



Does Stakeholders' Security Planning Influence Security Management Outcomes? Empirical Evidence from Public Secondary Schools in Mandera County, Kenya

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Abstract: Mandera County in Kenya is bordering Ethiopia and Somalia. These places have been continuously attacked by Al Shabaab radicals from Somalia and the Ethiopian pastoralists practicing cattle stealing. Safety of the instructors and learners has been a concern to every education stakeholder, both countrywide and internationally since the Al-Shabaab attacks are on the increase particularly in North Kenyan area. Going by observations and scarce investigations done, the current study answered the question; To what extent does stakeholders' security plan preparation influence security management outcomes? The study was guided by the Stakeholders' Theory and the Securitization Theory using mixed methodology. The study targeted a population of 17,756 subjects with a sample size of 738 respondents. Two pairs of questionnaires were used to collect data from teachers and learners while interviews were used for principals, education officers and BoM chairs. An observation checklist was also used to collect data on security management outcomes. The research instruments were piloted in 2 schools in Wajir County. The instruments were validated by experts in educational planning and management while test-retest technique was embraced to ascertain reliability for each of the questionnaire item yielding a Cronbach's Coefficient Alpha of at least 0.700. Numerical facts were scrutinized in descriptive and inferential statistics using tables, occurrences, percentages and Chi-square. Non-numerical facts were offered by thematic scrutiny in narrating format. The study found no significant training of safety on the part of the principals, teachers and the non-teaching members of the staff. It is seen that this is a poor security plan preparation. Therefore, it was recommended that training must be improved and beefed up for better outcomes.

Keywords: Stakeholders, Security Planning, Security Management, Security Outcomes, Stakeholders' Practices, Public Schools

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1. Introduction

Security of individuals is a subject of worry worldwide from the time of creation since the first human being. It has been perceived as an intensifying predisposition in learners from primary to secondary schools, institutions' attack, injuries or deaths in the institutions where learning takes place. A number of these catastrophes, fierceness and crises could have been evaded had protection strategies been embraced and stringently obeyed by every stakeholder. Although numerous institutions have executed and put in place some measures to improve safety, the current occurrences and

intimidations from extremists have been influential in giving the cautionary signal that, safety and security managing results in our institutions are nowadays an issue of momentous anxiety and must not be taken for granted (Williams, 2018).

Institutions in the UK faced disaster occurrences at a disturbing frequency such that the police replied to more than 7,000 calls on disaster cases in schools. This data came from the statistics on schools' uncertainty occurrences. The administration was a crucial participant of education being represented by the police. Nevertheless, it seemed that the police were alerted only when matters got worse. They could have been involved

wholly in safety decision-making. The administration using the police became significant participants in security issues (Janet, 2017).

The USA saw the worst school shooting where 20 learners were mercilessly annihilated by a criminal. This occurred in Sandy Hook where a teenager murderer was son to one of the instructors in the school (The Independent, 2016). There had been at least 142 school gun-fires in the USA since the incident as per the figures composed by Mass Shooting Tracker. Umpqua Community College in the State of Oregon had been attacked by a criminal where 10 persons were killed and other 7 extremely injured (AFP, 2017). In each of these incidences, there was no noteworthy contribution of the stakeholders in safeguarding the institutions.

In the continent of Asia, Pakistan was a victim of Taliban shooters who struck a learning establishment. There was a case in Peshawar whereby the Taliban mercenaries murdered citizens, including school learners. This happened in a government school and college that were run by the armed forces of Pakistan, the institutions were ambushed, and children killed pitilessly by the hoodlums (Walsh, 2016).

Schools are not a locked systems and they must maintain appropriate relations with external establishments. Instruction and learning are the indispensable events of every school, with the learners as the important emphasis. Therefore, parents and caretakers take their young ones to schools, positively assured of their safety and happiness. The instructors and other workers in schools likewise long to work in a disaster and risk-free environment (MoE Mauritius, 2017). To keep a safe flourishing environment for students to work in and staff is the major aim of any schools' set-ups. Creating a harmless setting that enables learning could be a mystifying task.

Mandera County in Kenya is bordering Ethiopia and Somalia. These places have been continuously attacked by Al Shabaab radicals from Somalia and the Ethiopian pastoralists practicing cattle stealing (Dube & Orodho, 2017). Safety of the instructors and learners has been a concern to every education stakeholder both countrywide and internationally since the Al Shabaab attacks are on the increase, particularly in North Kenyan area. The schools are expected to be environments of harmony and peace; they should not be insecure zones risking learners. However, the media reports and few investigations done on the stakeholders' security managing outcomes, energies seem to be failing. Without appropriate intervention, the schools are going to be wretched zones for the youths for living and studying. Every parent commissioning a youth to a school would not be guaranteed that the child will be safe.

Nderitu (2017) puts it that though there are notable security features in schools, tragedies still occur. What can make a difference is how the whole school

organization is managed. Therefore, there is necessity for a safety managing approach developed by administration to lessen or evade terrorizations and calamities. Going by observations and scarce investigations done, the influence of stakeholders' practices on the managing of security outcomes in public secondary schools in Kenya did not seem to happen in action and this has dictated the investigation. Thus, the study answered the question; To what extent does stakeholders' security plan preparation influence security management outcomes?

2. Literature Review

The notion of disaster alertness is grounded on schooling planning perceptions. The latter begins with a vision that brings some profits or changes to the present system. The organizer has to come up with suggestions that are founded on the overall plan. Additionally, part of this plan recognizes activities to be taken during the managing of catastrophe risk. Organizations that have put up a catastrophe managing scheme can manage fears and risks related to security in a correct way. The entire school community must cooperate and be well conversant with preparing for disasters modalities and in coming up with answers that can lessen tragedy risks (Kay, 2017).

Grant (2016) noted that tragedy alertness and planning can be part of schooling by use of safety rules, putting up firefighting paraphernalia, having evacuation points, appropriate care for structures and equipment, having meetings that deal with disaster managing, giving children education on disaster managing, utilizing action learning, songs, digital media and electronic media to communicate disaster managing in institutions of learning.

Catastrophe planning is said to include procedures that permit analysis of several families, units, societies, communities and persons to assist them know and deal with disasters when they occur. Similarly, readiness similarly includes having the required resources that assist deal with calamities when they occur. Additionally, the persons tasked with handling tragedies should know how to use these resources. The responsibilities that have to do with disaster managing include coming up with catastrophe plans, guaranteeing that the planning procedure is ready, preparation of the correct resources to assist in disaster response and emerging the essential skills and capabilities amongst personnel to guarantee they are well equipped to deal with disasters when they strike (Waugh, 2017).

Disaster preparedness has dealings that advance life safety in case of a catastrophe happening. Such dealings could comprise events to guard against earthquakes, terrorism attacking and harmful spills. It includes responsibilities that progresses the utilizing of emergency procedures in a bid to protect the people and properties and to reduce the injuries from the disaster and likewise, doings that contributed in the past management

and restoration after a disaster has happened. Planning, therefore, has to do with activities that improve response and coping capabilities of the person or institution. Nonetheless, today's readiness is more on the recovery. This indicates that plans should be made, not only on how to respond successfully to calamity, but likewise on how to recuperate speedily and to decrease the challenges that are part of the recovering procedure (Waugh, 2017).

In US there are various approaches utilized to advance safety planning. The strategies and practices in those schools are reputable such that they are in line with the requirements of the learners, school staffs and the school community. The United States Department of Education says that the safety procedures be put up founded on the fears to do with drug abuse, firearms, hurricanes, and typhoon floods. Most of the schools in the US have zero tolerance to activities that would risk safety of the school and the learners (United States Department of Education, 2018).

School survey on crime and safety report had it that in the years 1996/1997, 90% of the surveyed schools had a zero-tolerance strategy for weapons. There were schools, at the same time, that came up with a number of ways to advance safety and security. Ninety six percent of the schools required a signature from visitors before they could enter. Eighty percent of public schools visited had strategies that did not permit learners to go outside their school unless at given periods. Sixty percent of the schools had a law implementation officer who was at the school for 30 hours weekly (United States Department of Education, 2018).

Cavanagh (2017) gave a report on how schools reacted to terrorists' intimidations. The report said the use of safety and security procedures in European schools has been applied owing to the continuous disasters that had happened in European schools. There was criminal incidence that occurred in the past which caused 320 deaths of learners, employees and guardians at School Number One in Beslan, Russia resulted to the use of military staffs to ensure security to schools. This step was taken up to avert any other terrorist attacks from occurring.

In Paris, there were policemen at the public schools who checked and coordinated traffic flow for instance, Soomeren (2018) in his argument on the part of schools on security, established that in Netherlands, procedures of security were focused on grounds safety, intimidation, capacity building in the school and improved incidence response. The Amsterdam school safety plan that was planned for 5 years was made up of forty schools. The project suggested the utilizing of physical procedures and safety plans made as part of the school curriculum and similarly encouraged the use of preventive and cooperative procedures to progress school safety.

The absence of safety plan in the schools had been regularly occurring in India and China. Reuters (2016) gave a report that indicated how the Indian fire occurred in a school. Due to this misfortune ninety kids perished, and the report pointed out that the fire occurred due to the school incapability to apply the safety guidelines given. The structure where the fire occurred was congested and had no exits from which the persons could flee from. Additionally, firefighting paraphernalia and alternative exits were missing. Additionally, fire that occurred in India in nineteen ninety-five saw the demise of four hundred learners perish was said to be as an outcome of the supervisory authority's fiasco to implement safety guidelines. There were examples where schools stayed for more than 3 years without being inspected. In China, an explosion occurred in two thousand and one where a structure collapsed on learners. The happening was owing to discriminating application of safety guidelines.

Gichuru (2017) did research on security plan preparation in Nyeri County. It was established that firefighting equipment was hardly checked or even repaired. In case of fire, it could not be certain if the equipment could work as it was neglected. Fire drills were not done among the community members of the school. This indicated that in the event of fire tragedy, the apparatus would not be used. There were no designated fire evacuation points meaning that there was no prior preparation of the safety plan. Additionally, Security plan preparation goes with an indicator of frequent fire drills. Investigations in Kitui County showed that fire drills, regrettably, could not be done capably throughout school periods. This was admitted by more than seventy seven percent of the participants. Only a few schools said that they conducted fire drills frequently and even some remained silent (Kimanthi, 2019).

3. Methodology

The study was guided by two theories: the Stakeholders' Theory and the Securitization Theory. The study used mixed methodology approach and the concurrent triangulation strategy. The targeted population was 17,756 people which included 57 principals, 18 Sub County Education Officers, 57 BoM chairs, 324 instructors and 17,300 learners. The sampling size was 738 people consisting of 36 principals, 6 Sub County Education Officers, 36 BoM chairpersons, 120 Teachers and 540 learners. Utilizing stratified sampling, 6 schools were sampled from each Sub-County consisting of day mixed schools and 3 boarding schools. Teachers, students, principals and BoM chairpersons were randomly sampled while the education officers were purposively sampled. Surveys were used for instructors and learners while interviews were used for principals, education officers and BoM chairs and there was observation checklist on security management outcomes. The research instruments were piloted in 2 schools in Wajir County. From each of the pilot schools, 10 teachers

and 54 students were used being ten percent of the actual study sample. The investigator requested experts to assess the research tools for validity. Regarding reliability, test-retest technique was embraced. Cronbach's Coefficient Alpha was used to ascertain the reliability. Alpha worth of 0.7 was reached and thus deemed reliable. Concurrent triangulation was utilized to guarantee credibility. Detailed interviews were employed to test dependability of non-numerical tools. Numerical facts were scrutinized in descriptive and inferential statistics using tables, occurrences, percentages and Chi-square. Non-numerical facts were offered by thematic scrutiny in narrating format. Inferential statistics used SPSS Version 24 as Chi-square was steered to infer the degree to which the variables

related to each other. Qualitative data analyzing utilized verbatim citations

4. Results and Discussion

The researcher sought views from the teachers in the questionnaire on the issue of security plan preparation. The data captured the indicators of the independent and dependent variables. The objective was measured using a list of statements in a nested table with a 5-point Likert scale rating (1-Strongly agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree). Table 1 shows teachers' responses in security plan preparation on security management

Table 1: Teachers' responses in security plan preparation on security management outcomes

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
Principals, teachers, workers and students are often receiving training on security matters to enhance security integrated plans and action plans	28(28.87%)	11(11.34%)	15(15.46%)	26(26.80%)	17(17.53%)
There is a planned training for teachers on security issues often to propel security integrated plans and action plans	27(27.84%)	15(15.46%)	13(13.40%)	30(30.93%)	12(12.37%)
Your school conducts fire drills often in the school calendar to enhance security integrated plans and action plans	22(22.68%)	9(9.28%)	19(19.59%)	27(27.84%)	20(20.61%)
Fire drills should be conducted often in the school year to enhance security integrated plans and action plans	33(34.02%)	22(22.68%)	11(11.34%)	17(17.53%)	14(14.43%)
There is always security sensitization in your school among teachers and students to enable security integrated plans and action plans	51(52.58%)	19(19.59%)	10(10.30%)	9(9.28%)	8(8.25%)
Your school community is prepared to combat any emergencies and enhance disaster preparedness	39(40.21%)	24(24.74%)	11(11.34%)	16(16.49%)	7(7.22%)
There are evacuation points designated in your school compound to ensure security integrated plans and action plans	39(40.21%)	13(13.40%)	9(9.28%)	23(23.71%)	13(13.40%)
Students are aware of the steps they should take during emergencies to secure themselves and enhance security integrated plans and action plans	41(42.27%)	23(23.71%)	13(13.40%)	11(11.34%)	9(9.28%)

Regarding security plan preparation on security management outcomes, principals, teachers and the non-teaching staff were supposed to be trained on security issues. In this respect, 39 (40.21 %) agreed while 43 (44.33 %) were on the disagreement side. Another 15 (15.46 %) were undecided. Looking at the statistics on those disagreeing and the undecided group, it comes to 58 (59.79 %). This means that there was a problem in

security plan preparation on security management outcomes as majority of persons who stay in schools were not prepared. Even the planned training for teachers was accepted by 42 (43.30 %) but the same number 42 (43.30 %) disagreed. There was 13 (13.40%) not decided showing a great need to train teachers in securing students so that security management outcomes could be attained.

In security plan preparation on security management outcomes, fire drills are essential since many cases of burning schools do occur frequently. Conducting these drills was accepted by 31 (31.96 %) and was not done according to a majority of 47 (48.45 %) with 19 (19.59 %) remaining undecided. This indicated that dubious preparation in terms of fire drills, meaning that schools were not ready to combat fires whenever they broke out. It was agreeable that fire drills were not done frequently as this was the view of 55 (56.70 %) who agreed against 31 (31.96 %) who disagreed and 11 (11.34 %) who could not decide. Similarly, there should be sensitization of safety amongst teachers and students as agreed by 70 (72.16 %) and only rejected by a mere 17 (17.53 %) with only 10 (10.30 %) who were not decided.

Another issue in safety plan preparation on security management outcomes was the question of school community being prepared to combat emergencies. Teachers seemed to be prepared as 63 (64.95 %) agreed with 23 (23.71 %) disagreeing and 11 (11.34 %) were not decided. It was not established immediately as to the extent to which teachers were able to address emergencies. The disagreeing and the undecided 34 (35.05 %) were significant number, especially if the participants remain unprepared. Turning to evacuations, institutions should have evacuation points on their compounds as part of their security plan preparation on security management and this was done by 52 (53.61 %) who claimed to have such points. However, 36 (37.11 %) were not in agreement and 9 (9.28 %) were not yet decided. A threat was looming when 45 (46.39 %) combined disagreements and that undecided was clearly seen from the table.

Proper security plan preparation on security management was that students should have been aware of the

measures they were to take to safeguard themselves. Majority of 64 (65.98 %) said that they were aware as 20 (20.62 %) were not aware. Another group of 13 (13.40 %) remained undecided. Since students stay in schools much longer than they do in their homes, they should have adequate skills to protect themselves during disasters and this should be the way forward in plan preparations.

There was need to beef up security plan preparation on security management outcomes to get proper safety. The findings in this objective were noted by Grant (2002) who ascertained that disaster awareness and planning could be made part of schools by use of safety rules, putting up firefighting equipment, having evacuation exits, proper maintenance of buildings and equipment, having seminars that touch on disaster management, providing children with education on disaster management, using action learning, songs, digital media and electronic media to teach about disaster management in schools. Security plan preparation has measures that improve life safety in case a disaster happens. Additionally, it includes responsibilities that progress the use of emergency measures in a bid to protect the people and property and to reduce the damage from the disaster and actions that help in the past management and restoration after a disaster has occurred. Planning therefore has to do with activities that enhance response and coping abilities if the individual or institution.

Students' Responses in Stakeholders' Security Plan Preparation on Security Management Outcomes

The researcher sought views from the students on stakeholders' security plan preparation on security management outcomes as seen in table 2.

Table 2: Students' responses in security plan preparation on security management outcomes

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
Students are often times receiving training on security matters to enhance security inspection reports	119(25.43%)	42(8.97%)	47(10.04%)	145(30.98%)	115(24.58%)
There are planned trainings for students on security issues often times to ensure security inspection reports	106(22.65%)	61(13.03%)	47(10.04%)	135(28.85%)	119(25.43%)
Your school conducts fire drills often times in the school calendar to propel disaster preparedness	84(17.95%)	43(9.19%)	52(11.11%)	155(33.12%)	134(28.63%)
Fire drills should be conducted often times in the school year to enhance security inspection reports	158(33.76%)	60(12.83%)	50(10.68%)	110(23.50%)	90(19.23%)
There is always security awareness in your school among teachers and students to ensure security inspection reports	220(47.01%)	104(22.22%)	29(6.20%)	55(11.75%)	60(12.82%)
Your school community is prepared to combat any disasters so as to enable security inspection reports	183(39.10%)	80(17.09%)	57(12.18%)	81(17.31%)	67(14.32%)
There are evacuation points marked in your school compound to enhance security inspection reports	159(33.97%)	60(12.82%)	41(8.76%)	118(25.22%)	90(19.23%)
Students are aware of the steps they should take during disasters to secure themselves and enhance security inspection reports	171(36.55%)	103(22.00%)	35(7.48%)	87(18.59%)	72(15.38%)

The researcher did not see proper security plan preparation on security management outcomes when the participants were asked about training on safety and 161 (34.40 %) agreed while 260 (55.56 %) disagreed as 47 (10.04 %) were not decided. The disagreeing and the undecideds totaled to 270 (57.69 %). This signaled a danger on security plan preparation as it seems that majority of learners had no training on safety. Even the planned trainings could be agreed by 167 (35.68 %) with 254 (54.27 %) in disagreement and 47 (10.04 %) not decided. This indicates a looming danger on the whole issue of training students on disaster management.

This situation becomes worse when 289 (61.75 %) say that schools did not conduct fire drills as part of security plan preparation. The number that agreed was 127 (27.14 %) with another 52 (11.11 %) not decided. These drills were necessary as part of safety plan preparations. It is imperative that drills should be conducted regularly as 218 (46.58 %) agreed and 200 (42.74 %) disagreed with 50 (10.68 %) were not decided. The disagreeing group may not have related these drills to their safety and thus needed to be explained or their schools just ignored the whole exercise.

Frequent safety alertness to secure security management outcomes was there as 324 (69.23 %) agreed with 115 (24.57 %) disagreed and 29 (6.20 %) could not decide. There is danger in 144 (30.77 %) who were grouped in disagreement as well as undecided. Since this group did not have safety awareness frequently, it might have led to total danger and a result of failure in safety plan preparations. This is a significant figure that sent alarm to security management outcomes.

To enable security management outcomes, school community must be ready to handle disasters. The number that agreed was 263 (56.20 %) against 148 (31.62 %) and 57 (12.18 %) not decided. This sounded another alarm. The participants who could not handle disasters and even the undecideds were sending negative news to the safety in institutions in which youths spend most time. In this regard, institutions should have well designated evacuation points which was agreeable by 219 (46.79 %) and 208 (44.44 %) disagreeing with 41 (8.76 %) not decided. This shows another danger due to the percentage of students whose institutions did not have evacuation points. This is lack of safety plan preparation among the institutions. Fires are

unpredictable just like any other disasters; they come without notice.

For better security plan preparation, learners had to know how to address disasters by taking appropriate measures. This seemed to be true with 274 (58.55 %) who agreed while 159 (33.97 %) disagreed as 35 (7.48 %) could not make up their minds. This number which is disagreeing and undecided 194 (41.45 %) is too large and sounded risk to schools as they had no idea what they could do during disasters hence jeopardizing security management outcomes.

Students' responses on security plan preparation indicated need to be improved to enable security management outcomes. The views found in the case of students were backed by Gichuru (2013) did research on security plan preparation in Nyeri County. The results

showed that firefighting gear was rarely inspected or even mended. In case of fire, it could not have been sure if the gear would work as it was ignored. Fire drills were not conducted amongst students, teachers and workers. This meant that in the event of fire disaster, there were no prior arrangements to combat them. Designated fire evacuation points were not there meaning that there was no previous preparation for safety plan.

Inferential Statistics Analysis

Chi-square test was conducted to determine if there was significant relationship between the variables from the SPSS. This was used to examine if there was significant relationship between security plan preparation and security management outcomes. This is shown in Table 3.

Table 3: Chi-square test in security plan preparation on security management outcomes

Chi-Square	.750 ^a	.000 ^b	1.000 ^c	.000 ^b	.000 ^b
Df	6	7	5	7	7
Asymp. Sig.	.993	1.000	.963	1.000	1.000

a. 7 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.1.

b. 8 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.

c. 6 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.3.

Average: 0.811

After keying in the participants' responses on security plan preparation in SPSS in Chi-square test, the average outcome read 0.811. This was greater than α value which was **0.05**. The null hypothesis formulated was: H_0 There is no significant relationship between stakeholders' security plan preparation and security management outcome. Chi-square calculated value was greater than the Chi-square critical value, then the null hypothesis was rejected. In this case, the average calculated value was 0.811, which was greater than Chi-square critical value, 0.05 and hence, the null hypothesis was rejected. From the table, average of 0.811 was > than 0.05. Chi-square test showed that there was a significant association between security plan preparation and security management outcomes.

Security plan preparation had influence on security management outcomes in schools from the Chi-square test. The findings in the inferential statistics were in line with Kimanthi (2019) who did a study in Kitui County. It was established that fire drills, lamentably, were not done capably throughout the school terms. This was admitted by more than seventy seven percent of the participants. Only a handful of schools had done fire drills frequently while others remained quiet on the issue.

Thematic Analysis

Interviews were conducted to establish security plan preparation influence on security management outcomes. Principals, teachers, workers and students were supposed to receive training on security matters to enhance security management. This had been occurring but not to the fullest expectations. There had been a failure on the part of the government in terms of funding as one principal lamented,

“Training and sensitization of safety issues is a must if we expect positive security management outcomes. This is important for the security plan preparation so that every member of the school community is armed with the skills. Unfortunately, more often than not, this does not happen due to funding factors among others” (P1).

The education officers too lamented that training and sensitization of safety has not been done to the full capacity due to lack of funds. The boards of management were supposed to decide for the skills to be imparted on teachers and students. One officer had this to say,

“As a government we are not able to fund every activity in schools. It is upon the parents to fund such activities for the security of their children in schools. The government may not be in a position to pay for safety awareness in all schools” (SCDE1).

There should be planned training for teachers on security issues often times to propel disaster preparedness in all schools. However, this does not seem to be the case in most schools. Principals do not have money for the training as one said, *“The issue of training is pertinent but again the funding problem is there” (P2).*

The board members were not in the position to raise funds from any other persons except the parents. One member said,

“As members of the boards, we need the support of parents to raise funds. However, schools are supposed to be free, especially the day secondary schools. Asking for extra money is against the government guidelines on fees. This hampers the whole process” (BOM1).

The times schools conduct fire drills in the school calendar to enhance disaster preparedness can raise more questions than answers. Majority of principals lacked the skills and equipment for this exercise as one of them observed, *“We want to have the drills regularly but there should be time and equipment not to mention the right skills to enable this” (P3).*

It is agreeable that fire drills should be conducted often in the school year to enhance disaster preparedness and all participants interviewed were in agreement. The principals were of the opinion that these drills be done as often as possible since fires were imminent in their institutions as one said, *“Drills are very necessary, and nobody would argue against that. However, they do not happen that regularly due to some reasons” (P4).*

It was agreeable with the education officers that there was necessity of drills, but they were sorry that this was not done properly in the words of one, *“Much as we would like to see drills in schools, this has not been the case unfortunately and sadly” (SCDE2).*

There is no doubt that there is continuously security sensitization in schools among teachers and students to enable disaster preparedness. Most principals sensitize their schools on safety and make sure that the school community is aware of this as per words of one of them,

“There is no doubt that our teachers, students and even workers are sensitized on safety not once or twice but regularly. This enables them to in security plan preparation (P5).

The board members were also in agreement that there was a lot of information passed to their schools and that there was regular monitoring of safety. It was one of the duties of the board members to ensure safe schools by all means as one said, *“As board members, we have the responsibility to sensitize our schools not only through the principals but also other means like inviting experts in security to handle sensitization exercises” (BOM2).*

The education officers believed that school communities were prepared to combat any emergencies and enhance disaster preparedness with much ease. But there an issue as one of them said, *“The level of preparation according to them was not poor as such though it needed much efforts” (SCDE3).*

The interviews on security plan preparation indicated low performance on security management outcomes. The interview findings seemed to imply that more efforts were needed as this was in line with Reuters (2016) who provided a description that exposed how the Indian school fire that happened. Due to this catastrophe ninety learners lost their lives. The report pointed out the fire occurred due to the school incapability to implement the safety guidelines given. The structure where the inferno occurred was congested and without exit through which the students could escape. Additionally, firefighting gear and emergency exits were missing. There are cases where institutions stay for more than three years without checks for example in China, a blast happened where a building collapsed on school learners due to lack of preparation and selective implementation of safety rules.

Researcher Observation Results

There were observations made regarding stakeholders' security plan preparation to enhance security management outcomes. It was observed that there were no laid down procedures to follow whenever emergencies occurred in most schools. There were no calendars of events for fire drills seen neither on the compounds nor on the notice boards. For preparation of safety plan, no school showed evidence of their teachers and students having been trained on safety issues. This could have been seen for example, by warnings on the compounds. Worse, most schools failed to show or indicate points of evacuation in case of fire emergencies. To enable proper safety preparations, all the above mentioned could have been seen. This means schools did not have proper preparations for disasters and thus failed in disaster preparedness as part of the dependent variable of the study. Emergencies do not give warnings. They just strike at a time when people are not aware. People may be unaware, but they may be prepared. The remedy is to make sure that people plan to face in advance before

they strike. Unpreparedness is a very dangerous thing as far as security management outcomes are concerned.

Security plan preparation from observations could not guarantee good security management outcomes. The observation findings were backed up by United States Department of Education (2018). In this case, there were diverse approaches used to progress safety planning. The strategies and practices in schools were established such that they were in line with the needs of the learners and school employees. Most of the schools had zero tolerance to actions that would risk safety of the school and the learners and hence did a proper security plan.

Discussions

The investigator utilized Securitization Theory for the purpose of sensitization in public institutions that there was threat coming if the security plan preparation was not achieved. Then the stakeholders Theory would assist schools to embrace security plan preparation. There was dire need to train teachers, students and school workers on safety measures to enable achievement of security plan preparation. Fire drills were necessary for proper preparation as they helped people to be ready for anything. Similarly, security sensitization was necessary for safety plan preparation. Additionally, proper planning could be measured through the way institutions designated and directed their fire evacuation points clearly. This would enable good plan preparation hence better security management outcomes.

Principals, teachers and the non-teaching staff are supposed to be trained on security issues to achieve safety plan preparation but only 40.21 % were said to have been trained whereas 44.33 % were not trained. Those in disagreement and those who were undecided totaled to 59.79 %. This indicated that there was an issue in safety plan preparing since most people who stayed in schools were not ready. Planned training for teachers was practical at 43.30 % as 43.30 % disagreed. There was need to train teachers in safeguarding students so that the dependent variable could be achieved. Conducting fire drills was accepted at 31.96 % and was not there according to a majority of 48.45 %. There was dubious readiness in conducting fire drills. This indicated that schools were not organized to battle fires. Fire drills have to be done frequently as 56.70 % agreed. Sensitization of safety among teachers and students was agreed by 72.16%.

Teachers seemed to be prepared at 64.95 %. It was not known immediately as to the level of how teachers were able to address emergencies. The disagreeing and the undecided 35.05 % are substantial number particularly if the participants remain unprepared. On evacuations points, this was done by 53.61 % who claimed to have such. However, 37.11 % were not agreeing. It was not good news when 46.39 % being a combination of disagreements and undecideds can be clearly evidenced. Students were aware of the procedures they should take

to protection themselves 65.98 %. Students stay in institutions longer than their homes, hence should have satisfactory skills to defend themselves during tragedies so, the percentage was expected to have been higher.

In inferential statistics, responses in SPSS in Chi-square test outcome was 0.811. This result is larger than value of α being 0.05. The null hypothesis formulated was: H_0 *There is no significant relationship between security plan preparation and security management outcome.* The Chi-square calculated value was greater than the critical value, therefore, the null hypothesis was rejected. This means there was need for security plan preparation on disaster management outcomes in the study county.

Principals, teachers, workers and students were expected to receive training on safety to enhance disaster preparedness often. This had been happening but not to the completest expectations. There had been a disappointment by the government in funding. The education officers moreover grieved that training and sensitizing of protection had not been done to the fullest capacity owing to lack of funding. The boards of management were supposed to make arrangements for the skills to be imparted on teachers and students. There should have been planned training for teachers on security issues often times to propel tragedy readiness. Nevertheless, this had not been the case in most schools. Heads did not have money for the training. The boards could not raise funds from individuals but the parents. The frequencies schools conducted fire drills could raise many queries. Most of heads did not have the skills and equipment for this exercise. It was acceptable that fire drills should have been conducted frequently and all participants interrogated agreed. The heads opined that the drills should be done as regularly as possible as infernos were impending.

Education officers concurred that there was inevitability of drills, but they were afraid that this was not carried out properly. There was continuous safety alerting among teachers and students to empower tragedy readiness. Most heads alert their institutions on protection and make ensure that the schools are is aware of this. The boards were likewise concurring that there was a lot of messages passed to schools and that there was consistent checking of protection. It was one of the duties of the board members to ensure safe schools by all means. Education officers had faith that schools were ready to battle any crises. But there was a problem of the level of readiness since it could not have been established.

Observations were that there were no laid procedures to guide on disasters most schools. There were no planned fire drills on the compounds and on the notice boards. No school showed proof of their teachers and students training. Schools did not show directions of points of evacuations. Schools did not have suitable measures for catastrophes and consequently did not succeed in calamity readiness. Failure to be prepared is perilous.

The results are in line with Kay (2003) who suggested that the notion of disaster plan preparation was founded on education planning perceptions. The latter commenced with a vision that would bring some profits or changes to the existing system. The planners had to come up with a road map that was founded on the overall plan. Part of this plan identified activities that were to be taken during the managing of disaster risk. Those who had put in place disaster managing system were able to manage the fears and risks related to security in a proper manner. All should cooperate and be well versed on how to prepare for tragedies and come up with answers that could alleviate calamity risks.

A research gap was identified when Oduor and Ombati (2012) study examined chiefly the school infemos leaving out the issue of security plan preparation. The safety arrangement preparation goes beyond fires. The study talked of other types of measures such as rape cases was the case at Moi Girls School Nairobi in June 2018. Fires are among other security terrorizations in schools. Likewise, Aluanga (2016) has dealt on infrastructure such as the sizes of classrooms and students' spacing in classes leaving out all other possible security threats without caring about safety plan preparation which is the key to securing students in schools if proper planning is done.

From what the investigator found in the study, heads, instructors, learners and school workers were supposed to be given skills on security issues. In this vein, most of the participants were not trained. Those disagreeing and the undecided group, it comes to nearly sixty percent. This was a clear indication that there was an issue in security plan preparation. Schools were not keen in planning trainings for teachers. This showed a great need to train teachers in safeguarding students so that the security plan preparation and consequently, the dependent variable, which is security management outcomes, could be achieved. Security plan preparation needs fire drills as crucial things since school burning do occurs often. The fact that these drills were conducted was accepted slightly above thirty percent. The majority of nearly fifty percent did not agree. This indicated that dubious preparation was done in fire drills, meaning that institutions were not ready to battle fires. Fire drills must be done regularly as this was the view of the majority.

Likewise, there must be alertness of security among instructors and learners as the majority correctly thought. More than sixty percent of the school community were prepared to battle disasters. Most of the teachers seemed to be prepared but there was room for improvement. It could not be known instantly the extent to which the instructors could handle disasters as the those who disagreed and those who were undecided were a significant number. Only slightly more than fifty percent had evacuation points on their compounds. However, combined disagreements and those undecideds posed a threat to security plan preparation. Majority of students

were aware of the procedures they would take to guard themselves.

From the findings, majority of students were not safety. It was shocking that the disagreeing and the undecideds made a total of nearly sixty percent. This was hazardous and very risky on security plan preparation as it seemed that most of students had no training on safety and even the planned trainings could be significantly seen. This was a good indication of an impending menace on the entire issue of training students on disaster management.

More than sixty percent of the learners said that they did not attempt fire drills. The drills, no doubt, were necessary as part of security plan preparation. It is important that drills be done regularly. The majority of students agreed to the fact that regular safety awareness was there. There was danger in more than thirty percent who were gathered as in disagreement as well as undecideds. This group did not have safety awareness frequently leading to complete hazard and an outcome of catastrophe in safety plan preparations. This is a noteworthy percentage that sent alarm to security plan preparation. Majority of students said that the school community must have been prepared to tackle calamities. The participants who could not handle disasters and even the undecideds were sending bad news to the security in schools in which adolescences spent most time. In this regard, institutions should have well designated evacuation points. This showed another threat due to the large number of learners whose schools did not have evacuation points. This was lack of safety plan preparation. Fires, like any other disasters, are volatile and strike without notifying. Students should know how to handle catastrophes by employing suitable procedures and this seemed to be the case with the majority. The percentage who disagreed and undecided being over forty percent was too huge and sounded jeopardy to schools as they had no idea on what to do during tragedies.

5. Conclusion and Recommendations

5.1 Conclusion

The study found that there was no significant training of safety on the part of the principals, teachers and the non-teaching members of the staff. It is seen that this a is a poor security plan preparation. Therefore, it was concluded that training must be improved and beefed up for better outcomes. Another conclusion was that fire drills were poorly done, and they had to be improved since schools had no proof of being ready to combat fires. High frequency of these drills was necessary. It was concluded that more sensitizations should have been applied to enable better results in security plan preparation. It was further concluded that teachers had to be more prepared and alerted to fight disasters. There was need to address the issue of fire evacuation points on the schools' compounds since a good number of institutions had not tackled this issue. The learners had to be alerted

and given proper skills to safeguard themselves. It was concluded that students, being so vulnerable, should be trained on safety and helped to practice fire drills and know what measures they can take once disasters strike.

5.2 Recommendations

Based on the current research findings, the study recommends that the boards of management as stakeholders should propel safety efforts in schools by conducting regular safety inspections and provision of the safety gadgets like school fence, CCTV cameras, fire extinguishers. The Central Government through the Ministry of Education and the Kenya Institute of Curriculum Development should set up a disaster integrated curriculum (including terrorism and all the other security issues affecting schools and school stakeholders) to cater for disaster management in schools and provide enough funding to ensure implementation of the same.

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