at buttressing the capacity of schools, their staff and communities. According to Bumpus, Umeh and Harris (2020), a review of school-based prevention policies has been undertaken. Innovative and restorative policies that deal with safety in schools have also been piloted in Queensland and the Australian Capital Territory. These approaches have improved school safety in Australia and positively impacted educational outcomes.

In Africa, school safety and educational continuity require a dynamic, continuous process initiated by management and involving workers, students, parents, and the local community (Zuze et al., 2016). School disaster management involves the familiar cycle of steps found in all project management which include; *assessing* hazards, vulnerabilities, capacities and resources; planning and implementing for physical risk reduction, maintaining of safe facilities, standardizing operating procedures and training for disaster response; *testing* mitigation and preparedness plans and skills regularly, with realistic simulation drills; and *revising* your plan based on your experience. In Uganda, Safe School Contract (SSC) has been implemented as one of the identified interventions that strengthen the role of teachers, pupils, parents and their involvement in children's education (Yiga & Wandega, 2014). The Ugandan Ministry of Education and Sports, together with the United States Agency for International Development (USAID), introduced more than 200 schools to SSC by the year 2008 to enhance safety in schools. Through the experience in the 200 supported schools, SSC offers a mechanism for promoting safety in schools through strengthening school-community relationships and student participation (Omari & Kefiloe, 2022). These interventions have improved school safety and directly enhanced teaching and learning processes in Ugandan schools.

In Kenya, educational institutions have experienced several ghastly incidents, which other than leading to damage of properties, injuries and loss of lives through cases of fire and other health risk situations, have led to disruption of teaching and learning processes. For example, at Ortum High School, which is located in West Pokot County, students burned the school just because the school headteacher was transferred unexpectedly in the year 2021 (Morris, 2023). Kenyan education unions have reacted angrily to the factors that led to the tragedy. The unions condemned the lack of implementation of existing safety standards and addressed the critical issue of overcrowding in the country's schools. Therefore, school safety is a fundamental and indispensable component of the teaching and learning process.

2.0 Literature Review

Adherence to safety concerns have been articulated in the Education Act (1968-Chapter 211 -Laws of Kenya, Revised 1980). The Act stipulates that, where application is made for the registration of an unaided school, the minister shall cause the school to be provisionally registered for a period of eighteen months, if he is satisfied among others, that the premises and accommodation are suitable and adequate, and having regard to the number, age and sex of the pupils who are to attend the school, and fulfills the prescribed minimum requirement of safety and conforms with any building regulations for the time being in force under any written law (Matthews, Brown & Kennedy, 2018). Another policy providing safety in boarding primary schools is the Public Health Act Cap 242 (Chapter 242-972 Revised 1986), which makes provisions for securing and maintaining health for

the citizens. It gives guidelines regarding health and construction of building. Though the guidelines are general, they are applicable to schools. The Children's Act (Chapter 586-2001), emphasizes the protection of all children. The school and educational institutions in general, should be aware of such rights in order to provide for them and safeguard them (Matthews *et al.* 2018). The Ministry of Public Works building regulations are supposed to provide suitable site plans and such plans should be adhered to. Any facility which has not been put up in conformity with existing building regulations should be modified and the concerned school management advised to adhere to the laid-down building regulations. The Directorate of Quality Assurance and Standards of the Ministry of Education (MOE) is supposed to inspect schools with regard to compliance with safety standards and guidelines (Murithi, 2016).

The Government of Kenya has committed itself to improving the standard of education at all levels as indicated in the Ministry of Education Safety Standards Manual (Republic of Kenya, 2008). This commitment has been driven by several reasons including the need to provide education as a fundamental human right, education as a social vaccine in the fight against poverty, and education as an integral and indispensable vehicle for achieving the goals of national development, integration and peace. It is for this reason that the government has, from time to time, appointed various educational commissions, committees and task forces to address various challenges facing the education sector (McCaffery, 2018). In this regard, the Commission of Inquiry in the Education System in Kenya (2000) recommends that clear rules governing the minimum standard of infrastructure, to be approved before any educational institution may be established and be run, the ownership of the school or institutional land and inspection of infrastructure be included in appropriate legislation, even though, such standards could vary from one area to another. With regard to Basic Education, the government focuses on promotions of access, equity, relevance and quality of education. Specifically, the policy framework aims at achieving Education for All (EFA) by 2015, ensuring the right of children to basic education as underscored in the Children's Act (2001), increasing access, equity and relevance of basic education and delivering quality services efficiently and effectively at all times and at all levels (Murithi, 2016).

Adherence to good safety practices and compliance with applicable safety regulations is the responsibility of all schools, staff, and students. Line responsibility for good safety practice begins with the supervisor in the workplace, laboratory or classroom and proceeds upward through the levels of management (Hessels, & Larson, 2016). Sirrs (2016) notes that the Safety Executive (HSE) estimates that in the UK about 500 people are killed at workplaces every year and several hundred thousand more are injured and suffer ill health. The total cost to British employers of work-related injury and illness exceeds £4 a year. Missouri school children in the United States of America (USA) are faced with a variety of school safety issues including prevention of unauthorized entry, vandalism and theft, alcohol and drug usage, fighting, disrespect of school personnel; weapons brought to the school, lack of funding to purchase equipment and security services needed, denial that a school violence situation could occur, some schools have not established safety committees, and schools do not conduct safety drills for many types of hazards (Cels, Rossetto, Little & Dias, 2023).

3.0 Methods and Materials

The research was carried out among public and private primary boarding schools in the North Rift Region, Kenya. The targeted population was derived from 161 public and private primary boarding schools in the area. The study targeted 161 head teachers in primary boarding schools because they are the implementers of the education policy in school levels and 322 teachers because they are in charge of safety of pupils, teachers and those in different departments in schools, 161 BOM chairpersons because they are managers of activities taking place school concerning development, safety, 1610 pupil representatives because they report incidences of insecurity in case there is a safety issues in school and 8 QASO officers because they are responsible for monitoring and analyzing safety standards and whether they are being adhered to. The total target population was 2262. Stratified and simple random sampling were used to determine the schools which took part in the study. The study used a questionnaire, interviews and focus group discussions as the main instruments of data collection. Quantitative data collected was coded, edited and analyzed using Statistical Package for Social Science (SPSS) version 25. Qualitative data was grouped into themes based on study objectives. A mixed method procedure was employed to analyze both qualitative and quantitative data. Quantitative data were analyzed using descriptive and inferential statistics.

4.0 Results and Discussion

4.1 Teachers Response on Role of Management in Implementing Safety Policy

The findings, as illustrated in Table 1, show that 40(46.5%) respondents strongly agreed, 35(40.7%) agreed, and 5(5.8%) undecided on the statement that physical infrastructure was constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department) while 2(2.4%) disagreed and only 1(1.2%) strongly disagreed. The study moreover showed that the school physical infrastructure was constructed and occupied in consultation with approval of Ministry of Public Health (Mean=4.22, Standard Deviation=1.00). The results are similar to those of Matthews, Brown and Kennedy (2018) who stated that the premises and accommodation in schools should be suitable and adequate, having regard to the number, ages and sex of the pupils who are to attend the school, and fulfill the prescribed minimum requirement of safety and conform with any building regulations for the time being in force under any written law.

Table 1: Teachers' Responses on the Role of Management in Implementing Safety Policy

Statements		SA	A	UN	D	SD	Mean	Std. Dev
The school physical infrastructure is constructed and occupied in consultation with approval of Ministry of Public Health	F	40	35	5	2	1	4.22	1.00
	%	46.5	40.7	5.8	2.3	1.2		
Schools have adhered to proper wiring to avoid electrocution.	F	37	42	4	1	2	4.29	0.81
	%	43	48.8	4.7	1.2	2.4		
Windows in the school are without grills and wire mesh.	F	33	35	6	8	4	3.99	1.12
	%	38.4	40.7	6.9	9.3	4.7		
	F	43	35	1	3	4	4.28	1.00

There's proper ventilation in the rooms.	%	50	40.7	1.2	3.5	4.7		
There is proper plumbing to ensure sufficient water supply in the schools.	F	32	43	7	1	3	4.16	0.89
	%	37.2	50	8.2	1.2	3.5		
There are no adequate recreational facilities in the school.	F	1	85	0	0	0	3.67	1.03
	%	1.1	98.8	0	0	0		
The recreational facilities are safe for play for children.	F	26	44	10	3	3	4.01	0.94
	%	30.2	51.1	11.6	3.5	3.5		
The school has taken proper care of general safety of learners in the school.	F	34	46	3	1	2	4.27	0.79
	%	39.5	53.5	3.5	1.2	2.4		
All doorways in the school open outwards and are not bolted from outside.	F	43	34	3	2	4	4.28	0.99
	%	50	39.5	3.5	2.4	4.7		
The school have ensured that their compound is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards	F	45	26	3	5	7	4.13	1.23
	%	52.3	30.2	3.5	5.9	8.1		

Further, the findings showed that 37(43%) respondents strongly agreed, 42(48.8%) agreed, and 4(4.7%) were undecided on the statement that schools have adhered to proper wiring to avoid electrocution. However, 1(1.2%) disagreed and 2(2.4%) strongly disagreed with the statement. Furthermore, the findings revealed that schools have adhered to proper wiring to avoid electrocution (Mean=4.29, Standard Deviation=0.81). The findings further indicated that 33(38.7%) respondents strongly agreed, 35(40.7%) agreed, and 6(6.9%) were undecided on the statement that windows in the school were without grills and wire mesh; 8(9.3%) disagreed and 4(4.7%) strongly disagreed. The study findings further revealed that windows in the school were without grills and wire mesh (Mean=3.99, Standard Deviation=1.12). The findings from the study are in line with those of the Children's Act (Chapter 586-2001), which laid emphasis on protection of all children. The school and educational institutions in general, should be aware of such rights in order to provide for them and safeguard them (Matthews *et al.* 2018). From the interviews, a BOM member from school 3 noted that:

Safety of our children is paramount and therefore before any construction is done the school stakeholders ensure that physical infrastructure is constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department) this includes proper wiring to avoid electrocution.

The findings also showed that 4(4.7%) respondents strongly agreed, 35(40.7%) agreed, but 1(1.2%) was undecided on the statement that there's proper ventilation in the rooms while 3(3.5%) disagreed and 4(4.7%) strongly disagreed. In terms of Mean and Standard Deviations, the findings further revealed that majority of the respondents agreed that there's proper ventilation in the rooms (Mean=4.28, Standard Deviation=1.00). The study concurs with Borsboom (2016) that ventilation helps your school building rid itself of moisture, smoke, cooking Odours, and indoor

pollutants. Structural ventilation controls heat levels in the attic, moderates' dampness in the crawlspace and basement, and keeps moisture out of uninsulated walls.

Furthermore, the findings revealed that 32(37.2%) respondents strongly agreed, 43(50%) agreed, and 7(8.1%) were undecided on the statement that there was proper plumbing to ensure sufficient water supply in the schools while 1(1.2%) disagreed and 3(3.5%) strongly disagreed. The findings further revealed that majority of the respondents agreed that plumbing to ensure sufficient water supply in the schools (Mean=4.16, Standard Deviation=0.89). The study findings coincided with Hannah, (2020) who cited that water is necessary in sanitation thus ensuring health safety, on top that, when pupils are thirsty, mental performance including memory, attention and concentration can decrease by about 10 per cent. Pupils concentrate better because they are not distracted by the effects of dehydration such as thirst, tiredness and irritability

The findings further showed that 1(1.2%) respondent strongly agreed and that 85(98.8%) agreed that there were no adequate recreational facilities in the school. The study findings further revealed that majority of the respondents agreed that there were no adequate recreational facilities in the school (Mean=3.67, Standard Deviation=1.03). In his study, Bangsbo (2016) indicated that participating in recreational activities helps improve physical well-being, emotional health, and cognitive functioning. The findings by Bangsbo, concurs with the study findings of the study. From the interviews, a BOM chair from school 17 indicated that:

Proper ventilations of rooms ensure that there is sufficient circulation of air, proper plumbing ensure sufficient that there is sufficient water supply in schools therefore our school has ensured that there are enough of this to aid in proper ventilations and sufficient water supply.

The findings also revealed that 26(30.2%) respondents strongly agreed, 44(51.1%) agreed, and 10(11.6%) were undecided on the statement that recreational facilities were safe for play for children with 3(3.5%) disagreeing and 3(3.5%) strongly disagreeing. In terms of Mean and Standard Deviations, the study findings further revealed that majority of the respondents agreed that the recreational facilities were safe for play for children (Mean=4.01, Standard Deviation=0.94). Furthermore, the findings showed that 34(39.5%) respondents strongly agreed, 46(53.5%) agreed, and 3(3.5%) were undecided on the statement that school had taken proper care of general safety of learners in the school while 1(1.2%) disagreed and 2(2.3%) strongly disagreed with the statement. The findings further revealed that majority of the respondents agreed that the school has taken proper care of general safety of learners in the school (Mean=4.27, Standard Deviation=0.79).

The findings also revealed that 43(50%) respondents strongly agreed, 34(39.5%) agreed, but 3(3.5%) were undecided on the statement that all doorways in the school open outwards and are not bolted from outside; while 2(2.4%) disagreed and 4(%) strongly disagreed. In terms of mean and standard deviations, majority of the respondents agreed that all doorways in the school open outwards and are not bolted from outside (Mean=4.28, Standard Deviation=0.99). Darling-Hammond, (2018) keeping schools safe allows children to look forward to being in an encouraging environment that promotes social and creative learning. When their basic safety needs aren't met,

children are at risk for not feeling comfortable at school and may stop showing up, or they may remain on edge throughout the day.

Finally, the findings showed that 45(52.3%) respondents strongly agreed, 26(65.1%) agreed, but 3(3.5%) were undecided on the statement that school have ensured that their compound is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards; with 5(5.9%) disagreeing and 7(8.1%) strongly disagreeing. The study findings further revealed that schools have ensured that their compound is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards (Mean=4.13, Standard Deviation=1.23). From the interviews, a BOM chair from school 47 indicated that:

Safe recreational facilities, proper care of general safety of learners in the school and all doorways in the school open outwards and are not bolted from outside has greatly improved and ensured safety of our children in school.

Further, the results revealed that the role of Management in implementing safety policy was to ensure that the schools' physical infrastructure was constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department), adhere to proper wiring to avoid electrocution, ensure windows in the school are without grills and wire mesh, have proper ventilations rooms, ensure proper plumping to ensure sufficient water supply in the schools, have adequate recreational facilities in the school which are safe for play for children, school has taken proper care of general safety of learners in the school, doorways in the school open outwards and are not bolted from outside, and ensure the compound is well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards.

The results of this study acquiesce with Mwangi (2016) who found out that there was no emergency door or firefighting equipment in most schools. School tragedies in India, including the 1995 school fire, which led to the death of 400 students, are blamed on failure by regulatory authorities to enforce safety norms. For examples schools may stay for as long as three years without being inspected. In China, the 2001 school blast in which storied buildings collapsed on school children was blamed on selective implementation of safety policies. All over the world, there has been an upward trend in the numbers of schoolchildren dying or getting injured in school violence, disasters and emergencies, which would be avoided if safety policies were strictly adhered to. From the 2004 Besian massacre in Russia to the Chinese school blast and India school fires, hundreds of school's children have died in preventable incidents.

4.2 Head Teachers Response on Role of Management in Implementing Safety Policy

The study also sought to investigate the role of management in implementing safety policy to ensure safety of learners in primary boarding schools. As presented in Table 2, 23(56.1%) respondents strongly agreed, 12(29.2%) agreed, 1(2.4%) was undecided, 1(2.4%) disagreed and 4(9.7%) strongly disagreed on the statement that school physical infrastructure was constructed and occupied in consultation with approval of Ministry of Public Health (Public Health Department). The results moreover showed in terms of Mean and Standard Deviations that majority of the respondents agreed that the school physical infrastructure is constructed and

occupied in consultation with approval of Ministry of Public Health (Mean=4.25, Standard Deviation=1.25).

Table 2: Head Teachers' Responses on the Role of Management in Implementing Safety Policy

Statements		SA	A	UN	D	SD	Mean	Std. Dev
The school physical infrastructure is constructed and occupied in consultation with approval of Ministry of Public Health	F	23	12	1	1	4	4.20	1.25
	%	56	29.3	2.4	2.4	9.8		
Schools have adhered to proper wiring to avoid electrocution.	F	26	10	1	3	1	4.39	1.02
	%	63.4	23.4	2.4	7.3	2.4		
Windows in the school are without grills and wire mesh.	F	23	11	1	5	1	4.22	1.13
	%	56.1	26.8	2.4	12.2	2.4		
There's proper ventilation in the rooms.	F	23	15	1	1	1	4.41	0.87
	%	56.1	36.5	2.4	2.4	2.4		
There is proper plumbing to ensure sufficient water supply in the schools.	F	25	13	1	1	1	4.46	0.87
	%	60.9	31.7	2.4	2.4	2.4		
There are no adequate recreational facilities in the school.	F	24	11	3	1	2	4.32	1.06
	%	58.5	26.8	7.3	2.4	4.8		
The recreational facilities are safe for play for children.	F	27	9	1	1	3	4.37	1.16
	%	65.8	21.9	2.4	2.4	7.3		
The school has taken proper care of general safety of learners in the school.	F	29	7	1	1	3	4.41	1.16
	%	70.7	17.1	2.4	2.4	7.3		
All doorways in the school open outwards and are not bolted from outside.	F	24	14	1	1	1	4.44	0.87
	%	58.5	34.1	2.4	2.4	2.4		
The school have ensured that their compound is well fenced to deter unauthorized entry into the compound with only one entry point	F	19	13	3	1	3	3.98	1.33
	%	46.3	31.7	31.7	2.4	7.3		

The findings also revealed that 26(63.4%) respondents strongly agreed, 10(24.3%) agreed, 1(2.4%) was undecided, 3(7.3%) disagreed and 1(2.4%) strongly disagreed with the statement that schools had adhered to proper wiring to avoid electrocution. Moreover, the study findings showed that majority of the respondents agreed that schools have adhered to proper wiring to avoid electrocution (Mean=4.32, Standard Deviation=1.06). Furthermore, the findings indicated that 23(56.1%) respondents strongly agreed, 11(26.8%) agreed, 5(12.2%) were undecided, 1(2.4%) disagreed and 1 (2.4%) strongly disagreed with the statement that windows in the school are without grills and wire mesh. Further the study findings, it was evident that windows in the school are without grills and wire mesh (Mean=4.22, Standard Deviation=1.13). The findings also showed

that 23(56.1%) respondents strongly agreed, 15(36.5%) agreed, 1(2.4%) was undecided, 1(2.4%) disagreed and 1(2.4%) strongly disagreed on the statement that there was proper ventilation in the rooms. The findings showed that the respondents agreed that there was proper ventilation in the rooms (Mean=4.41, Std. Dev=0.87).

From the results, 25(60.9%) respondents strongly agreed, 13(31.7%) agreed, 1(2.4%) was undecided, 1(2.4%) disagreed and 1(2.4%) strongly disagreed with the statement that there was proper plumbing to ensure that there was sufficient water supply in the schools. The study moreover showed that majority of the respondents agreed that the school physical infrastructure was constructed and occupied in consultation with approval of Ministry of Public Health (Mean=4.46, Standard Deviation=0.87). The findings also revealed that 24(58.5%) respondents strongly agreed, 11(26.8%) agreed, and 3(7.3%) were undecided on the statement that there were inadequate recreational facilities in the school; with 1(2.4%) disagreeing and 2(4.8%) strongly disagreeing (Mean=4.32, Standard Deviation=1.06).

In terms of safe recreational facilities, it was established that that the recreational facilities are safe for play for children (Mean=4.37, Standard Deviation=1.16). However, it was noted that 29(70.7%) respondents strongly agreed, 7(17.1%) agreed, 1(2.4%) was undecided, 1(2.4%) disagreed and 3(7.3%) strongly disagreed with the statement that schools had taken proper care of general safety of learners in the school (Mean=4.41, Std. Dev=1.16). The findings also indicated that 24(58.5%) of the respondents strongly agreed, 14(34.1%) agreed, and 1(2.4%) was undecided on the statement that all doorways in the school opened outwards and were not bolted from outside; with 1(2.4%) disagreeing and 1(2.4%) strongly disagreeing. It was thus established that all doorways in the schools opened outwards and were not bolted from outside (Mean=4.44, Standard Deviation=0.87). Regarding fencing, the study established that majority of the respondents agreed that the school had ensured that their compound was well fenced to deter unauthorized entry into the compound with only one entry point to the compound manned by security guards (Mean=3.98, Standard Deviation=1.33).

4.3 Model Summary

The coefficient of determination (R^2) and correlation coefficient (R) shows the degree of association between dependent and independent variables. The results are presented in Table 3.

Table 3: Multiple Regression Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.709 ^a	.503	.490	.73921

The results of the regression in Table 3 indicate that R^2 value was 0.503 and R value was 0.709. R value of 0.709 gave an indication that there was a strong linear relationship between dependent and independent variable. The R^2 indicates that explanatory power of the independent variable was

0.503. This implied that about 50.3% of the variation in dependent variable is explained by the regression model.

4.4 Regression Model Fitness Test

Model fitness was run to find out if model best fit for the data. The study results were presented in Table 4.

Table 4: Regression Model Fitness Results

	Sum of Squares	df	Mean Square	F	Sig.
Regression	21.567	1	21.567	39.469	.000 ^b
Residual	21.311	39	.546		
Total	42.878	40			

Table 4 shows that the respondents F-statistics produced ($F = 39.469$) which was significant at $p=0.000$ thus confirming the fitness of the model. This implies that the multiple regression model was fit for the data. The F value indicates that the variable in the equation are important hence the overall regression is significant.

4.5 Regression Model Coefficients

Regression model coefficients were run in order to use the regression equation. The results are presented in Table 5.

Table 5: Regression Model Coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.009	.656		.014	.989
Role of management	.999	.159	.709	6.282	.000

The results in Table 5 revealed that there was positive linear effect of role of management in implementing safety policy to ensure safety of learners in Primary Boarding Schools in the North Rift Region, Kenya ($\beta_1 = .999$, $p = 0.000$). This reveals that an increase in role of management in implementing safety policy put in place leads to increase in safety of learners by 0.999 units. The study findings agreed with Darling-Hammond (2018) who noted that stakeholders keep schools safe allows children to look forward to being in an encouraging environment that promotes social and creative learning. When their basic safety needs aren't met, children are at risk for not feeling comfortable at school and may stop showing up, or they may remain on edge throughout the day.

5.0 Conclusion and Recommendations

The study concluded that the school management has a role to play in ensuring implementation of safety policy to ensure safety of learners in Primary Boarding Schools in the North Rift Region, Kenya. Management has the role of ensuring that the school physical infrastructure is constructed and occupied in consultation with approval of Ministry of Public Health. The schools are adhering to proper wiring to avoid electrocution. Management has the role of ensuring that the school has taken proper care of general safety of learners in the school.

The authors therefore recommend that the Safety Standards Manual for Schools, being a Ministry of Education publication, should be availed to all school heads. This can be easily done during the annual school heads meetings and in addition the Education Officers in the counties should ensure those unable to attend get copies. The Ministries of Education, Public Works and Health through their officers in the counties should ensure that as schools are built, the required sanitation facilities should be constructed alongside the classes. Further, enforcement of the set public health and safety standards and guidelines should be made part of the performance contracts of the officers to ensure vigilance and enable adherence.

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