

**INFLUENCE OF STAKEHOLDERS' PRACTICES ON SECURITY
MANAGEMENT OUTCOMES IN PUBLIC SECONDARY SCHOOLS
IN MANDERA COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the student

This research thesis is my own work and has not been presented for any academic award.

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DEDICATION

This work is devoted to parents: father, the late Daud, my mother, Mama Halima, my wife Amina, my sons and daughters and to all my siblings.



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I acknowledge my supervisors Dr. Thinguri and Dr. Mugwe for their determined energies and assurance throughout research and compiling of this thesis. Gratitude likewise goes to my friends for their support. Acknowledged are the partakers, writers and every person who gave information towards this work.



ABSTRACT

There is concern on the rising incidents of misfortunes in institutions in this country making it necessary to explore the protection preparedness. The purpose of the investigation was to scrutinize the influence of stakeholders' practices on security management outcomes in public secondary schools in Mandera County. The objectives of the study were; to determine the influence of risk assessment on school security management outcomes, to examine the influence of stakeholders' contribution on security management outcomes, to find out the influence of security plan preparation on security management outcomes, to assess the influence of security plan implementation on security management outcomes and to establish the influence of security evaluation on security management outcomes. Theories that guided the study were the Stakeholders' and the Securitization. The investigator implemented mixed methodology tactic and the concurrent triangulation strategy. The targeted population was 17,756 which included 57 principals, 18 Sub County Education Officers, 57 BoM chairs, 324 instructors and 17,300 learners. The sample size was 738 which consisted of 36 principals, 6 Sub County Education Officers, 36 BoM chairpersons, 120 Teachers and 540 Students. 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 check list on security management outcomes. The research instruments were piloted in 2 schools in Wajir County. From each of the pilot schools 10 teachers and 27 students were sampled being ten percent of the sample. The investigator requested specialists to dissect tools for validity. Regarding reliability, test-retest technique was embraced. Cronbach's Coefficient Alpha was embraced to ascertain the reliability. Alpha level of 0.700 was reached and the apparatus were concluded unswerving. 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 analysed 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. The investigation established that efforts were made on risk assessment but the government had to put more efforts. Stakeholders were doing a good job but more sensitization was needed. There was plan preparation but poor fire drills frequencies. Implementation was fairly done but more inspections were necessary. Evaluation was done although more firefighting equipment lacked. The study recommended more efforts to be done on the objectives of the study.

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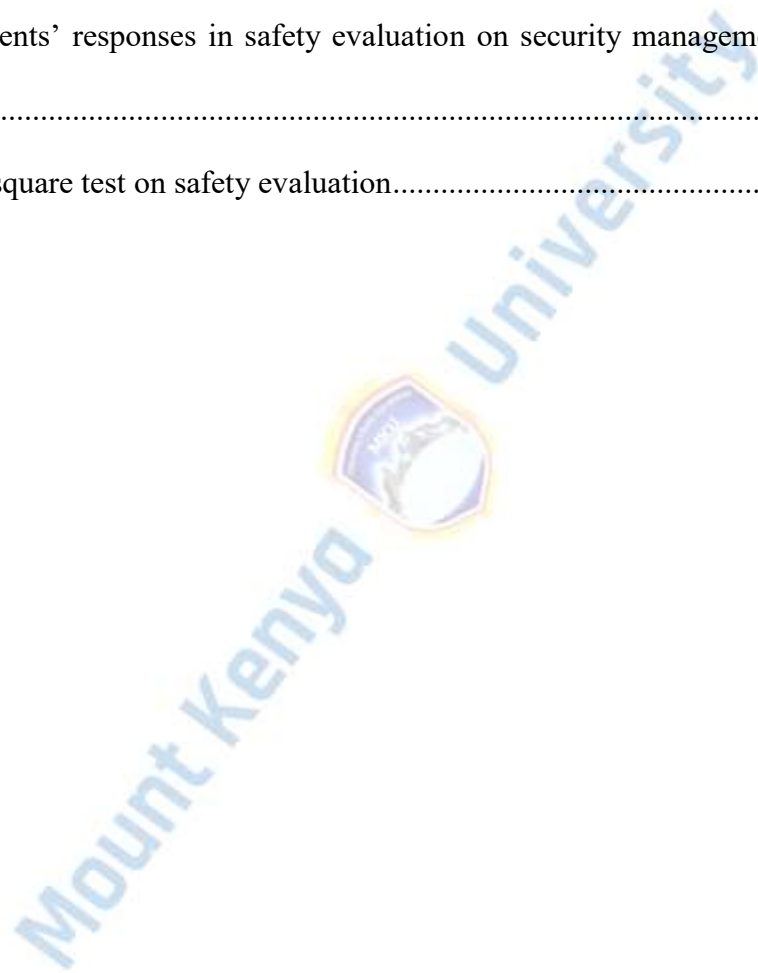
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LIST OF ABBREVIATIONS AND ACRONYMS

BIICL	:	British Institute of International and Comparative Law
BOM	:	Board of Management
CDE	:	County Director of Education
DRR	:	Disaster Risk Reduction
EAA	:	Education above All
EFA	:	Education for All
EPR	:	Emergency Preparedness and Response
FPE	:	Free Primary Education
KEPSHA	:	Kenya Primary School Heads Association
LEA	:	Local Education Authority
LMS	:	Local Management of Schools
MOEST	:	Ministry of Education Science and Technology
NARC	:	National Rainbow Coalition
NEP	:	North Eastern Province
NGOs	:	Non-Governmental Organizations
OHSD	:	Occupational Health and Safety Department
PTA	:	Parents Teachers Association
SFP	:	Security Focal Persons
SMS	:	Security management outcomes and Systems
TAC	:	Teacher Advisory Centre
TEAM	:	Training Education Awareness and Motivation
UN	:	United Nation
UPE	:	Universal Primary Education

CHAPTER ONE

INTRODUCTION

The chapter focused on contextual of the research, problem statement, and purpose of the study, aims, study questions, justification, implication, limits, scope and demarcations. It likewise gave expectations and working meanings of important terminologies.

1.1 Background to the Study

This study explored the influence of stakeholders' practices on security management outcomes in public secondary schools in the county of Mandera. The security issues as academic and professional responsibility began after the post-World War II. It was generally regarded as a sub study of International Relations and until the time of the Cold War, it was a field of education propelled by the Anglo-American thoughts. At that time, security education was similar to strategic studies and maintained characteristics of military importance. The security of individuals is a subject of worry worldwide from the time of creating 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 become 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. This is why parentages 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. Administrators and every other stakeholder should put together calm climate, active involvement and disaster planning that prepare the learners, teachers, workers and parents for any calamities. Participants should work along with teachers, principals, head teachers and parents to make obtainable resources and help to support catastrophe preparedness and response to a harmless institutional setting.

Human Rights Education Associate noted that the Day of the African Child began on the sixteenth day of the sixth month nineteen seventy-six after numerous black learners were killed in Soweto, on protesting against the poor schooling they were receiving. Over 100 died and at least 1000 were wounded (HREA, 2017). Certainly, the participants who were supposed to defend children killed them instead. There was media data in South African schools' shootings, abuse of drugs, dangerous weapons, assaults, dishonesty, and teachers having carnal knowledge with students, among other ills it, consequently, remains a mystery as to how safe these places were (Prinsloo, 2017).

There were more than two hundred girls who were abducted in a Chibok school, Nigeria and many of them were still missing. They were captured by the Boko Haram extremists as they were harmlessly getting educated in their institution which was boarding (Okello, 2018). Human Rights Watch (HRW, 2017) reported that the Rwanda massacre of nineteen ninety-four did more damage to pupils than all other persons. The schooling arrangement was broken down. Adolescents were involved into the military and trained to murder the Tutsi persons. Many kids were killed and bodies put into lavatories in schools as if they were rabbits. The responsibility of the sponsors did not seem to defend innocent kids in the institutions.

According to Simatwa (2017) every school is viewed as port for armistice worldwide but when kids have no protection, then there is no haven in their atmosphere triggering fear

amongst every stakeholder. In the view of KEPSHA, every institution that purposes to offer defense and safety for its students must have an outline on how the children's mental and physical growing ought to be sorted out. Such a school is seen by peace, there is esteem for the various categories of learners, no exploitation, well organized for crises, the pupils and teachers continuously involved in emergency response drills and an agenda for Disaster Risk Reduction. Such institution offers defense of the pupils a priority and when they are safe then the learning atmosphere becomes advantageous for every person involved. Consequently, making guidelines and measures for handling possible safety intimidations is a vital part of every school planning, developing and maintaining a safe atmosphere. It is the accountability of the whole community plus members of the families (KEPSHA, 2017).

In this country, Kenya, learning institutions don't appear to be harmless environments for learners and investors don't seem to back up security. According to Kimanthi (2019) adolescents acquire drug abuse, amongst other evils, in education institutions owing to peer pressure among other motives. The strategies put in place by managers to restrain this immorality don't appear to be fruitful. This shows that schools progressively generate wicked inhabitants into the community and then they are labelled as risky places for kids and adolescents.

Hitherto, the media reporting keep on speaking of issues of instabilities in schools which are even, regrettably, involving police shooting, as it occurred when police killed dead a form three student in Kajiado County. This was when more than 300 boys from Kiluani New Life Secondary School were reacting against the administration (Githaiga, 2018). Some 9 students from Kenyatta National School were detained for allegedly setting fire a dorm. Numerous issues had been testified throughout that period (Mnyamwezi, 2016). Nyassy (2016) reported that police in Nairobi employed tear gas on Langata Primary

School kids who were protesting land grabbing of their compound, 5 learners and 1 officer were injured during the fight. The horrifying event happened in the broad day light. The impact of stakeholders in every one of these incidents was not there and it was pitiful to see police murder students instead of offering protecting for them.

In April, 2015 the worst killing happened in a university college. Somali radicals known as the Al Shabaab invaded Garissa University College and crushed 147 destitute academicians in their sleep (Gettleman, 2017). This massacre astonished the whole world and so augmented the craving into this investigate to find the safety condition in public secondary schools in Mandera County which is similarly in the same region in the North Eastern area of Kenya.

Kenya Primary Schools Heads Association eleventh yearly conference offered suggestions to the Ministry, TSC and every other stakeholder to enhance safety in Northern Region of Kenya to guarantee excellent schooling for students, institutions, which had reported increased severe matters owing to absence of safety (Gettleman, 2017). Education grips issues that worry the hearts as well as souls of persons, it is likewise critical to the politics as well as the monetary welfare of a nation and its security. Education is disrupted in numerous ways through insecurity and equipped battle, students and teachers *et cetera* can be, and or are, endangered or bodily injured, or even occasionally murdered or lose their cherished ones and are compulsorily evacuated both within and outside their individual birthplaces which might lead to Internal Displacement and Refugee (Razik & Swanson, 2017).

Previous and currently, an important security threat in this country specially Dadaab in the North Eastern is the dreaded Al Shabaab radicals. They have frequently traversed the boundary and exercised a demise toll on guiltless citizens, school children involved. It has been distinguished that the extremist group has played a chief part in guaranteeing

that the persons perish and livelihoods change idea that the government has been fighting them in Somalia while the country still receives reciprocal attacks from them. Protection is a matter of worry in the schooling system of this country mainly seeing the element that extremism and criminals are universally present (So'nmez, 2015).

Sad news came when Moi Girls' Nairobi School dorm was set on fire killing 9 form 1 students, burnt to the point of only being identified through DNA. More than forty learners were treated and cleared from hospital. The school being a national one, parentages from every part of Kenya hurried to the institution to pick their off springs quickly. There was rape case in the same institution, a case of rape causing closure for a whole week. The dorm which contained all the three hundred and thirty-eight form 1 was condensed to ashes. The inferno was started by a form 1 who tried suicide though she endured the fire. That event disturbed instruction procedure as the institution closed down for 2 weeks leaving every stakeholder in a tremor (Ombati & Kajilwa, 2018). It is not known what labours were made by the stakeholders in every one of these happenings to make the schools harmless zones.

In NEP schools are functioning without teachers, counting Mandera where the investigate was carried out. This was catapulted by the Mandera bus ambush by the Al Shabaab (*Standard Digital News*, 2015). It is thought that this investigation was in time in assisting the investors in schooling identify practical explanations to the issues of lack of protection North Kenya. Teachers have continuously evaded teaching in Mandera owing to anxiety of being killed. There is understaffing connected with security problems. Even teachers born in Mandera find it dangerous to teach there, leaving the investigator with no alternative but to study the influence of stakeholders' practices on security management outcomes in the public secondary schools in Mandera County.

1.2 Statement of the Problem

Mandera strictly 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 learner. However, the media reports and few investigates done on the stakeholders' security managing outcomes, energies seem to be failing. Without appropriate intervening, 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 schooling organization is managed. This is why there is necessity for a safety managing approach developed by administration to lessen or evade terrorizations and calamities. Going by observations and scarce investigates 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.

1.3 Purpose of the Study

The study examined the influence of stakeholders' practices on security management outcomes in public secondary schools in Mandera County, Kenya.

1.4 Objectives of the Study

The research was guided by these five objectives as follows: -

- i. To determine the influence of stakeholders' risk assessment on security management outcomes in public secondary schools in Mandera County
- ii. To examine the influence of stakeholders' contribution on security management outcomes
- iii. To find out the influence of stakeholders' security plan preparation on security management outcomes
- iv. To assess the influence of stakeholders' security plan implementation on security management outcomes
- v. To establish the influence of stakeholders' safety evaluation on security management outcomes

1.5 Research Questions

Based on the objectives, the study was guided by the following questions:

- i. In what ways has stakeholders' risk assessment made an influence on security management outcomes?
- ii. How has stakeholders' contribution influenced security management outcomes?
- iii. To what extent does stakeholders' security plan preparation influence security management outcomes?
- iv. How does stakeholders' security plan implementation influence security management outcomes?
- v. What is the influence of stakeholders' safety evaluation on security management outcomes?

1.6 Rationale of the Study

Investigation on in the field of protection managing is justified as it may illuminate the students and instructors on their possessions and lives and hence help solve the research problem. This investigation sought to find out how stakeholders and institutions are ready for disasters in Kenya and may enhance worth into safety regulating. This assisted in sealing the gap in knowledge as it gave additional data to the now present body of knowledge hence offering scholarly influence as well as contributing to the same.

This investigate on the stakeholders' practices on security management outcomes may be an adding to the current literature on the area of specialization. It scored value by utilizing mixed procedure whereby both numerical and non-numerical information were gathered. Studies directed in the field of safety management are authoritative since they give knowledge to the students and instructors on their properties and lives. The investigation wanted to find out how stakeholders and schools are prepared for disasters in Mandera and had additional significance into safety.

To empower principals handle safety and security management outcomes matters in the schools, a decent understanding of what contains suitable defense and security practices and managing is vital. The work, consequently, had target on reducing the gaps presently seen on safety, security and management and similarly address the security gaps that stumble upon by principals, head teachers, teachers, students and the school at large in management of the safety and security conditions in their different institutions. The study revealed the that there was stakeholders' participation in safety issues in schools.

1.7 Significance of the Study

The present body of knowledge about defense and security supervisory in schools requires extra new additions. Consequently, this examination significantly may subsidize

to the area of study. The investigator may gather dynamic truths to handle the matter of insecurity and may enhance worth to the present data. Investigators in insecurity may obtain treasured information to use in their investigates.

This work may deliver appreciated evidence to assist policy formulators to articulate education policies on how to avert, counter and lessen during uncertain times in to order deliver outstanding schooling to the increasing need of the population, technological advancement, achieve EFA objectives, and meting the worldwide current emerging issues to handle the changing complications in education. In so doing, educational organizers may be better placed to plan for any eventuality to cater for the growing requirements for safety.

The work may similarly be very appreciated to school managers who may be aided to manage their institutions steadily. Parents may be privileged since they trust their kids to schools such that they don't spend disturbed nights worrying about their children in schools. Stakeholders like the Ministry of Education may find its importance on security management outcomes as they are major stakeholders in promotion of suitable environment for their kids in order to get treasured schooling. Teachers may similarly put their practices and skills in instruction after analyzing and implementing what the study may discover and recommend so as evade preceding mistakes in the near future so that other investigators in the area of instruction can refer to the document or use it as a benchmark. The work may contribute to educational management, leadership and administration in the public secondary schools in this country.

1.8 Scope of the Study

This present investigate focused stakeholders' practices on security management outcomes in public secondary schools in Mandera. Stakeholder's security practices such as risk assessment, stakeholders' contribution, security plan preparation, security plan

implementation and evaluation and their influence on security management outcomes were investigated. It covered a time frame of about 4 years from January 2019 to August 2022 owing to the degree of the study matter and the absence of inquiries done on this theme so far in the county. There was mixed approaches study based on concurrent triangulation strategy and data was collected through surveys, interview guide and observation check list from the respondents. The stakeholder and securitization theories were used in the study.

1.9 Limitations of the Study

The limits included: -

- i. Managing of contributors was problematic owing to the extensive landscape area covering and the thorough facts gathering instruments. It was ensured that suitable timetables with the participants were done and use of designated persons within the institutions to organize the investigation in their institutions
- ii. Typically, heads are very eventful persons and consequently, it was problematic dealing with them. There had to be appointments in advance to help get evidences from the them
- iii. The contributors were averse to offer information on sake holders' security practices on safety management outcomes owing to the area's safety state. They were assured of concealment and secrecy that their names could not be part of the outcomes

1.10. Delimitations of the Study

Demarcations were: -

- i. The research was demarcated to the public secondary schools in six sub counties in Mandera
- ii. Addressed were the extent to which stakeholders' practices such as risk assessment, stakeholders' contribution, security plan preparation, security plan

implementation and evaluation which had been useful in refining safety outcomes in schools in the county

- iii. Investigation was carried out among public secondary schools but not all other groups
- iv. Participants of the study were BoM chairs, instructors, learners, education officers and principals.

1.11 Assumptions of the Study

The expectations governing the investigation were: -

- i. It was assumed that stakeholders' practices influenced security management outcomes
- ii. That risk assessment, stakeholders' contribution, security plan preparation, security plan implementation and evaluation influenced security management outcomes
- iii. Sample derived from the populace was adequate to address the problem of the study and be generalized
- iv. That the contributors offered authentic material to permit the researcher draw accurate deductions on the problem in study
- v. That influence of stakeholders was there on security management outcomes in the study area

1.12 Operational Definition of Key Terms

Adherence to security policies: definitely devoting to guidelines on security to enable safety managing results

Disaster preparedness: denotes to the procedure of trying to lessen, avert, make consciousness, recuperate and answer to catastrophes

Disaster: a grave tumult that interrupts smooth purposes of persons in an organization; a calamity

Insecurity: absence of confidence or guarantee which causes worry among the persons living in a certain place of the republic

Management: the issue of managerial and guiding matters to do with safety in the learning organizations as part of responsibilities of administrators

Practices: these are the actions assumed by diverse investors in the county and which touch safety managing

Safety measures: are the activities started by the investors to either reduce or eliminate dangerous circumstances or threats in learning institutions

Safety standards: denote the set situations, ideologies and standards that schools are anticipated to operate on in order to protect the safety and happiness of every member of the school

School safety: actions done by students, instructors, parentages and sponsors etc. which pursue to lessen or even do away with jeopardies that may touch learners

Security management outcomes: guaranteeing that students and instructors are safe from tragedies while in schools and they can battle the same calamities

Security: liberty from dangers that may touch on learners in the schools

Security risk assessment: identifies, assesses, and implements crucial safety controls in applications. It emphasizes on averting application security defects and susceptibilities

Security plan preparation: can be used to identify and manage risks and assist decision-making in establishing a security plan

Security plan implementation: application of real actions set out in the security planning and any supplementary action plans

Security Monitoring & Evaluation: the procedure of noticing both unlawful system access and attempts at an unlawful system access

Stakeholders: persons whose responsibilities and interests are in the managing of schools; they may be partakers staying in the schools or outside

Stakeholders' security involvement: participation of stakeholders' opportunities and communications ways

Standards: levels of excellent achievement to measure the proper requirements, especially to ensure safety of learners

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This segment reviewed works on stakeholders' practices on security management outcomes by concentrating on stakeholders' risk assessment, security implementation and evaluation in Mandera County and it similarly included theoretical literature, theoretic and conceptual frameworks, gaps found in the study and summary of the review.

2.1. Empirical Literature Review

The experiential works reviewing recognized stakeholders' practices on risk assessment, plan implementation and evaluation on security management outcomes grounded on global, region, countrywide and investigation area levels as clarified underneath.

2.1.1 Stakeholders' Practices

The investors and managers should have protection procedures practices that work and that they can use in the institutions. The amenities should be compliant with the given safety standards through proper implementing (MoEST, 2016). Though instructors should be the ones to point out any non-adherence to safety procedures by schools, several of them don't do so and the chore is left to a few safety officers who are employees of the Ministry of Education. This must not be done without a strategy on safety implementing. The present investigate meant to reduce the numerous characteristics of stakeholders' participation to guarantee that there is safety amongst the students in institutions. Safety is an international worry henceforth there is necessity for an international dais to discourse ways of giving safety in schools and societies (Bastidas, 2018). In the US for instance, it is very usual to hear and read about students using gunfire on others or instructors.

In this country, reports on absence of security both in and out of institutions have been highlighted more conspicuously (Bastidas, 2018). This made the Government to prepare a Safety Standards Manual (MoEST, 2008) to produce harmless schools. Times have been changing inside schools and seemingly, nowadays there is augmented anxiety and a necessity exists to look into safety matters touching schools particularly what the investors and stakeholders are doing.

In the actual sense, the strategy cycle stages are tough to differentiate (Katie *et al.*, 2017). Application takes time and occurs in smaller stages. Each stage is categorized by various actions but it is vital for the whole implementing to be fruitful. Nonetheless, the stakeholders who have a task of implementation the safety strategies should keep stimulating their minds on the various strategy cycle stages to guarantee that the complications present in these stages are ironed and that there is adequate sustenance and capacity to make the process of implementation a victory (Allison & Leah, 2016).

There is no doubt amongst those who implement that any process of implementation is confronted by countless challenges. This is to mean it is not a simple job. Implementers of any strategy must have the capability to handle matters that come up across various levels counting during the system change, during the changing of the service provider, when there is a necessity for change in the worker's behavior and restructuring administrative settings. The school management and stakeholders require to use impartial information to assess the implementing procedure and come up with answers which are essential in addressing barriers to implementation (Michael, 2018).

Complete implementing happens as the safety procedures become joined to routine practicing. The duration from partial to full implementation is different and it is influenced by the policies' complexity, the obtainable infrastructure, structural group support, resources and other contextual issues. Implementers should similarly be

watchful of accepting truthful time frames. Throughout early implementation stage, the safety programme model is put into practice. The key events that are assumed in the initial implementation phase are those that augment unceasing enhancement and solving problems.

2.1.2 Security Management Outcomes

Commonly, school safety managing outcomes are a fear that leaves many stakeholders of schooling in bafflement and appears to wobble the enormous nations of the world. Taliban encircled a Pakistan school killing one hundred and forty-five learners (Walsh, 2016). It was the worst single attack in the history Taliban attacking. In two thousand and twelve, it was seen the America's nastiest school shooting that threw the entire nation into weeping. Twenty pupils were killed by a criminal who opened fire at the Connecticut institution (Kumar & Usborne, 2016). Safety issues would not remain a problem to the progressive world forever. By now there are indications that these similar glitches are increasingly highlighted in the poor nations of which Kenya is one of them.

Security in both private and community schools is an essential part of any learning and teaching procedure. The Kenyan administration hopes to deliver excellent learning to every student in all levels of schooling. The vision twenty thirty agenda is made up of 4 pillars and one of them is the social pillar which points at schooling and training as one of the ways through which the country can attain a middle-income economy status (MoE, 2017). Furthermore, the nation's constitution implemented in two thousand and ten pointed out basic schooling must be obligatory and free for all children in this country. This is why there is necessity for the nation's policies to be aligned with the schooling requirements of the Kenyan peoples (The Kenya Sector of the International Commission of Jurists, 2017). This, necessitates the evaluation of every schooling system aspect and align it to the new realities including security measures in the institutions. With this

demand for education, there is necessity to make sure schools are harmless and henceforth the origin of this present investigate.

Medlen (2018) maintained that the matters challenging schools were different as they depended on their nature and where they were located, complexity, occurrences and complication. Fierce behaviour in institutions could be seen in some of the ill-mannered behaviours showed by some schoolchildren like calling each other names, bodily, and sexual attack (Dunne *et al.*, 2017). Some of the rude behaviours become part of the school kids without the knowledge of others particularly owing to technological advances. For example, harassment in cybers conducted by texts, social media podiums, conversations, and emailing could be done without teachers' knowledge or parents. These activities could be defined as interpersonal ferocity or social exclusion which could produce dangerous circumstances in institutions.

Implementation was merely be defined as the using of a plan for the delivery of security. It focused on making the plan operational (Katie, Morris & McGarrigle, 2017). Likewise, the government can design activities that its establishments want to implement to guarantee the objectives given in a safety strategy are attained. Portion of the policy cycle is the implementing procedure. This procedure begins with a plan of the policy, delivering and reviewing the implementing procedure. Policy strategy means the forming of security policies and placing structures for implementing. This comprises of installation phase, a phase that is frequently overlooked during implementing.

When the organization chooses the programme model to take up, there is necessity for structural and instrumental changes in different systems and settings for the implementing of the system to be fruitful. The commencement of the security practices must be practical and may comprise the using of referral systems, provision of suitable human and monetary resources and the purchasing of new equipment and technology.

Additionally, making of the skills of the managers is a significant part of the safety policy commencement phase to guarantee that they are well conversant with the safety procedures before they pass them to others (Katie, 2018).

2.1.3 Influence of Stakeholders' Risk Assessment on Security Management Outcomes in Schools

Security is the condition of being free from menace or intimidations, liberty from doubting, fear or anxiety. Security in words of Dwyer and Osher (2017) is what that offers or guarantees safety. Security integrates procedures taken by an association or administration to avert sabotage, attacks and espionage. It could be procedures utilized by enterprises or home possessors to avert criminology, attack, and to avert an escape (Picarell, 2018).

In the opinion of Rogers (2019) security can generally be well-defined as a means to deliver protection against worries and risks in a well-organized and real manner. It is a procedure utilized to make a comparatively crime free area. Security anticipates to look at the risk exposures and to utilize the exact approaches to decrease the present vulnerability. Security therefore, offers certainty that is expected where persons can go about their ways without the fearing of hurt or conflicts (Lambaard & Kole, 2018).

Security risk means various things to various arenas of living. In economics, it is defined as a certificate or creditorship or property caring the right to receive interest. Additionally, it is a step taken by a military unit that might be in form of a movement or installation project that the it uses for protection from actions that may cause damage. Security comes about due to the use and maintenance of protective processes that ensure there is low risk of intimidating activities (Ken, 2018). Security can similarly be described as a condition of caring of mind, free from doubts and absence of worry. It can be likened to watching over an organization for anticipated event.

Citing Green (2019) security involves a steady and predictable atmosphere where an individual or groups can stay without injury or disturbances or the fear that damage or disturbance might happen. Holton (2016) agreed that security procedures can contribute in reduction crime and fierceness, nevertheless, one must remember that security procedures cannot assure that no crime or violence will happen. School security can be well-defined as procedures taken for the safety of the students, workers, possessions and other institutional treasured properties from attacks or hazards. Kurtus (2019) said that it was a plan by managers to give security for pupils and staffs in the incident of threat. It is a strategy against the unlawful and anti-social behaviour which can outcome to school activities' disturbances, harm to belongings and physical and mental injury to the persons in institutions (Ragozzino, Litne & Brien, 2019). School security can likewise be described as those actions taken to defend and accomplish fierce activities, decrease security risks and progress the association between the school and the society (Trump, 2016). It aims at protecting the school personnel, properties and learners from harm and armful influencers. They are measures taken to maintain order, discipline and prevention of disruption to the entire school (Fukumi, 2018).

Gordon (2017) explained that school intimidations were doings that posed damage to the persons who were part of the school community or the things and thoughts that were part of them. They were things that jeopardized the security of the school workers, pupils and possessions. The intimidations can similarly be said to be encounters that are connected to a school and its safety (Redding, 2017). Peters and Skaba (2018) noted that school intimidations were activities taken up by persons or non-human influencers that aim at terminating school safety. This shows that the intimidations were related to every malicious activity, incidences and actions that were aimed to expose the school and make it exposed to injury.

Stakeholders' risk assessment is a crucial issue in managing security management outcomes in learning institutions all over the world. Everyday incidences of calamities must be confronted through assessing the status of safety to reduce risks therein. In the advanced nations, unlike the poor nations, steps have been put in place to handle safety matters in institutions hence reducing the influence of tragedies (United States Fire Administration, 2017). A risk assessment was reported in a UNICEF programme which reinforced calamity risk reduction in Central Asia and South Caucasus in the 2011. There was UNICEF funding to deal with disaster risk reduction in the countries. There was participation on the part of learners, instructors and the society among others against risk assessment war. The results were that the objectives of the project were met successfully and it was established that working together could reduce calamity risks (Buckle, 2018). There was need for this stakeholders' risk assessment on security management outcomes to be able to tackle the issues of security in institutions and communities. This current study embraced regular stakeholders' risk assessments to guarantee that learners were secure in the institutions.

To guarantee security exists in schools, the safety procedures and guidelines for public subpart 2 (e) pointed out that no individual should enter the school grounds if they had taken alcohol or under the effect of drugs (Coetzee, 2017). Brown as quoted in Coetzee (2017) agreed that drug using provided a risk for the security of a school atmosphere and there was need to undertake drug tests to guarantee that schools were safe from drug abusers. Mastisa (2018) pointed out that educationalists had accountability to guard students from their colleagues who were negligent and disobedient. Additionally, they should similarly guard the students from their own unruliness.

In the Republic of South Africa, stakeholders' risk assessment was practiced among institutions of learning by observation of compounds, atmospheres and protection

measures. The country established a risk assessment center to reinforce protection and safety in institutions which guaranteed safe environments for the school communities and all stakeholders. However, the schools in the risk assessment research indicated that there were poor risk assessment structures in the Republic of South Africa (Xaba, 2019). In the Republic of Kenya, Onyango (2018) did research in the county of Homa Bay on disaster risk assessment in secondary schools. It was established that fifty four percent of the institutions were doing consistent inspections in the dorms but the rest were not doing it. Fifty two percent of the heads were doing risk assessment by taking regular roll calls while others were not doing that. In some cases, risk assessment was not done during the nights when learners were asleep in boarding schools. It expected that more schools could have been doing risk assessment to manage better security outcomes.

Risk assessment in Mandera is paramount as the Kenya National Union of Teachers Mandera branch called for improved security for smooth learning in the county. The union called on the national government to improve security in the county for normal learning in schools to be ensured according to Mohamed Kulo, who is the union's secretary. It remains the national government's responsibility to ensure every citizen was secure. Schools in Mandera were running without adequate teachers due to insecurity which saw non-locals leave (Otsialo, 2021).

In Mandera, a study was carried to investigate the effects of effects of insecurity on education in Rhamu. The study found out that majority of gender most affected by insecurity were males the reason being, men are the ones responsible with family security. The age bracket most affected was 41- 50 and 31-40 years the most productive age brackets and so target of terrorists. The impact is confirmed by parents as they were forced to retain their children at home for safety. The study also found out that insecurity can be best controlled by good neighborhood collaborations. And the national

government plus school administrations that would make sure that once the child is in school, he/she is safe. There should be assured that they are safe in order to concentrate on education they together with their teachers (Dube, 2019).

In Mandera a study was conducted to examine the disaster management and risk reduction strategies employed in public secondary schools in the county. The major findings of the study were that most schools were aware of the disaster management and risk reduction strategies to be employed in case of a disaster. The strategies mentioned, in decreasing order of magnitude included: putting in place adequate and functional firefighting equipment, engaging qualified disaster management personnel, ensuring all doors and windows open from outside, as well as sounding disaster alarms during an emergency, amongst other strategies. However, a mismatch between the knowledge of these strategies and implementation on the ground was evident in most schools. It was recommended that continuous exposure to disaster management techniques should be cognizant of the fact that preparedness can only be achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action (Dube, Ibrahim & Orodho, 2019).

2.1.4 Influence of Stakeholders' Contribution on Security Management Outcomes in Schools

Participation by project stakeholders means sharing a common understanding and involvement in the decision-making process of the project. Participation by stakeholders leads to empowerment and to joint ownership of the project. Stakeholder engagement, from the outset, helps build involvement and a sense of continuation to a new future. Allow adequate time and planning to include all relevant parties and to allow them to discuss, understand and internalize each project milestone or step in the process. Stakeholders could include people, organizations and institutions which at that moment,

or permanently, have an interest in participating in a policy, program, activity or organization. In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members (Sabo, Inuwa, Sanchi and Alhassan, 2021).

Stakeholders' contribution was necessary since insecurity always had an impact on education. The impact was confirmed by parents, being stakeholders, as they had to retain their children home for protection. Insecurity can be best controlled by good neighborhood collaborations among the stakeholders. Stakeholders such as the national government and the school administrators should ensure that once children and youths are in schools they are protected. There should be assured that they are safe in order to concentrate on education along with their teachers (Ibrahim, 2018).

The stakeholders' contribution was seen through security planning, coordination, boards of management participation and the school community participation. Cavanagh (2017) provided a report on how schools responded to terrorism threats. According to the report, the utilization of safety and security measures in European schools has been implemented due to the constant tragedies and near misses that have happen in European schools. Further, the researcher notes since the happening of the 1993 hostage in a school near Neuilly-Sur-Seine a city in France, the police have regularly determined the security situation in schools with partnership with the school administrators. Police and the school administrators usually hold a meeting at the start of the term to look into the security of the school and provide measures that ensures the school is secure until the term ends.

There is need to review the school employee's performance against their provided duties from time to time. Further, the security policy of the school should be reviewed every

two years by the school managers and stakeholders in order to assess its effectiveness. At the same time the management should have a plan in place to implement the security standards as tasked by the board of directors in line with the schools' safety standards manual. Lulua (2018) explains that in Uganda, the implementation of the Safe Schools Contract (S.S.C) has seen the stakeholders such as parents, teachers and past students be more involved in the safety of the learners and with the safety of the learners, the quality of education has been improved.

School administrators should create sustainable partnerships with parents and teachers to enable the school environment to be safe, fair, dignified, respectful and equitable in providing education to all learners. Successful schools have leaders that are courageous and those that ensure there are enough resources and capacity to come up with cultures that are built on trust and disciplined action and enquiries (Fullan, 2017). School principals should be able to point out the right tools, strategies and resources that they can use to solve the various challenges facing the school. For the achievement of safety in schools, the principals need to encourage and model responsible and respectful behaviors among pupils and school stakeholders so that the school learning environment can be safe.

There has been considerable research on the practice of safety in schools, for instance, Shaw (2016) did a study that looked into the international actions taken up to enhance school safety. Further, more studies have been published with working and promising safety practices in schools. In addition, there is adequate data and tools that have been given that are essential in offering support for the right practices. There are written manuals, training and guides on the topic. Regional and international meetings have also been set up to address the topic. Some of the involved bodies in this topic include Council of Europe, the Australian Institute of Criminology, and the European Forum for urban

Security. Every one of the named developments have insisted on the need to work in partnership if school security is to be a reality.

According to a School Survey on Crime and Safety (S.S.O.C.S) report, in the years 2016/2017, 90% of the surveyed school had a zero-tolerance policy for firearms. At the same time, there are schools that came up with a number of ways to improve safety and security in their schools. 96% of the schools needed a signature from visitors before they could enter the school. 80% of public schools surveyed had policies that did not allow students to go outside their school unless at given timeframes. 60% of the schools had a law enforcement officer that was at the school for thirty hours every week (United States Department of Education, 2018).

Cavanagh (2017) gave a report on the utilizing of school security and safety strategies after the continuous terrorism intimidations that had been seen in European schools. The report pointed out that many of these security and safety strategies had been set up and impacted by the school disasters and near missed characterizing the schools in Europe. Additionally, he pointed out that from the occurring of the 1993 school hostage in Neuilly-Sur-Seine France, the police collaborated with school officers to come up with security procedures. At the beginning of a term police and school managers met and came up with modalities to guarantee that the school was safe till term came to an end. In Paris, there are police at the community schools' front who check and organize traffic flowing. In the African setting, the condition is alike. Dinker, Kemp, Baum and Syder (2019) noted that schools found in Africa used various methods and events to improve security in the school grounds. There are supervised and protected entrances, metallic sensors, drug sweeps and security photographic cameras, each of them projected to encourage security whereas restricting admittance of crooks to institutions. Others assist monitor and limit hazardous behavior in the schools. There is necessity for administrations and

other private investors to give adequate resources to guarantee security equipment and devices were bought for a harmless atmosphere.

There was a current study done in Nigeria on perception of the role of education stakeholders in promoting secondary schools' safety in Zuru Local Government Area of Kebbi State. The results of the study revealed among others that, most of the educational stakeholders perceived school safety to enhance quality education and discipline among students. It was therefore recommended that schools that are not fenced should be fenced, adequate school facilities be provided to schools and their frequent maintenance, issue of overcrowded classes was to be addressed, Guidance and Counseling services were to be provided and first aids boxes be made available in schools (Sabo, Inuwa, Sanchi, & Alhassan, 2021).

In this country, there are investigations that have addressed this topic, for example, Omolo (2018) saw that school managers had a few approaches that they utilized to progress security in schools counting: making security events part of routine in schools, educating staffs on safety emergency readiness, consistent checks of the school grounds, purchasing satisfactory security apparatus and frequently doing emergency drills. Some of the approaches that were suggested by Quality Assurance and Standards Officers (QASOs) comprised: permitting the provision of sufficient financial resources to buy safety devices and apparatus, offering recommendation for compliant teachers to be promoted, attending the regular in-service safety implementing courses and being a communicating link between various stakeholders in schools.

In a study done in Nandi North Sub County stakeholders actively participated in the adherence of school safety standards. All principals indicated that the Board of Management actively approved and monitored the safety of schools. The Ministry of Health officials inspected institutions every year. Nevertheless, the findings indicated

that various stakeholders were comprehensively involved in overseeing the adherence to safety standards at schools (Sugut, 2020).

Citing Too, Anyuor and Okwayo (2017) one principal in Kisumu with 1,045 students is cited to confess that the institution had fire extinguishers which were not sufficient and even the insufficient which were obtainable were not easy to maintain. In the earlier years owing to the increasing occurrences of fire eruptions, the government, as a stakeholder, was compelled to donate eight hundred and ten million shillings to buy fire apparatus for schools. The formerly Director of Higher Education Mr. Siele during the distribution of this cash was cited to have said that there had been numerous occurrences of fire eruptions in schools and that we were to guarantee these conditions were ended (Ombati, 2016). The Ministry of Education Science and Technology disbursed the monies to every one of seven hundred and seventeen provincial boarding schools by then to purchase fire paraphernalia. The provincial schools were nominated since they had high enrolment and boarding amenities. The National schools were not included since they had been given similar funding in the past whereas the district schools were not included since they were day schools posing less risk.

These schools also require firefighting equipment in their classrooms, offices, laboratories, dormitories, kitchen and workshops. This is because District schools are either Boarding or Day and Boarding schools. A more recent case is at Eronge Secondary school in Nyamira North District where property was reduced to ashes in their dormitory as students, teachers, and neighboring community looked at the scene helplessly as the school has no firefighting equipment (Ombati, 2016). The stakeholders' involvement is not seen as it should be seen taking place for the safety of learners.

The education sector has so many stakeholders (Nyakundi, 2017). These are individuals who are investing in the welfare and the success of the school and the students at large.

The stakeholders include the staff members, parents, students, families, community members, local leaders and school board and maintenance of schools (Mwenga, 2018). The board of management has the greatest role in ensuring school safety is implemented (Bosworth *et al.*, 2016). It is the board of management that ensures that standard structures are built and maintained (Ababio *et al.*, 2016). They approve structures to be built as per the available resources and ministry of education requirements (SSekiwa & Kabanda, 2018). They would ensure that any construction in any school is meeting the expected standards and can be maintained while upholding the standards of safety for everyone (Armenta & Stader, 2016). They have the right to stop any construction and what any contractor is doing and is not meeting the required standards (Manning & Bucher, 2018). Due to the growing number of students in the country and globally, the demand for structures is also on the increase (Wanyama, 2017). It is the responsibility of the board of management to ensure that safety guidelines during construction are adhered to (Juvonen *et al.*, 2016).

2.1.5 Influence of Stakeholders' Security Plan Preparation on Security Management Outcomes in Schools

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. Additional, 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. 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 of 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 responding 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 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 in 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 that occurred in a school occurred. Due 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 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).

2.1.6 Influence of Stakeholders' Security Plan Implementation on Security Management Outcomes in Schools

In the case of safety plan implementing, training of teachers is a vital characteristic in applying safety standards and guidelines and be aware of disasters. Armstrong (2016) observed that teachers who were in-charged of safety in schools had to collaborate with other teachers on matters to do with safety in institutions. They had likewise to look out for any threats and attempt to suggest remedial means using committees or as persons. They must similarly make sure that communal members, teachers and learners were alerted on safety. Abaya (2018) pointed out that the teachers likewise needed to keep dependable and records that were updated about safety associated occurrences. They needed to frequently inform the principal on the position of the school when it came to security and guarantee that procedures that were agreed upon on safety were executed. In South Africa, investigate on security and safety procedures execution in secondary schools established that monies were required to connect security devices, put safety plan strategies and measures and adhere to them (Leandri, 2018). Though protection committees and strategies were put in place in the Republic of South Africa, they had no alertness of emergencies. The institution's occupants did not know about evacuating points mockups during disasters and the after-disaster shock dealings amongst others

(Xaba, 2019). Setting committees and policies make no sense if the schools had no skills on emergencies.

Planning was one aspect in security management and enacting the planned matters was another thing altogether. Schools in Kenya have been facing matters of uncertainty such as infernos, harassment, drug abuse amongst many others. Gathoni (2017) stated that instructors and students had a duty to accomplish in guaranteeing that safety was employed in order to assure calm running in the institutions. The government of Kenya is devoted to propelling schooling standards in every level as specified in the Safety Manual (Republic of Kenya, 2018). Matters of security in this country were formulated in reaction to the Children's Act two thousand and one and after the effect of the post-election's fierceness in two thousand and eight when ruin was done on infrastructure (Ministry of Education, 2008).

The pupils have necessity to be secure if excellent schooling was to be attained in any nation and so planned security procedures must to be executed. On safety implementing, Nderitu (2017) pointed out that schools required simple first-aid apparatus. Wanyama (2020) had it that classes must keep first-aid kits and emergency programme in writing to guarantee individual and student safety during and after a disaster, an alarming system, evacuating planning and emergency drills. Instructors are part of safety plans. School safety strategies implementing specify what acts must be taken in order to progress the complete security and safety of students emphasizing on safe atmosphere and safe structures (Donmez & Guven, 2018). Depending on schools' safety guideline and rules, the details may vary, but the key basics of a disaster readiness and implementing plan are not different. Rono (2019) pointed out that students needed to be alerted frequently on responding to calamities.

Investigations on application of safety standards and guidelines in this country have been done. Omollo and Simatwa (2017) in their work established that a few of the safety strategies were utilized to a small degree owing to insufficient funding. Additional investigation was done by Nderitu (2016) which stated that the Ministry of Education Safety Guidelines had not been followed, owing to absence of funding. Many of their correspondents exposed that the funding schools get were insufficient henceforth used to buying a first aid kit and some fire extinguishers which were never repaired nor changed, rendering them useless. Nyakundi and Mburu (2018) investigated on submission to safety standards and established that safety standards could not be attained if fundings were insufficient. Kirimi (2017) investigated institutional influences affecting adhering to safety standards and guidelines in Buuri Sub County. It was found that principals usually allocated petite sum from budgets to furnish for safety requirements. This implied that the cash given was not sufficient and consequently, safety guidelines obligation were not efficiently applied. There was recommendation that the government looked for monetary means and approaches to provide funding destined for safety. Schools usually needed funding to be able to obtain safety paraphernalia, train on managing of tragedies and calamities, enable fire drills and give speeches and demonstrations to learners on safety managing and adherence on the part of schools.

Regarding safety plan implementation, research was done in Kitui East Sub County in Kitui County. It was established that all institutions in his sample failed to have the did not have Safety Manuals. This implied that there was no enactment of the guidelines. Schools had to be checked frequently to determine full implementation of security. The ministry had to take actions to empower safety in schools in the study area (Kyambi, 2016).

Implementing might necessitate protection committees as Wanyama (2020) and Mburu (2018) realized that many schools had not set up the committees and many of teachers had not received training. The investigators saw that where safety standards obedience had been done the instructors had not been involved in alerting the students. Subsequently, in spite of the government coming up with policy papers meant to make compliance to schools, there was no much improvement.

Ng'ang'a (2017) in his work in Nyeri saw that very few persons were conscious of safety standards particularly amongst the teachers in public schools. As seen in the study, some of the HoDs specified that they had not heard or seen the manual. With this absence of alertness amongst staff the trend was perturbing since they were the employees anticipated to administer the safety standards and to generate alertness amongst the learners. This concurred with Muigai (2016) that the information of the Ministry of Education safety guidelines amongst the institution instructors was unfortunate.

Makhanu (2019) added that firefighting paraphernalia and other equipment destined to save lives had to be put in areas where they were easily reached and seen. Instructors, students and the workers had to be informed regularly on the devices being existing and how to use them. Constructing, installing and maintaining of safety apparatus must be done occasionally to guarantee that security standards were upheld.

Instructors must formulate committees for safety whose responsibilities must be clear and abridged. Essentially the work of these committees must be safety checks, and audit and avert of accidents. Teachers play essential parts in the maintenance of the institution. In the year two thousand, a creativity by Education Department, South Africa began a safe schools' scheme that promoted safety, developed discipline and behaviour codes, provided learners with skills and after school safety events (Rika, 2016).

Gathoni (2018) saw that pupils were not aware of the vital safety matters as teachers lacked the skills on safety standards. When safety training was provided for students, indicators such as active involvement of school programmes, sense of possession and less occurrences of naughtiness were seen. Training fire drills, fire officers, first aid and evacuation measures in case of disaster help in prevention or decreasing the outcomes of a tragedy.

The registered pupils' numbers affect the implementing of safety standards. Ng'ang'a (2017) argued out that populace harmfully affected compliance with safety standards in terms of unfortunate spacing of lockers in classes, bad spacing of beds. The investigator suggested that students must be skilled to be alert of safety and prevent themselves from injury. He similarly suggested that BoMs must place heavy weight on making physical atmosphere welcoming to learners. Schools must strategize and enact a code of behaviour, code of morals, a safety plan and emergency readiness plans among schools (Leandri, 2016).

As explained by the WHO (2018) the wellbeing of learners has an influence on how the safety of scholars and school workers is upheld and improved. Students should partake in upholding safe atmospheres since likened to grownups, they react better and favourably to a good, vigorous and safe atmosphere. They have faith and look at instructors as their examples and therefore, would adopt safety and standards education from instructors.

Gathoni (2018) saw that the heads and every other stakeholder must back up the implementing of the safety guidelines and be part of the programme operation and organize the instructors, subcommittees and pupils to guarantee the school remains safe and harmless. They must guarantee that dependable recording on the schools' safety is

assembled and well managed. They should assess the programme and take up any wanted corrective measures as per the outcomes of the monitoring and evaluation reports.

Leandri (2016) established that the many heads were not acquainted with the printed security procedures and many schools did not have the suitable emergency planning in place. The writer suggested establishing and implementing of policies and procedures that provided guidelines on how to adherence.

Nyakundi (2018) suggested that heads must conduct a follow up, screen and infer if there were dangerous safety circumstances in every school. The author stressed on the devotion to safety guidelines and that principal needed to be completely aware of matters linked to safety readiness. Ng'ang'a (2017) concurred with Mburu (2012) that alertness of principals on security cannot be over emphasized since they were the people charged with managing the implementing of the safety manual. Lacking alertness amongst teachers and incapability to alert students could be a disappointment on the part of the principal to distribute info on safety matters. In this current investigation, the stress was to include every stakeholder so as to implement safety procedures.

Kirimi (2017) established that institutions must be on the fore front in guaranteeing that both instruction staff and workers receive appropriate training and were exposed to practical drills to improve readiness. The researcher further stated that principals were the immediate assessors and monitors of whether the school safety standards and guidelines were being implemented and followed by everyone. Muigai (2016) additionally detailed that the work of the principal is an essential and crucial element in adhering to security standards and rules.

A former work by Muigai (2016) found that the knowledge of Ministry of Education 2008 safety standards guidelines amongst the principals was unfortunate. Principals were contributory leaders with crucial roles such as conveying duties to teachers based on

capability, delegating duties, fostering good community relations and developing a strong staff so as to promote quality teaching which will lead to high performance and safe environments and proper security planning (Muthuiya, 2018).

2.1.7 Influence of Stakeholders' Security Evaluation on Security Management Outcomes in Schools

Keeping an eye on security issues in schools is a precarious question in handling security. Recurrent incidences of tragedies need to be battled through vigilant intensive care. In the advanced nations, unlike the emerging ones, measures have been set to manage security not only in the schools but also in the whole nations. This has stepped down the influence of tragedies in those areas (United States Fire Administration, 2017). Constant evaluation of safety is the trend to be followed by this study.

There was a detailed evaluation of a UNICEF programme which reinforced disaster risk reduction among societies and institutes in Central Asia and South Caucasus in 2011. UNICEF received a funding under its Disaster Preparedness Programme to ensure some notable changes in disaster risk reduction in those countries were implemented. Learners, educators, members of the public and government officers participated in that evaluation. It was recognized that UNICEF had met the project's objectives (Buckle, 2018). Lacking this kind of evaluation of security standards, it would not be known as to how schools are ready to fight calamities. This study advocated for daily evaluation and periodical assessment of all events and equipment put in place to safeguard learners and make sure that they are safe in the learning institutions.

In a study done in the Republic of South Africa, the school boards had the responsibility of ensuring that schools were secure for students. They work by watching and evaluating the school equipment to determine that they are harmless for use by the students as pertains to the code of conduct in the country. These bodies have the lawful responsibility

to conserve school property as a vital role of their work. The structures and amenities should be safe as well as limited access to schools to exclude unwelcome strangers on the vicinities. Consistent evaluations, for example on firefighting equipment, buildings, play grounds, sanitation among others is important to maintain standards and make sure that equipment is serviced for use when needed (Prinsloo, 2018). The current investigation found out answers as to how stakeholders' safety evaluation could be done to guarantee that security supervision in schools was done well instead of assuming that things were going on well only to find that emergencies could be managed when they hit.

According to Kipngeno and Kyalo (2019) evaluation was not being done among the schools where the study was carried out. The school community had not done fire drills in the preceding year. The investigators found that there had been no evaluation of security measures in the institutions. For instance, if fire broke out accidentally, the teachers and learners had no idea how to battle it. They recommended that the Quality Assurance and Standards Officers (QASOs) should continuously evaluate security programmes alongside with the normal curriculum. People may have good rules in place about safety but unless there is continuous evaluation, they would not make sense in the security management outcomes which makes this study necessary.

According to Nyakundi (2018) there was hardly any school in Marani Sub County in Kisii County that implemented health and safety standards guidelines. The schools' structures were rarely sustained or mended. The findings indicate that the schools did not conduct monitoring and evaluation of the health, safety and security measures put in place by the Ministry of Education. According to a study done in Githunguri Sub County, repair and maintenance of physical facilities was a thing of the past. The researchers recommended constant monitoring and evaluation of all the school facilities. Also, the

MoE was to take regular inspection in line with the safety manual accordingly (Nderitu & Thinguri, 2015).

Mwenga (2061) did research in Kyuso Sub County in Kitui County. One of his objectives sought to establish regular school inspections by the government officers. According to his study, the schools hardly received any officers to inspect health and safety situations in the learning institutions. The safety equipment was not inspected to ascertain the ability to fight fires and other emergencies. The findings established failure on the side of the QASOs and other government officers. Similarly, the teachers were not doing Saturday inspections in the boarding schools. The weekend cleaning had been ignored; something that would induce health hazard on the side of the learners. It was recommended that inspections be done regularly as per the requirements of safety guidelines. This researcher concurs with this idea since boarding schools are the alternative homes for students.

2.2 Theoretical Literature Review

The research was based on two theories. These are the Stakeholders' Theory and the Securitization Theory.

2.2.1 Stakeholders Theory

A stakeholder is a person, group off people or a firm that can impact or be impacted by a program. Stakeholder in education terms is anyone invested in the welfare of a school, the learners and other stakeholders that include employees, teachers, community, parents, families, administrators, elected officials, business leaders, board members among others. All the school stakeholders should be considered before management makes any safety decisions (Freeman, 2004).

The stakeholder theory is related to firm management and the enterprise ethics that look into values and morals in the management of a firm. This theory was first included in Ian

Mitroff in his book *Stakeholders of the Organizational Mind* which was published in 1983 in San Francisco. Edward Freeman article on Stakeholder theory was published in the *California Management Review* in late 1983. However, he did not acknowledge it to Mitroff's work, but pointed out that the theory developed during internal discussions among students at the Stanford Research Institute. He later published a book on *Strategic Management: A Stakeholder Approach*. The book provided an insight and a model related to the firm's stakeholders. The book and the article also provide ways in which the management of a firm can consider the interests of the stakeholders in their decision making. In real sense the theory looks at what and whom matters in a firm.

In the conventional shareholders view, the important shareholders of an organization that were regarded in high esteem were the owners and shareholders. The firm according to this traditional view had an obligation to put the needs of these shareholders first and to ensure that their value rises. However modern-day stake-holders theory points out that there are other important parties included in the theory that include trade union, trade associations, political groups, government bodies, communities, suppliers, creditors, customers, employees and even competitors. Competitors are regarded as stakeholders because they also impact the organization and other stakeholders. What makes a stakeholder is a highly contested issue in the business environment (Miles, 2017).

Most of the books and articles on stakeholder's theory point out that Freeman is the developer of the theory. Freeman's *Strategic Management: A Stakeholder Approach* is often cited in the business settings as the foundation of the theory. However, Freeman points out that there are different literature bodies where he developed the theory from. Such literature bodies include corporate planning, strategic management, corporate social responsibility, system theory and organization theory. Related research looks at

the concept of salience among stakeholders and the benefit of the different groups of stakeholders to the organization.

After the publishing of the *Strategic Management: A Stakeholder Approach* by R. Edward Freeman in 1984, as stakeholder tactic directed to strategic management started. Stakeholder management was set up to try and come up with a framework that was in line with the concerns of managers who were greatly affected by changes in the business environment. As pointed out by Freeman the current theories were not adapted to the changes occurring in the business environment in the 1990s. There was need for new theories and a new stakeholder's framework that was adapted to these changes (Freeman, 1984). The stakeholder's theory sought to provide ways to manage the different individuals and groups that had a relationship with the firm.

The theory does have its weaknesses, the first is that the theory is made up of different interpretations and models which makes it hard to be specific. It does not meet the requirements needed to make it a scientific theory. There is need to modify it and make it specific in line with the requirements of the specific theory. It also has controversy on what is just, right, moral or fair among the firm stakeholders and non-stakeholders. It also does not specify who as more powers such that they can make the firms decisions. Further, it is not easy to classify or to identify the firm stakeholders using this theory.

2.2.2 Securitization Theory

The theory of securitization was originally articulated by Ole Wæver, who was a Danish professor in 1995. The theory was later modified by Buzan *et al* (1998) and was adopted by Copenhagen School (Taureck, 2006). The key reasoning of the theory indicates that security is an act of speaking such that by only saying 'security' there is to some degree something being done about security. Through terming a thing, a security matter, it

becomes one. However, not all speech about safety thrives as securitization in the idea created by Ole Wæver and his Copenhagen comrades (Wæver, 2004).

This researcher has embraced this theory owing to certain reasons. Securitization theory has it that the word 'security' is spoken it comes along with the awareness on security issues. Government of Kenya gave out safety standards and security book to every learning institution. Consequently, that served as a warning of security troubles since the manual was propelled by the 2007 post-election wars in this country. However, there has been no meaningful participation of all stakeholders in safety issues. The theory agrees well with other tragedies not essentially connected directly to schools for example, landslides, earthquakes, typhoons *et cetera*. This is paramount since learners live in rural homes and urban centers when they are out of the schools. Security matters may not be restricted to boarding schools only. Even what happens between the schools and homes matters significantly and therefore must be taken into account. This theory covers every aspect of disaster controlling and readiness by all stakeholders. It warns the schools that some issues are problems of security while others may not.

Nevertheless, securitization theory is not perfect since it omits vital facets, hence making gaps. It works with hearing sense only ignoring other senses. There was awareness in this investigation that the security problems in schools are there and factual. This enabled the country take needed safeguards. The theory sounds a caution and failure to observe security means ignorance of security issues in Mandera County.

2.3 Theoretical Framework

This theoretical framework was based on the two theories discussed in theoretical literature namely: Stakeholder theory and the Securitization theory. The theories dealt with the independent and dependent variables respectively. The independent variable is stakeholders' practices and the dependent variable is security management.

2.3.1 Stakeholders Theory

The key stakeholders in education are students, teachers, BoMs, parents, government, community and sponsors among others. The essence of stakeholder theory is to involve all parties in the name of stakeholders in decision making in the learning institutions. This means consultations far and wide should be done by the school managers as they make key decisions and policies about the institutions and especially on security matters. Safety of students is not a matter to be handled by just a few individuals. All key stakeholders should be involved fully and actively.

This study examined the practices made by the principals, teachers, students, BoMs and the security men to ensure safety of schools in Mandera County and indeed, the whole Republic of Kenya. The practices addressed indicators such as internal inspections, security planning, frequent fire drills, emergency awareness and inspections of firefighting equipment among others. It is imperative to know what roles these stakeholders play in the assurance of safety of students. The stakeholder theory is about involving all the people who matter in public boarding schools in the study sub county. The researcher established the roles played by these stakeholders as far as security is concerned.

2.3.2 Securitization Theory

Securitization theory backed up the dependent variable theme by indicating that if the stakeholders do not take stock of the security measures put in place, there is going to be a big issue. It also alerts that if stakeholders do not get involved in security management, schools could be at stake. There is also need for security plan preparation in advance to secure learners in boarding schools as the theory dictates. Security plan implementation is necessary since it was useless efforts to plan and prepare safety measures without implementing them. Finally, the theory implies safety monitoring and evaluation by

sounding a warning to schools. There could be improvement on risk assessment, stakeholders' participation, security plan implementation and evaluation of safety in the schools.

2.4 Conceptual Framework

Conceptual framework presents the association between the research variables and often provides this association in a diagram. This makes it easy for the research and other readers of the research to understand and see this existing relationship (Orodho, 2018). It is the blueprint of research since Stakeholders' theory caters for independent variable. Under this there are the variables with their indicators from which questions for questionnaires and interview schedule are formulated. The data collection and analysis depended on these instruments. Securitization theory is catering for the dependent variable to warn that something about security is not going on well. Once the objectives are encountered, there would be improvement on the security of schools. The IV theory could address indicators such as internal inspection, security planning, frequent fire drills, emergency awareness and inspection of firefighting equipment. The DV theory would ensure improved risk assessment, stakeholders' participation, effective security plan, security plan implementation and safety evaluation. Figure 1 shows the relationships.



Figure 1: Conceptual Framework.

2.5 Research Gaps

Lambaard and Kole (2018) brought up an image of risk assessment in terms of employing techniques and measures so as to reduce vulnerability leaving out the prevention aspect. Instead of reducing vulnerability, the researcher could have had an approach of total prevention of any possible risks instead of dealing with situations when they are out of hand. Ken (2018) dealt with risk assessment in the military perspective leaving out stakeholders in education. The researcher should have addressed the stakeholders in education so as to enable safe learning institutions. Schools have to be safe places for the students to learn in.

Lulua (2018) who did research in Uganda on implementation of safe schools' contracts talked about involvement of teachers, students and parents leaving out all other stakeholders. The researcher in the study, in addition, should have considered stakeholders such as the county governments, central government and communities around the schools could be included in the stakeholders' involvement. Dinker, Kemp, Baum and Syder (2019) argued that stakeholders in African schools get involved by ensuring locked and monitored doors and gates, metal detectors and CCTV cameras among others. The researcher should have embarked on cheap involvement by the stakeholders for instance taking precautions, acquiring proper skills like students and teachers getting the capacity to protect themselves by doing fire drills.

Oduor and Ombati (2016) dealt mainly with school fires. The security planning preparation goes beyond dorm infernos. The researchers should have dealt with other forms of preparations such as rape cases as it happened in June 2018 in Moi Girls School Nairobi. Fires should not be the only security threats in boarding schools. Similarly, Aluanga (2016) has dealt on infrastructure such as the sizes of classrooms and students' spacing in classes leaving out all other possible security threats.

Gathoni (2018) says that teachers and students are the ones to play a big role in the security plan implementation. All other stakeholders seem to have been forgotten. This study was inclusive such that no stakeholder was spared in the implementation of security plans. Nyakundi and Mburu (2018) and Kirimi (2017) established that funds were not adequate to implement security plans. They failed to come up with suggestions to alleviate this problem. This study can ensure that all funding avenues have been identified to enable stakeholders implement security plans in the schools. Sale (2017) Kipngeno and Kyalo (2019) failed to raise the issue of security evaluation in their studies. This research came up with evaluation modalities to safeguard schools. The gaps need to be highlighted as per the objectives.

2.6 Summary of Literature Review

The research focused on stakeholders' practices on the security management outcomes in schools in Kenya. The literature review presented both independent and dependent variables of the title. It further looks at the empirical literature in terms of issues on risk assessment, stakeholders' involvement, security plan preparation, security plan implementation and security evaluation as the objectives of the study. Conceptual and theoretical frameworks have been examined as well as research gaps.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

The current chapter consists of the introduction, research methodology, research design and the location of the study. Information on target population and sampling procedure is also stated, additionally, research instruments, piloting, data collection methods and data analysis are included.

3.1 Research Methodology

The research method adopted here was mixed methodology approach where quantitative and qualitative research were utilized to produce rich, comprehensive data that was used to get in-depth understanding of fundamental causes, views, and inspirations of the participants. It also provided insights into the study issue in order to uncover trends in thought and opinions, and went deeper into the study issue (Kothari, 2015). This methodology was preferred due to its strong point in that, there could be inadequate evidence, meaning that neither quantitative nor qualitative could bring about sufficient proof since the methods enrich each other. Furthermore, the more the evidence, the better the outcomes and consequently by merging quantitative and qualitative approaches brought enhanced and more dependable outcomes (Schreiber & Asner-Self, 2016).

3.2 Research Design

A research design is a procedure for gathering, analyzing, interpreting and reporting information in researches. The researcher chose the Concurrent Triangulation design. This design was preferred owing to its flexibility in collecting for both quantitative and qualitative data at the same time and allowing mixing both categories of data. This avoided weakness of using quantitative method only. The design is good for comparing quantitative and qualitative data results. Concurrent Triangulation Design is one phase

and both quantitative and qualitative methods can be used simultaneously and with equal weight hence the name concurrent triangulation.

This design was chosen due to its flexibility in accommodating both quantitative and qualitative data concurrently and acceptance of all data types. The participants were given all the tools concurrently for both quantitative and qualitative data. This involved concurrent data collecting but isolated analysis of quantitative and qualitative data was done so that the researcher was more versed with all the information relating to the research issue. The researcher merged the two data sets and interpreted them concurrently (Morse, 2015).

An advantage of this model is that it ends up with more valid and properly authenticated conclusions about the study problem. The data comes from the education officers, principals, BoM chairpersons, teachers and students. Figure 2 shows the concurrent triangulation design.

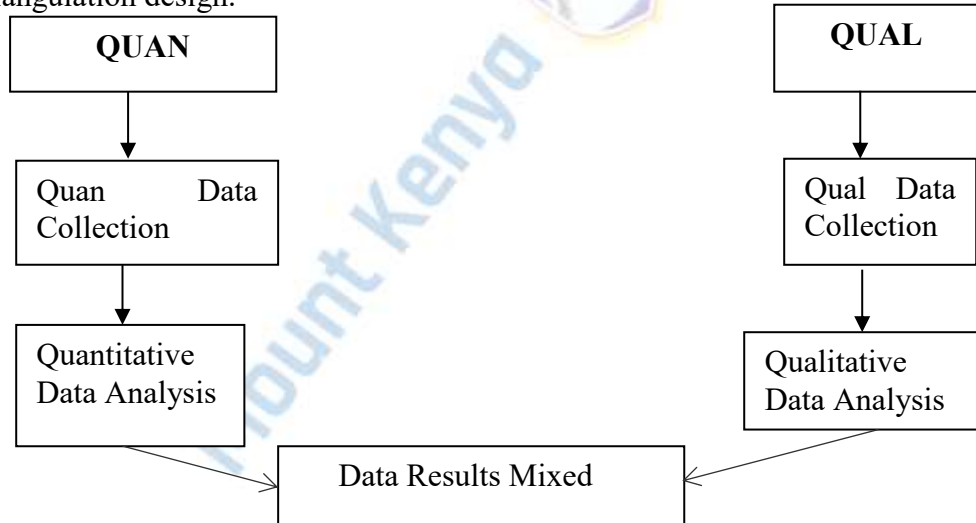


Figure 2: Concurrent triangulation design.

Source: Adopted from Creswell, (2003)

3.3 Location of Study

The study was carried out in Mandera County which has six parliamentary constituencies namely: Mandera East, Mandera South, Mandera West, Banisa, Mandera North, and Lafey (County Government of Mandera, 2018). This location was selected since it borders both Somalia and Ethiopia therefore, it is prone to insecurity cases. The nature of security challenges facing schools in Mandera include theft of property, arsons, fighting between communities, terrorism, violent trespassers, infighting among learners, sneaking out, wrangles between community members and the teachers and strikes.

Generally, most of the principals, BoMs, teachers and students do not have any training in security management outcomes (Kimanthi, Thinguri & Mugwe, 2018). It is due to the above factors that the researcher decided to carry out research in schools in Mandera County with a view to deduce the stakeholders' practices in the security management outcomes in Kenyan schools.

3.4 Target Population

In this study, the target population was 17,756 participants and involved education officers, principals, BoM chairpersons, teachers and students. This included all the 58 secondary schools and all the 18 education officers in Mandera County and the 58 principals, 324 teachers and 17,300 students. The study also targeted all the 58 BoM chairpersons in the County.

Table 1: Target population

Participants	Target population
Principals	57
Education officers	18
Bo BoM chairpersons	57
Teachers	324
Students	17,300
Tot Total	17,756

Source: Mandera County Education Office, (2018)

3.5 Sampling Procedures and Sample Size

The total sample size was 738 participants since Mandera County has six parliamentary constituencies namely: Mandera East, Mandera South, Mandera West, Banisa, Mandera North, and Lafey (County Government of Mandera, 2018) hence stratified sampling was used to sample all the six Sub Counties to enable fair representation of the whole county since it has similar characteristics and more prone to insecurity issues. All the Sub Counties were sampled since they all border both Somalia and Ethiopia which makes them more prone to insecurity. The researcher therefore, sampled 6 secondary schools from each sub-county, where 3-day secondary schools and 3 boarding secondary schools in order to establish the situation of security management outcomes. To maintain objectivity, the researcher randomly sampled 36 BoM chairpersons from the same schools. Random sampling of 36 principals was done so that the research can be as representative as possible.

Teachers and students were randomly sampled to allow equal chances in participation. Through a lottery method, each school gave 5 teachers. This was so because the sample of teachers is 120 where there were only 5 papers written “yes” for each school and others had been written “no” as per the teachers’ numbers in each school. The teachers were

allowed to pick papers and only those with “yes” participated in the investigation. Similar method was used for the students. Each of the 54 schools gave 10 students totaling to 540. The students who picked “yes” were considered for the study. Using purposive sampling, 6 sub-county education officers were sampled, one from each Sub-County. This means that the researcher used both purposive and random sampling methods.

Table 2: Sampling grid

Category	Population	Total population	Sampling procedure	Sample size
Principals		57	Stratified	36
Education officers		18	Purposive	6
BoM chairs		57	Stratified	36
Teachers		324	Random	120
Students		17,300	Random	540
Total		17,746		738

Source: Researcher (2021)

3.6 Research Instruments

The researcher developed the following research tools that helped to collect raw data from the study sample. The research tools comprised of questionnaires, interview schedules for face-to-face interview and an observation checklist.

3.6.1 Questionnaires for Teachers and Students

Questionnaires were chosen in this investigation since the purpose was to get variability in replies through the selected sample. There was reflection of differences from the answers given by the participants (Schreiber & Asner-Self, 2016). There was a single questionnaire for teachers and another for students. The questionnaires had Likert scale rating. In each of the surveys, section A comprised of inquiries on personal data. From part B to part F, questions followed the order of study objectives. Section B had questions on risk assessment, section C dealt with stakeholders’ contribution; section D solicited

data on security plan preparation while section E was on security plan implementation. Then section F was on security evaluation.

3.6.2 Interview Schedule for Principals, Education Officers and BoM Chairpersons

Face to face discussions assisted in endorsing data gathered by use of questionnaires and helped the researcher observe both oral and non-verbal communication from the participants (Schreiber & Asner-Self, 2016). There were interview schedules for principals, education officers and BoM chairpersons. This provided face to face talk which enabled the researcher to observe the body language. Section A of these schedules requested the participants to give personal information. From section B to section F, questions followed the order of study objectives. Section B had questions regarding risk assessment, section C dealt with stakeholders' involvement; section D begged information on security plan preparation while section E was on security plan implementation. Section F was on security evaluation. These schedules were used for 36 principals a similar number for BoM chairpersons and 6 education officers.

3.6.3 Observation Checklist on Security Management outcomes

The observation checklist added fundamental material to the collected data using other tools since this was more than just looking at data from the environment (Colton & Covert, 2017). The checklist consisted of items to be observed by the researcher in the field as per the research objectives. It helped the researcher in observing security awareness in the institutions such as the fire evacuation points. Things to be observed included but not limited to: compounds, parameter fences, firefighting equipment, buildings *et cetera*. This checklist was organized according to the research objectives such that each objective was captured and may add value in the thematic analysis.

3.7 Piloting of Research Instruments

A piloting of the research tools was essential for designing and authenticating the instruments for enormous study and conclude if the anticipated results were inevitable. The piloting was done in Wajir County which has the same characteristics with Mandera County. This allowed objectivity in the research process (Mugenda & Mugenda, 2003). The research tool was first be used in one public secondary school in Wajir. According to Louis, Cohen and Lawrence (2018). Piloting research tools helped to check clarity, readability, as well as do away with misunderstandings and ambiguities It also helped the researcher to point out any omitted, irrelevant and redundant items in the research tool. Piloting of research instruments was necessary for designing and validating research instruments for large study and determined if the desired outcomes were possible. The piloting used real participants from the population from which the study was done. The research instruments were piloted in 2 schools in Wajir. The county was chosen since it had similar characteristics with the county studied. The researcher used a sample of 74 participants who were randomly selected. The 74 participants in the piloting represented 10 % of the study sample. These participants were not used in the final sample. From each of the 2 schools, there were 10 teachers and 27 students randomly selected for the piloting. In the piloting of the research instruments was carried out on 10 % of the sample size in order to establish the validity, reliability, dependability and credibility. The consistency of the participants in responding to questions from the instruments determined the quality and any necessary adjustments was done. This was part of validity of the research instruments.

3.7.1 Testing Validity of Instruments

It is said that validity is about the extent to which instruments quantify what they were intended to quantify. Each time, the results should be showing consistency. This can validate the tools for any study (Denscombe, 2016). The researcher involved skills and

expertise from experts and lecturers to view the tools and give useful feedback to ensure validity. In other words, the researcher engaged skills of experts and lecturers to look at the instruments and give feedback to ensure validity.

3.7.2 Testing Reliability of Instruments

A test-retest method was used allowing two weeks between the tests and using the same participants. Cronbach's coefficient alpha was used to test the strength of correlation between the two tests. A correlation of .700 was reached and judged the instruments' reliability as meaningfully suitable. Reliability is essentially the effectiveness of any data gathering tool or instrument. Reliability demonstrates that whatever it is measuring, it is doing so consistently (Best & Khan, 2016). To ensure reliability of the questionnaire, the researcher avoided ambiguity in words, used correct and appropriate words and spellings so as to facilitate understanding and avoid embarrassing statements that could have had negative influence on reliability of the questionnaire. The researcher also avoided complicated instructions and terms that might have confused the respondents. Before distributing the questionnaires to the participants, the researcher submitted them to the supervisor for editing, evaluation and approval.

3.7.3 Establishing Dependability of Qualitative Instruments

The level of trustworthiness of the interview schedules was achieved by the researcher through making an in-depth interview with the principals, BoM chairpersons and the education officers. This established a high degree of dependability in the non-numerical data tools (Schreiber & Asner-Self, 2016). The researcher also interviewed a sample of principals, BoMs and education officers to deduce the dependability of the interview schedules. The sampled participants were not part of the final study sample.

3.7.4 Establishing Credibility of Qualitative Research Instruments

Credibility is the value of being believable or reliable. It is the quality or power of inspiring belief. Consequently, credible sources should be reliable to give evidence that can be believed to be true. It is a judgment that the readers make about how believable the writer is according to O’Keefe (2016). It is important since participants frequently decide to answer to a convincing message centered not on the content but on their perception of the communicator.

This was achieved by using concurrent triangulation method in the data analysis, multiple data sources, investigations, methods and or literature navigated the meaning of data across the settings and people. This type of data triangulation meaningfully increased credibility (Creswell, 2017). Thus, the researcher acquired credibility through this type of data triangulation.

3.8 Data Collection Procedures

To get right of entry to the schools, the investigator received an introduction letter from the School of Post Graduate Studies of Mount Kenya University and a clearance from the Ethical Review Committee of the same university. A permit from National Commission for Science, Technology and Innovation was acquired as the law necessitated, and then he made a self-introductory letter to the schools. A letter from the County Director of Education, Mandera County was acquired to gain access to the schools during data gathering procedure. The County Commissioner also give the researcher a letter of introduction to the sub county education officers and the schools that were part of this research.

On arriving in the institutions, the researcher observed protocol by visiting the principal’s office for self-introduction and signing of the visitors’ book. The researcher followed the laid down procedure by introducing himself through the self-introduction letter. He also

introduced his study topic to the administration. The principal appointed a teacher to help in the data collection. The teacher coordinated research process in that specific institution. There was selection of the participants and signing of the consent forms. The first visit was to give questionnaires to the teachers and students. After getting into a separate room, the coordinator created a rapport with the chosen learners and assured them of their privacy. They then signed informed consent forms before they filled in the surveys. Then questionnaires were administered and gathered on the spot. This ensured a good return rate.

The second visit was to get the filled questionnaires and interview the principals and BoM chairpersons. The education officers were interviewed at the same time. There were appointments with the all officers to be interviewed to enable them prepare in advance. During the data collection from schools, observations were done. The table below shows the data collection process.

Table 3: Data collection procedures

Research questions	Questionnaire for teachers	Questionnaire for students	Interview schedules	Observation checklist
what influence has stakeholders' risk assessment on security management outcomes in public secondary schools in Mandera county?	Q 5	Q 5	Principals 3-6 BoM/EOs 3-6	Q 1 and 2
how has stakeholders' contribution influenced security management outcomes in public secondary schools in Mandera county?	Q 6	Q 6	Principals 7-10 BoM/EOs 7-10	Q 3 and 4
what influence has stakeholders' security plan preparation on security management outcome sin public secondary schools in Mandera county?	Q 7	Q 7	Principals 11-14 BoM/EOs 11-14	Q 5 and 6
how has stakeholders' security plan implementation influenced security management outcomes in public secondary schools in Mandera county?	Q 8	Q 8	Principals 15-18 BoM/EOs 15-18	Q 7 and 8
what influence has stakeholders' security evaluation on security management outcomes in public secondary schools in Mandera county?	Q 9	Q 9	Principals 19-22 BoM/EOs 19-22	Q 9 and 10

Source: Researcher (2021)

3.9 Data Analysis Procedures

Data collected was quantitative and qualitative. Quantitative data was scrutinized in descriptive statistics and presented in frequencies, tables and percentages while inferential statistics was used to analyze quantitative data as Chi-square was employed. Qualitative data was analyzed thematically and presented in narrative form. Gathered information from the field was both qualitative and quantitative and was coded and analyzed through descriptive and inferential statistics as well as thematic analysis. All field data was analyzed to get meaning from it. This involved sorting out the data, editing, coding, entering and cleaning. This data processing was supposed to give results that the researcher read between the lines and made decisions (Ary, 2016). Collected data was analyzed as per the research objectives to respond to the research questions. The research objectives dealt with security management outcomes issues pertaining risk assessment, stakeholders' participation, security plan preparation, security plan implementation and security evaluation. Each objective was treated as a sub topic under which data was analyzed for purpose of interpretation. The data analysis was arranged such that the study questions were responded one after another. Descriptive statics were presented in tables, frequencies and percentages. The data was analyzed thematically such as the narratives following the study objectives and questions and hence complement the information which was obtained from the questionnaires (Browne, 2017). Inferential statistics used Chi-square in the SPSS version 24 in order to analyze the data.

There was, finally, the mixing and interpretation of both quantitative and qualitative data to draw out additional meanings of the information gathered. Data from descriptive and inferential statistics as well as thematic was mixed for comparison and interpretations. The researcher further analyzed the data to cover the variables and indicate the analysis approaches employed. Triangulation used convergence model and the timing was

concurrent whereby quantitative data and qualitative data was analyzed at the same time.

The weighting for quantitative and qualitative was equal. The mixing merged the data during analysis as indicated in table 4.

Table 4: Data analysis procedures

Research Questions	Independent Variable	Dependent Variable	Analysis Approach
what influence has stakeholders' risk assessment on security management outcomes in public schools in Mandera county?	risk assessment	security management outcomes	<ul style="list-style-type: none"> • frequencies, percentages and chi-square test. thematic analysis
how has stakeholders' contribution influenced security management outcomes in public secondary schools in Mandera county?	Stakeholders' contribution	Security management outcomes	<ul style="list-style-type: none"> • frequencies, percentages and chi-square test thematic analysis
what influence has stakeholders' security plan preparation on security management outcomes in public secondary schools in Mandera county?	Security plan preparations	Security management outcomes	<ul style="list-style-type: none"> • frequencies, percentages and chi-square test thematic analysis
how has stakeholders' security plan implementation influenced security management outcomes in public secondary schools in Mandera county?	security plan implementation	security management outcomes	<ul style="list-style-type: none"> • frequencies, percentages and chi-square test thematic analysis
what influence has stakeholders' security evaluation on security management outcomes in public secondary schools in Mandera county?	security evaluation	security management outcomes	<ul style="list-style-type: none"> • frequencies, percentages and chi-square test thematic analysis

Source: Researcher (2021)

3.10 Ethical Considerations

Research ethics act as a guide to the behavior of the researcher when doing a study. They help him or her conduct the study in acceptable manner taking into consideration the rights of the participants. The researcher focused on some ethical issues which were considered before, during, and after the data collection. The following ethical guidelines were observed by the researcher and included access to research sites, informed consent, confidentiality and privacy; anonymity, mien and decorum, storage of data and plagiarism as explained underneath.

3.10.1 Access to Sites

During the research period, the researcher was visiting public secondary schools in Mandera County. It was his responsibility to make formal introductions to the principals of the selected institutions. To enable this, permission letters from the County Director of Education and the County Commissioner were produced. The investigator also produced research permit from NACOSTI.

3.10.2 Informed Consent

The participants gave information voluntarily. Informed consent is derived from the participant right to freedom and making their own decisions. This means that consent allows the participant to make their own decision and puts some part of responsibility on the respondent should there be a problem or challenge that arises during the study (Louis *et al*, 2018). According to Ary (2016) informed consent ensures that participants are well aware of the risks that come about due to being part of the study and the consequences involved. In this study, the researcher ensured the participants who accept to be part of the study were aware of the research goals. The participants also had a right to choose to be part of the study or to decline.

3.10.3 Confidentiality and Privacy

Respect for privacy is at the heart of the conduct of ethical research with human participants (Ary, 2016). In this study, the researcher ensured privacy of the participants by securing data in the computer with a password to ensure that other people could access it without the researcher's consent. The researcher additionally grouped the respondents' responses so that each individual participant's score could not be identified in the grouped data. An assurance was given to the participants that any data they provided would not be given out or shared with any other person, but rather it would be used purely for research purpose. Confidentiality ensures that the only time the source of the collected data is revealed to someone is when the researcher obtains the consent of the participant (Ary, 2016).

3.10.4 Anonymity

Anonymity refers to the process of protecting the identity of specific individuals. In any research, the participants have the right to remain secret. The researcher made sure that the questionnaires and interview guides were not containing names of the participants so as to ensure complete and total secrecy. Consequently, the researcher also promised the interviewees' privacy since a participant who consent to a face-to-face interview cannot hide their identity since their faces were visible but the information was treated confidentially.

3.10.5 Mien and Decorum

The researcher definitely presented himself in attractive appearance and up to the standard behavior before, during and after interacting with the participants in the institutions where the study was be carried out and throughout the study process. The investigator maintained highest good conduct according to the norms of the Mandera Somali community in which the study was carried out.

3.10.6 Storage of Data

The information gathered from the participants was stored in extreme confidentiality to avoid leakage to illegal people. It was preserved in both hard and soft copies. The investigator did not disclose any gathered material to anyone for any reason. Questionnaires, interview schedules, and CDs were preserved under lock and key throughout the data analysis process and after.

3.10.7 Plagiarism Report

To ensure clean work free from plagiarism, the researcher uploaded his work into TURNITIN software. This was done before each defense. The percentage index remained not more than 15 %. This included the references. If the percentage went higher, the thesis document was cleaned and taken back to the programme till it was 15 % or less.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

Chapter four gave the research findings on stakeholders' practices on security management outcomes in public boarding secondary schools in Mandera County, Kenya. The chapter began with the questionnaire return rate followed by the demographic information of the participants. Data on the five study objectives was analyzed and presented here. The analysis used descriptive and inferential statistics as well as thematic analysis. The chapter concluded in the discussions of the findings.

4.1 Questionnaire Return Rate

The researcher sampled 660 participants who were drawn from public secondary schools in the study county. The sample consisted of teachers and students. Out of the sampled participants, 565 responded to the investigation. The summary of the return rate is shown in Table 5.

Table 5: Questionnaire Response Rate

Sample Size		Participants		Non-Participants		Return Rate	
f	%	f	%	f	%	f	%
660	100	565	85.61	95	14.40	565	85.61

Source: Field Data (2022)

According to the table, the total response rate was 565 (85.61 %) which recorded attractively, a high return rate. This could be judged as an outstanding rate for the analysis of data collected. This questionnaire response rate decision was based on the study of Babbie (2007) who suggested that a fifty percent return rate was good enough for any data analysis but 70 % and above was termed as very good response. Therefore, the

researcher resolved that this was an excellent return rate good enough to carry out the analysis.

4.2 Demographic Information

Demographic information was categorized into two major areas namely: the teachers and the students from which data was collected.

4.2.1 Information about Teachers and Students

The information about teachers and students was mainly on designations and gender.

This was summarized and shown Table 6.

Table 6: Information on teachers and students

Sampled Participants		Response by Gender		Totals
		Males	Females	
Teachers	120	77	20	97
Students	540	294	174	468
TOTALS	660	371	194	565

Source: Field Data (2022)

From the table, 371 males and 194 females participated in the research. This reflects 77 male teachers and 20 female teachers. Boys were 294 and girls were 174 from public secondary schools in Mandera County. Males were 65.66 % (371) and females were 34.34 % (194) in the whole participation, indicating that more males by far, than females participated. This report on the participants' demographic data agrees with Mandera County reports on teachers' personal data and distribution of secondary schools in the county (Mandera Education Office Reports, 2019). This information on demographic influenced and informed the research in that, the findings were drawn from men, women and young persons all being stakeholders with firsthand experience in security management in the schools and thus giving dependable information and hence reliable study outcomes.

4.3 Influence of Stakeholders' Risk Assessment on Security Management Outcomes in Schools

The research examined the influence of risk assessment on security management outcomes in public secondary schools in Mandera County. Three levels of analysis were employed namely: descriptive and inferential (Chi-square) statistics, thematic analysis and then there was the mixing and interpretation of the data collected.

4.3.1 Descriptive Statistics Analysis

In this study, the researcher analyzed collected data in descriptive statistics and presented it in frequencies, tables and percentages. The data was analyzed and presented according to the study objective as it is seen underneath in the case of the first objective regarding risk assessment. The data captured the indicators from the independent variables. The data also captured the dependent variable indicators which was security management outcomes. This is seen in the questionnaires whose questions balanced both independent and dependent variables. Frequencies and percentages were established from variables based on five-point Likert scale seeking to examine risk assessment among secondary school teachers. Table 7 provides the statistical analysis with reference to the variables.

4.3.1.1 Teachers' Responses in Stakeholders' Risk Assessment on Security Management Outcomes

Table 7: Teachers' responses in risk assessment on security management outcomes

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
Your school conducts regular inspections to assess disaster occurrences and to enhance security risk assessment reports	f56 57.73 %	f22 22.68 %	f08 8.2 %	f09 9.2% %	f02 2.06 %
The administration conducts Saturday inspections on safety and cleanliness to enhance security risk assessment reports	f33 34.02 %	f51 52.58 %	f05 5.15 %	f07 7.22 %	f01 1.03 %
There have been inspections from the government on safety of the school to propel security risk assessment reports	f53 54.63 %	f07 7.22 %	f12 12.37 %	f18 18.56 %	f07 7.22 %
Bodies like the Kenya Red Cross frequently visit your school to assess security so as to enhance security risk assessment reports	f16 16.49 %	f04 4.13 %	f16 16.49 %	f36 37.11 %	f25 25.78 %
The government has been sending disaster management team in your school to assess security risk assessment reports	f29 29.90 %	f05 5.15 %	f10 10.31 %	f31 31.96 %	f22 22.68 %
You have had frequent visits from the government officers to assess safety in your school which enhances security risk assessment reports	f46 47.42 %	f09 9.28 %	f10 10.31 %	f15 15.46 %	f17 17.53 %
The school has a set of rules and regulations governing your school security to propel security risk assessment reports	f44 45.36 %	f47 48.46 %	f04 4.12 %	f02 2.06 %	f00 0.00 %
Teachers and students regularly assess safety in the school to enhance security risk assessment reports	f53 54.64 %	f34 35.06 %	f05 5.15 %	f05 5.15 %	f00 0.00 %
The students know what to do in the case of any disaster for example fire outbreak to enhance security risk assessment reports	f47 48.45 %	f34 35.05 %	f06 6.19 %	f07 7.22 %	f03 3.09 %

Source: Field Data (2022)

From the table, institutions conducted regular inspections to assess disasters hence risk assessment on security management outcomes as 78 (80.41 %) were in agreement. Those

in disagreement were 11 (11.34 %) and the undecided were 3 (8.25 %). To enhance risk assessment, weekend inspections and cleaning were necessary. This was evident in schools as 84 (86.60 %) agreed. Only 8 (8.25 %) did not agree. The issue of government inspecting schools for risk assessment was fairly done as 60 (61.86 %) were in agreement with only 25 (25.77 %) in disagreement. Some 12 (12.37 %) were undecided. However, it is noticed that at least a quarter of the participants were in disagreement which is a significant figure considering the risk assessment and security management outcomes.

It was noticed that risk assessment on security management outcomes was not done by external bodies as 61 (62.89 %) said. Only 20 (20.62 %) agreed that this was done with some 16 (16.49 %) being undecided. Similarly, the government did not send disaster management teams for risk assessment as 53 (54.64 %) lamented with 34 (35.05 %) agreeing and 10 (10.31 %) not making any decision. However, it seemed that the government paid visits to assess safety as 55 (56.70 %) said but this was not the case with 32 (32.99 %) who disagreed and this percentage may not be ignored together with 10 (10.31 %) who were not decided. This needs to be checked so that there might be meaningful visits to control risk assessment so as to achieve security management outcomes.

Risk assessment on security management outcomes can be reinforced by rules and regulations and this seemed to have been done by most schools as 91 (93.81 %) were in agreement. However, rules can be in place but not adhered to as they should. In addition, it was seen that teachers and students assessed safety risks in their institutions as 87 (89.69 %) said but whatever assessments were done could not be established in details. Additionally, students knew whatever could have been done in the case of any disaster occurring as 81 (83.51 %) with only 10 (10.31 %) in disagreement which may not be ignored since this study concerned itself with security matters.

These findings indicated that risk assessment on security management outcomes was fairly done although much was yet to be done to ensure better security management outcomes. The findings were in agreement and in line with Rogers (2017) who established that safety could be generally seen as a way of providing defense against doubts and risks in an effective manner. It is a procedure utilized to make a moderately risk-free area. There was need to look at the risk liabilities and use the appropriate approaches to reduce the prevailing defenselessness. This makes risk assessment vital for security management outcomes.

4.3.1.2 Students' Responses in Stakeholders' Risk Assessment on Security Management Outcomes

On the same objective, the researcher enquired from the students who filled part B of their questionnaire. The data captured the indicators for both independent and dependent variables. The results were computed and presented in Table 8.

Table 8: Students' responses in stakeholders' risk assessment on security management outcomes

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
There are frequent inspections in your school to assess disaster occurrences and enhance comprehensive security policies	f200 42.74 %	f77 16.45 %	f48 10.26 %	f70 14.95 %	f73 15.60 %
Your school conducts the Saturday inspections on safety and cleanliness to enhance comprehensive security policies	f167 35.68 %	f220 47.00 %	f19 4.06 %	f22 4.70 %	f40 8.56 %
You have seen government officers visit your school to inspect safety to enhance comprehensive security policies	f187 39.96 %	f80 17.09 %	f34 7.26 %	f68 14.53 %	f99 21.16 %
You have seen the Kenya Red Cross or any other bodies visit your school to enhance comprehensive security policies	f93 19.87 %	f30 6.41 %	f45 9.62 %	f141 30.13 %	f159 33.97 %
There has been visits from the disaster management team from the government to enhance comprehensive security policies	f109 23.29 %	f39 8.33 %	f61 13.03 %	f123 26.29 %	f136 29.06 %
Your school has adequate firefighting equipment to enable comprehensive security policies	f88 18.80 %	f31 6.62 %	f53 11.33 %	f131 27.99 %	f165 35.26 %
Firefighting equipment in your school is inspected on a regular basis to ensure comprehensive security policies	f72 15.38 %	39 8.33 %	f50 10.68 %	f130 27.78 %	f177 37.83 %
The fire drills are done regularly in your school to enhance comprehensive security policies	f77 16.45 %	f30 6.41 %	f51 10.90 %	f136 29.06 %	f174 37.18 %
You have personally participated in fire drills in your school to enhance comprehensive security policies	f49 10.47 %	f35 7.48 %	f55 11.75 %	f145 30.98 %	f184 39.32 %

Source: Field Data (2022)

Looking at the table, there seemed to be frequent inspections as part of risk assessment on security management outcomes as 277 (59.19 %) agreed but with a significant figure of 143 (30.56 %) in disagreement while 48 (10.26 %) were not decided. Equally, the Saturday inspections were taken seriously as 387 (82.69 %) agreed. A small number of 62 (13.25 %) was not in agreement as 19 (4.06 %) was undecided. The government officers visited schools to inspect safety and control risks as shown by a majority of 267 (57.05 %) who agreed with 167 (35.68 %) in disagreement which is a significant figure

as far as safety risks are concerned. The external bodies did not seem to frequent schools as shown by 300 (64.10 %) who said so, against 123 (26.28 %) who accepted.

Concerning visits from the teams who manage disasters, 259 (55.34 %) said that this did not happen while 123 (26.28 %) were in agreement. The firefighting equipment was not plenty according to 296 (63.25 %) of the participants. Only 119 (25.43 %) agreed which reflected a quarter of the participants. For risk assessment on security management outcomes, this was a pathetic situation. Similarly, the inspection of the firefighting equipment was not done well according to 307 (65.60 %) of the students as another 111 (23.72 %) agreed. Even the fire drills were not done properly as 310 (66.24 %) had such opinion leaving 107 (22.86 %) in agreement. Incidentally, most students had not participated in fire drills as confirmed by 329 (70.30 %) with only 84 (17.95 %).

The results from the students were encouraging on matters of risk assessment on security management outcomes among the schools. The findings from the students were in line with the findings of Green (2019) who speculated that safety involved a steady and foreseeable atmosphere where learners could live without risks or disruptions that could happen unknowingly. Security assessment on security management outcomes reduced risks and but it should be remembered that that could not guarantee that no disaster would occur. Risk assessment and security management outcomes were for the safety of the school community occupying the institutions. It was an arrangement by schools to guarantee security for pupils, teachers and workers in the case of risks.

4.3.2 Inferential Statistics Analysis

The researcher conducted Chi-square test to determine if there was significant relationship between the variables from the SPSS programme version 24. This was used to examine the if there is significant relationship between risk assessment and security management outcomes. This is shown in Table 9.

Table 9: Chi-square test in risk assessment on security management outcomes

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

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: 0.988**

Source: Field Data (2022)

Participants' responses in risk assessment on security management outcomes were keyed in SPSS in the Chi-square test and the average result was **0.988** for all cases. This outcome was greater than the α value of **0.05**. The null hypothesis formulated was: *H₀ There is no significant relationship between stakeholders' risk assessment and security management outcomes.* Since Chi-square calculated value was greater than the critical value, then the null hypothesis was rejected. In this case, the average calculated value was 0.988 which was greater than the Chi-square critical value of 0.05 and consequently, the null hypothesis had to be rejected. From the table, average of 0.988 is > than 0.05. Chi-square test showing that there was a significant relationship between risk assessment and security management outcomes.

Risk assessing was no doubt an essential element in managing good and desirable security management outcomes. The inferential statistics findings were in agreement with Fukumi (2018) that risk assessment could be taken for the protection and management of risk activities in institutions, minimize security risks and improve the

relationship amongst the school communities. The positive inferential relationship would help to protect the school personnel, properties and learners from all forms of damages.

4.3.3 Thematic Analysis

On risk assessment on security management outcomes, the investigator prepared and organized data gathered from the field interviews and observations. There were 36 principals and a similar number of BoM chairpersons and 6 SCDE interviewed and observations were made during the qualitative data collection. The data was prepared and organized, reviewed and explored several times and then initial codes were created. These codes were reviewed and combined into themes. The themes were presented in a cohesive manner as seen below in the narratives.

To do risk assessment on security management outcomes, institutions conducted regular checks to evaluate disaster occurrences. Similarly, the management conducted Saturday inspections on safety and cleanliness to enhance security management outcomes as one principal agreed,

“We have always made sure that there are safety inspections in the institution done by myself, my deputy and the teachers on duty” (P1).

Institutions seemed to be serious on weekend safety inspections including the day schools to evaluate risks so as to propel security management outcomes as one principal remarked,

“Our school has always been inspected to avoid risking lives of learners while at school. The workers report on Saturdays as learners come for preps and they team up in ensuring cleanliness on the school compound and in classes. This the way we ensure security” (P2).

However, the inspections from the government on safety of the school to propel security management outcomes was not done seriously as another principal observed,

“We expect the Ministry of Education to pay regular visits but this is not the case. If they can be visiting, we can team up to reduce the risk of disasters in the schools” (P3).

Regarding bodies like the Kenya Red Cross frequently visiting schools to assess security so as to enhance better security management outcomes were not done as a board member remarked,

“External bodies have hardly been seen in schools to help us control safety for example they can come and assess what we are doing and advise us” (BOM1).

The education officers also failed to see external activities going on in schools as risk assessment measures to curb insecurity among the students as one officer said,

“We normally do not have external bodies come to our schools frequently. There is need for them to do this as they are more professional in disasters than the teachers” (SCDE1).

Additionally, the government officers were not frequenting schools as observed by another officer,

“We as education officers should be going round schools especially the quality assurance but this does not happen due to financial huddles” (SCDE2).

And this was supported by a board member who said,

“The Ministry of Education is supposed to help schools assess risks in our schools since they have the skills and more time to do that” (BOM2).

The government had not been sending disaster management team in your school to assess security and enhance security outcomes according to one principal who lamented,

“We have not seen teams from the government coming to do risk assessment as often as they should and this demoralizes us so much (P4).

There are no frequent visits from the government officers to assess safety in your school which enhances disaster sustainable practices as another principal was wishing,

“Frequent visits from the side of the Ministry of Education on risk assessment is vital if we are going to be aware of disasters before they happen. I don't mind being visited as many times as possible so long as I keep the school safe” (P5).

The education officers agreed that schools had sets of rules and regulations governing school security to enable good security management outcomes as one officer said,

“As we go round schools, we find beautiful procedures which can help assess risks in the institutions and we find that perfect with all our schools” (SCDE3)

The risk assessment on security management outcomes results called for improvement in the school systems to ensure workable management of security among the students. The findings in the thematic analysis were comparable to the findings of Buckle (2018) who established that there was participation on the part of the principals, board members and education officers amongst others against risk assessment warfare. The outcomes were successful and it was established that working together in assessment could reduce catastrophe risks. There was necessity for this risk assessment on security management outcomes to handle the matters of security in schools. This current study in Mandera County embraced regular risk assessments to guarantee that learners were secure in the institutions.

4.3.4 Observation Results

To find out the extent to which risk assessment on security management outcomes had been done, the investigator made some observations in the sampled institutions. Looking at the indicators of risk assessment, the evidence on regular inspections was missing in most schools for example, there were no marks on notice boards to show how students scored during the weekend checks. Moreover, rules and regulations were not seen on the notice boards. Worse, there were no directions to follow in the case of fire neither were there designated evacuation points put in place in case of fire emergencies. It was noticed that most institutions did not have adequate firefighting equipment in place and those who had them were not regularly inspected as dust could be seen on them. There were no warnings on sign boards on the school compounds. In a nutshell, institutions put their

teachers, students and workers at risk of all types of emergencies as risk assessment on security management outcomes could not be seen. There is need to assess how prepared schools are to combat any emergencies and keep an eye on the fact that any time anything can strike.

Risk assessment on security management outcomes observations indicated that there was need for improvement to get better results. The observation results were in line with observation outcomes in the Republic of South Africa as explained by Xaba (2019). In the findings, risk assessment was practiced amongst public secondary schools through observing the compounds, atmospheres and safety procedures put in place. South Africa had put in place a risk assessment center to strengthen security in schools which ensured safe atmospheres for the schools. Nevertheless, the institutions in the risk assessment study showed that there were unfortunate risk assessment procedures in the Republic of South Africa.

4.3.5 Mixing and Interpreting Data in Stakeholders' Risk Assessment on Security Management Outcomes

Data from descriptive, inferential and thematic analysis on the first objective was mixed and interpreted. It seemed that institutions conducted regular inspections to assess disasters hence risk assessment on security management outcomes at 80 % and disagreements were 11.34 %. Weekend inspections and cleaning were successful at 86.60. However, government inspecting institutions for risk assessment was fairly done at 61.86 %. Nevertheless, it was noticed that at least 25 % of the participants were in disagreement which is a noteworthy percentage bearing in mind the dangers in schools. Risk assessment was not conducted by external bodies at 62.89 %. The government did not send disaster management teams for risk assessment at 54.64 %. Nevertheless, it appeared that the government paid visits to assess safety at 56.70 % with 32.99 % in

disagreement and this percentage too large to be ignored. Risk assessment can be reinforced by rules and regulations and this seems to have been done by most schools at 93.81. From the inferential statistics, it is seen that views of the participants were not by chance but what was expected through normal observations as it was indicated the p value 0.988 obtained was greater than α value of .05 indicating that the opinions of the participants were what one would expect under normal circumstances. After keying in the participants' responses in SPSS in Chi-square test, the average result was 0.988. This outcome is greater than α value which is 0.05. The null hypothesis formulated was: *H₀ There is no significant relationship between risk assessment and security management outcomes.* If Chi-square calculated value is greater than the Chi-square critical value, then the null hypothesis is rejected.

Schools conducted regular inspections for risk assessment on security management outcomes. Administration conducted Saturday inspections on safety and cleanliness to enhance better security management outcomes. Institutions seemed to be serious on weekend safety inspections including the day schools. However, the inspections from the government on safety of the school to propel security management outcomes may not have been done. Regarding bodies like the Kenya Red Cross frequently visiting schools to assess security so as to enhance disaster sustainable practices may not have been. The education officers also failed to see external activities going on in schools to curb insecurity among the students. Additionally, the government officers were not frequenting schools. And this was supported by board members. The government had not been sending disaster management team in your school to assess security and enhance disaster sustainable practices. There are no frequent visits from the government officers to assess safety in your school which enhances disaster sustainable practices. The

education officers agreed that schools had sets of rules and regulations governing school security to propel disaster sustainable.

From observations, there was no proof that consistent inspecting was done among most schools as there were no grading done to show students' performance during those inspections. Furthermore, there were no rules and regulations seen pinned anywhere in the institutions. The schools did not give directions to be followed in the case of fires. Evacuation points were not put in place in case of fire disasters. Institutions did not have acceptable number of firefighting equipment in place. The equipment was not frequently checked. Safety warnings were missing on sign boards on the and compounds. Most schools risked teachers, students and workers. There was necessity to evaluate how ready schools were to fight any disasters.

The mixing and interpreting of data were echoed by UNICEF (2017) who pinpointed that risk assessment was a critical matter in handling security management outcomes in schools globally. Daily occurrences of disasters had to be challenged by assessing the state of security to minimize risks within the schools. Comparing the first world with the poor countries, the developed countries put in place modalities to handle safety matters in schools. This has helped reduce the effect of tragedies.

4.4 Influence of Stakeholders' Contribution on Security Management Outcomes in Schools

The second objective sought to establish influence of stakeholders' contribution so as to enhance security management outcomes in schools in the study county. Data was treated in three levels; descriptive, inferential (Chi-square) statistics and thematic analysis. There was mixing and interpretation of the data.

4.4.1 Descriptive Statistics Analysis

The data analyzed in descriptive statistics and presented it in tables, frequencies and percentages and scrutinized the statistics according to the second objective as it is shown underneath. To seek information on stakeholders' contribution, the teachers filled part C of their questionnaire. The data captured the indicators of the independent variables. The data also captured the dependent variable indicators. This is seen in the questionnaires which balance both independent and dependent variables. The results were shown Table 10.

4.4.1.1 Teachers' responses in Stakeholders' Contribution on Security Management

Outcomes

Table 10: Teachers' responses in stakeholders' contribution on security management outcomes

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
It is true that the stakeholders do security planning to safeguard schools in Mandera and enhance shared stakeholders' security decision making	f56 57.73 %	f22 22.68 %	f10 10.31 %	f09 9.28 %	f00 0.00 %
Your school community has laid down policies for security to safeguard the students and enhance shared stakeholders' security decision making	f50 51.55 %	f33 34.02 %	f08 8.25 %	f05 5.15 %	f01 1.03 %
There is security coordination from the school all the way to the security officers in Mandera which enhances shared stakeholders' security decision making	f41 42.27 %	f29 29.90 %	f13 13.40 %	f10 10.31 %	f04 4.12 %
Students know the chain of command to follow when security issues arise hence enhancing shared stakeholders' security decision making	f43 44.33 %	f35 36.08 %	f10 10.31 %	f06 6.19 %	f03 3.09 %
The BoM in your school is involved in security matters in the	f48 49.48	f36 37.12	f05 5.15	f05 5.15	f03 3.10

institution to enhance shared stakeholders' security decision making	%	%	%	%	%
The BoM has laid strategies to combat insecurity in your school to propel shared stakeholders' security decision making	f53 54.64 %	f27 27.84 %	f08 8.25 %	f06 6.18 %	f03 3.09 %
Teachers, students and school workers are all involved in security issues to secure your school and enhance shared stakeholders' security decision making	f51 52.58 %	f37 38.15 %	f05 5.15 %	f02 2.06 %	f02 2.06 %
The school community is fully sensitized on fire outbreaks and they do fire drills often times to enhance shared stakeholders' security decision making	f36 37.11 %	f15 15.46 %	f19 19.59 %	f21 21.65 %	f06 6.19 %

Source: Field Data (2022)

Examining the table, it is clear that one contribution on security management outcomes of the stakeholders was to get involved in security planning as 78 (80.41 %) indicated with a minority of 9 (9.28 %) in disagreement and another 10 (10.31 %) were not decided. There are also policies laid down by the school community as stakeholders to improve security management outcomes as 83 (85.57 %) seemed to agree leaving only 6 (6.19 %) in disagreement and 8 (8.25 %) were not decided.

Another angle of stakeholders' contribution on security management outcomes was seen in the coordination of security from the school level to the security officers in Mandera County as 70 (72.16 %) seem to agree. However, 14 (14.43 %) were not in agreement and 13 (13.40 %) were not decided. This was a perfect arrangement to ensure that students were safe especially inside the institutions. Whenever safety issues arose, it was necessary for the students to know the chain of command all the way to the concerned stakeholders and this improved security outcomes. This was the case as 78 (80.41 %) seemed to agree leaving a minority of 9 (9.28 %). This enabled stakeholders like the security team to be informed whenever problems arose. Stakeholders' contribution on

security management outcomes was seen from the BoMs who down strategies as 80 (82.47 %) were of the opinion with only 9 (9.28 %) in disagreement. The BoMs were key in ensuring that students were safe in schools as stakeholders who contributed significantly. Other stakeholders' contribution was from teachers, students and non-teaching staff who were well informed and involved in security issues as 88 (90.72 %) of the teachers were in agreement. Only an insignificant figure of 4 (4.12 %) could not agree. This kind of participation was quite vital if there was going to be security management outcomes among the schools. The school community was sensitized on fire outbreaks so that it could contribute towards safety as stakeholders. This happened as advocated by 51 (52.58 %) with 27 (27.84 %) in disagreement. This disagreeing number may not be ignored as stakeholders are supposed to give full support to secure students. Stakeholders' contribution on security management outcomes needed improvement to enable better safety. The findings from the teachers in this objective were echoed by Sabo, Inuwa, Sanchi and Alhassan (2021) who were of the opinion that contribution by stakeholders on security outcomes embraced a shared understanding and participation in the process of decision-making. Contribution by stakeholders led to empowering and cooperative ownership of the security matters' responsibilities. Stakeholder engagement, from the beginning, helped in building involvement and continuation to a new dimension. All concerned parties should be allowed contribute and discuss safety of students. Stakeholders could include boards of management, security officers, education officers and parents among others. Stakeholders are naturally devoted in the wellbeing and achievement of schools and their students, counting managers, instructors, workers, students, parents, families, community members and local business leaders among others.

4.4.1.2 Students' Responses Responses in Stakeholders' Contribution on Security

Management Outcomes

These answers were captured in Table 11 below.

Table 11: Students' responses in stakeholders' contribution on security management outcomes

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
The stakeholders do safety planning to safeguard schools in Mandera and enhance health and environment	f240 51.28 %	f88 18.80 %	f30 6.41 %	f56 11.97 %	f54 11.54 %
Your school community has laid down policies for security to safeguard the students and ensure shared stakeholders' security decision making	f188 40.17 %	f146 31.20 %	f29 6.20 %	f46 9.83 %	f59 12.60 %
There is security coordination from the school all the way to the security officers in Mandera to enhance shared stakeholders' security decision making	f160 34.19 %	f96 20.51 %	f57 12.18 %	f75 16.0% %	f80 17.09 %
Students know the chain of command to follow when security issues arise to enhance shared stakeholders' security decision making	f206 44.02 %	f97 20.73 %	f42 8.98 %	f55 11.75 %	f68 14.52 %
The BoM in your school is involved in security matters in the institution to ensure shared stakeholders' security decision making	f183 39.10 %	f85 18.16 %	f73 15.60 %	f60 12.82 %	f67 14.32 %
The BoM has laid policies to fight insecurity in your school and enhance shared stakeholders' security decision making	f152 32.48 %	f83 17.73 %	f70 14.96 %	f85 18.16 %	f78 16.67 %
Teachers, students and school workers participate in security issues to secure your school and ensure shared stakeholders' security decision making	f202 43.16 %	f161 34.40 %	f33 7.05 %	f24 5.13 %	f48 10.26 %
The school community is fully sensitized on fire outbreaks and they do fire drills often times to	f113 24.15 %	f67 14.32 %	f43 9.18 %	f101 21.58 %	f144 30.77 %

enhance shared stakeholders'
security decision making

Source: Field Data (2022)

The stakeholders have significantly contributed to safety by planning as 328 (70.09 %) agree and 110 (23.50 %) disagree with a minority of 30 (6.41 %) not decided yet. There are policies that the school community has laid down as part of their contribution. This is ascertained by 334 (71.37 %) of the participants and denied by 105 (22.44 %) of the same with 29 (6.20 %) not yet made decision. This such contribution is recommended so that there are better security management outcomes in the institutions.

Stakeholders' contribution on security management was seen in that students agreed that there was safety coordination from school level to government level to reach the authorities whenever issues arose. This was agreed by 256 (54.70 %) and denied by 155 (33.12 %) and 57 (12.18 %) not decided. This catapulted safety in schools as these stakeholders did coordination. Again, stakeholders can contribute if the chain of command is known and followed when issues arise. This seems to be the case as agreed by 303 (64.74 %) as 42 (8.97 %) not yet decided. This helps arrest ugly situations as they arise. This ensures that students may not beat about the bush when calamities strike. The BoMs in schools as key stakeholders contributed a lot to enhance security management outcomes by their participation as agreed by 268 (57.26 %) and denied by 127 (21.14 %) and 73 (15.60 %) were not decided. The percentages that denied and those who were not decided showed that BoM contribution according to the students was not attractive.

However, the BoM contributed to security management outcomes by laying strategies as agreed by 268 (57.26 %) and denied by 127 (27.14 %) with 73 (15.60 %) not yet decided. The fact that more than a quarter has denied and more than 15 % in doubt, this contribution may not have been done as it should have been done. There is a good in safety matters among students, teachers and school workers as stakeholders as seen in

363 (77.56 %) and denied by 72 (15.38 %) with 33 (7.05 %) not yet decided. Looking at the students denying and the ones who are not sure, there is need to call for full contribution of these stakeholders in safety issues for better security management outcomes.

It is questionable if the school community is fully sensitized on fire outbreaks so that they could contribute significantly as stakeholders. Some 245 (52.35 %) of the participants are in doubt of this while 180 (38.46 %) seem to be in agreement. Fires are common problems in schools in Kenya. The stakeholders who stay in schools most times should be more sensitized on fire outbreaks so that they can contribute fully in safety matters. In this case another 43 (9.18 %) we're not even decided on the question.

Students showed that stakeholders' contribution on security management outcomes, though present, needed more efforts so that safety would be achieved. The findings in the students' questionnaires were in line with Omolo (2010) who said stakeholders' involvement was essential since disasters continuously had negative influence on education. This was done by parents, board members, community and government among others to ensure protection of learners. Security can be best manned by good neighborhood partnerships among the stakeholders. Stakeholders such as the national government and the school administrators should ensure that once children and youths are in schools they are protected. There should be assured that they are safe in order to concentrate on education along with their teachers. In this study, there was fair stakeholders' contribution.

4.4.2 Inferential Statistics

The researcher conducted Chi-square test to determine if there was significant relationship between the variables from the SPSS. The results were used to determine if

there was significant relationship between stakeholders' contribution and on security management outcomes. This is shown in Table 12.

Table 12: Chi-square test in stakeholders' contribution on security management outcomes

Test Statistics					
Chi-Square	.000 ^a	.000 ^a	1.000 ^b	1.000 ^b	2.000 ^c
df	7	7	5	5	4
Asymp. Sig.	1.000	1.000	.963	.963	.736

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

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

c. 5 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.6. **Average: 0.932**

Source: Field Data (2022)

To determine the relationship between stakeholders' contribution and security management, the participants' responses were keyed in SPSS in Chi-square test, the average result was **0.932**. This outcome was greater than α value which was **0.05**. The null hypothesis formulated is: *H₀ There is no significant relationship between stakeholders' contribution and security management outcomes.* The Chi-square calculated value was greater than the value, then there was reason to reject the null hypothesis. In this case, the average calculated value was 0.932 which was greater than Chi-square critical value of 0.05 and consequently, the null hypothesis was rejected. From the table, average of 0.932 is > than 0.05. Chi-square test showed that there was a significant association between stakeholders' contribution and security management outcomes.

The Chi-square report was in agreement with Sabo *et al* (2021) who did their research in Nigeria's Kebbi State. The outcomes exposed among others that, most of the education stakeholders were involved in school safety to improve excellent schooling and behaviour amongst learners. It was therefore recommended that more participation should be seen among stakeholders. This study advocates deeper commitment among all stakeholders.

4.4.3 Thematic Analysis

It is true that the stakeholders, in their contribution to security management outcomes, did security planning to safeguard schools in Mandera according to the sentiments of the principals. They acknowledged the work done by these stakeholders as one such principal said,

“We have a number of stakeholders such as the county and central governments like the chiefs and police officers as well as parents who have been very instrumental in planning our safety and actually, we appreciate their efforts” (P1).

Another contribution to security management outcomes was that school community laid down policies for security to protect the students as agreed by one of the principals who said,

“Every member of the school community is a key player in setting policies for securing students. I believe we work as team in our schools to make sure that we have contributed our best” (P2).

These same sentiments were echoed by the education officers who were pleased with the way school community members organized themselves against insecurity and in his own words,

“Actually, we have no issues with our schools' safety systems as the community in those institutions seem to be honest stakeholders” (SCDE1).

There is stakeholders' contribution on security management outcomes as seen in the coordination from the school all the way to the security officers in Mandera which enhanced safety. This involvement is appreciated by many school heads in this study as one of them had this to say,

“Safety here is well coordinated by the stakeholders for example, from the school level to the leaders and the police, the stakeholders know the part which they ought to play and this gives us motivation as principal” (P3).

Additionally, students knew the chain of command to follow when security issues arose, being the key stakeholders, hence enhancing security outcomes among themselves. This was echoed by one principal who observed,

“In our school, there is the chain of command to be followed by every stakeholder to ensure that their participation is seen especially when the safety issues are seen. Their knowledge is imperative as stakeholders if they are to assist us combat insecurity” (P4).

Teachers, students and school workers were all involved as stakeholders in security issues to secure schools and enhance safety outcomes. Their contribution to security management outcomes may not be ignored but should be underscored as one principal could say,

“Every individual who stays here on this compound being teachers, students and workers have shown immense contribution in security management outcomes of this school and we are proud of ourselves” (P5).

Same sentiments were in the observations of the education officers in Mandera County who noted that there was significant involvement of stakeholders among the teachers, students and workers as one of them was quoted,

“The moment we visit our schools we see keen involvement in safety matters even among the kitchen staff who may seem to have less influence in security” (SCDE2).

The BoMs in schools, as stakeholders, contributed highly in security management matters in the institutions as they were the ones who handled issues when they went out of hand. One member was quoted saying,

“You cannot exclude the board from security matters as we are always called when problems come and it is only when they are at the worst stage. So as members of the board we work along with our schools to contribute fully and prevent insecurity in our schools” (BOM1).

The BoMs laid down approaches to combat insecurity in their schools to propel security outcomes in the institutions they served. It was seen that many boards were keen on planning safety of students every time they met and this was echoed by one of them,

“You know we have several board meetings every year. In each meeting, we make sure that security management outcomes are achieved by our principals, teachers and students. It is our duty as stakeholders to ensure that every member of the school community is safe” (BOM 2).

The school community was fully sensitized on fire outbreaks and they did fire drills often times to enhance security management outcomes though there was still room for improvement. Schools were found lagging behind in terms of drill as one education officer had this to say,

“When you talk of fire drills, it seems that many institutions do not care about that. We have often times asked principals to make sure that these drills are done regularly. Sometimes we want the drills to be done in our presence so that we can observe as stakeholders of education” (SCDE3).

From the interview results, stakeholders' contribution on security outcomes needed to be beefed up to enable safety. The discussions among board chairpersons, principals and education officers were supported by Lulua (2008) in Uganda that the implementation of the Safe Schools Contract (S.S.C) had seen various stakeholders such as parents, teachers and the alumni being more entangled in the safety of students resulting to better quality of schooling. Schools had to ensure workable partnerships with parents and teachers to

enable safe environment to all learners. To attain safety in schools, the principals need to encourage and model responsible and respectful behaviors among students and stakeholders so that the learning atmosphere could be secure.

4.4.4 Observation Results

The researcher did observations regarding stakeholders' contribution to security management outcomes. Several indicators were looked for. There were no signs of stakeholders for example notices written and signed by the chairman, Board of Management. There were no warnings or sensitizations by other stakeholders such as the security men on the chain of command to be followed during the time of emergencies. There were no signs from the government for example warnings from the Ministry of Education regarding security management outcomes for instance there could be warnings as seen today about Covid-19 epidemic. The researcher did not observe any warnings from the Non-Governmental Organizations and other bodies involved in security matters such as the Kenya Red Cross organization. Indeed, physical observations failed to make conclusions on how various stakeholders were involved in securing the institutions. The students should have put notices from their various clubs and societies for instance a notice could have been seen written by the schools' environmental clubs on security measures. This would have been good evidence that other persons in the name of stakeholders were caring for the security of learners in schools. It is believed that all stakeholders are free to visit institutions and offer assistance at least by sensitization.

Observations on stakeholders' contribution on security management outcomes were clear indicators that there was need to for improvement if security management was going to be achieved. The schooling sector had a good number of stakeholders (Nyakundi, 2012). These were individuals who were investing in the welfare and the success of the school and the students at large. The stakeholders included the staff members, parents, students,

families, community members, local leaders and school board and maintenance of schools. The board of management had the greatest role in ensuring school safety was implemented for all persons in the management to ensure that safety.

4.4.5 Mixing and Interpreting Data in Stakeholders' Contribution on Security Management Outcomes

Looking at the descriptive statistics, it was seen that the stakeholders contributed by getting involved in safety planning as at 80.41 %. School community laid policies as stakeholders at (85.57 %. Stakeholders' contribution was seen in the coordinating of security from the school level to the security officers in the county at 72.16 %. However, 14.43 % were not in agreement and 13.40 % were not decided. This was a perfect arrangement to ensure that students were safe especially inside the institutions. When security issues rose, it was compulsory for the students to know the chain of command to the concerned stakeholders. This was the case at 80.41 %. Stakeholders like the safety teams could be knowledgeable when issues came. Others like the boards laid down tactics and arrangements for security matters at 82.47 %. The boards were significant in guaranteeing that students were safe in institutions as stakeholders who contributed highly. Teachers, students and non-teaching staff as stakeholders were well knowledgeable and involved in safety matters at 90.72 %. This type of contribution was quite vital if there was going to be protection amongst students. The school community was alerted on fire eruptions so that they contributed to protection as stakeholders at 52.58 % as 27.84 % disagreed. This disputatious percentage could not be disregarded as participants are supposed to offer complete backing to protect students.

Turning to inferential statistics, the participants' responses were entered into SPSS Version 24 in Chi-square test, the result turned to 0.932. This result was bigger than value of α being 0.05. The null hypothesis formulated was: ***H₀*** *There is no significant*

relationship between stakeholders' contribution and security management outcomes.

Chi-square worked value was bigger than the critical value of the Chi-square. Consequently, the null hypothesis was rejected. The Chi-square outcomes indicated that there was a significant relationship between stakeholders' contribution and security management outcomes in terms of health and environment.

Mixing observation data, it was seen that there were no signs of stakeholders' as seen in lack of notices written and endorsed the boards. Others like the security men had not put the any chain of command to be used in time of tragedies. No signs of warnings from the government on safety managing results like the Covid-19 pandemic warnings. No warnings observed from the Non-Governmental Organizations as stakeholders. Physical observation did not make conclusions on how stakeholders were involved in safeguarding the schools. Students did not put notices from clubs as proof of their participation.

Looking at all analyses, they were echoed by Sugut (2020) in a study done in Nandi North Sub County where stakeholders actively participated in the observance of school safety standards. All principals indicated that the Boards of Management vigorously accepted and monitored the safety of schools. The Ministry of Health officials checked schools annually. Nonetheless, the findings indicated that various stakeholders were comprehensively involved in overseeing the adherence to safety standards at schools.

4.5 Influence of Stakeholders' Security Plan Preparation on Security Management Outcomes in Schools

The third objective sought views on security plan preparation. Three levels of data analysis were used namely: descriptive and inferential statistics, thematic analysis and then mixing and interpretation of the data.

4.5.1 Descriptive Statistics Analysis

The researcher sought views the teachers in part D of their questionnaire on the issue of security plan preparation. The data captured the indicators of the independent variables. The data also captured the dependent variable indicators. This is seen in the questionnaires which balance both independent and dependent variables in capturing the data. Table 13 shows this.

4.5.1.1 Teachers' Responses in Stakeholders' Security Plan Preparation on Security Management Outcomes

Table 13: 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 times receiving training on security matters to enhance security integrated plans and action plans	f28 28.87 %	f11 11.34 %	f15 15.46 %	f26 26.80 %	17 17.53 %
There is a planned training for teachers on security issues often times to propel security integrated plans and action plans	f27 27.84 %	f15 15.46 %	f13 13.40 %	f30 30.93 %	f12 12.37 %
Your school conducts fire drills often times in the school calendar to enhance security integrated plans and action plans	f22 22.68 %	f09 9.28 %	f19 19.59 %	f27 27.84 %	f20 20.61 %
Fire drills should be conducted often times in the school year to enhance security integrated plans and action plans	f33 34.02 %	f22 22.68 %	f11 11.34 %	f17 17.53 %	f14 14.43 %
There is always security sensitization in your school among teachers and students to enable security integrated plans and action plans	f51 52.58 %	f19 19.59 %	f10 10.30 %	f09 9.28 %	f08 8.25 %
Your school community is prepared to combat any emergencies and enhance disaster preparedness	f39 40.21 %	f24 24.74 %	f11 11.34 %	f16 16.49 %	f07 7.22 %
There are evacuation points designated in your school compound to ensure	f39 40.21 %	f13 13.40 %	f09 9.28 %	f23 23.71 %	f13 13.40 %

security integrated plans and action plans

Students are aware of the steps they should take during emergencies to secure themselves and enhance security integrated plans and action plans	f41	f23	f13	f11	f09
	42.27	23.71	13.40	11.34	9.28
	%	%	%	%	%

Source: Field Data (2022)

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 %) were in agreement 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 those undecideds 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 so as 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's, 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 also 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.

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

The researcher sought views from the students through part D of their questionnaire. The results were presented in Table 14.

Table 14: 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	f119 25.43 %	f42 8.97 %	f47 10.04 %	f145 30.98 %	f115 24.58 %
There are planned trainings for students on security issues often times to ensure security inspection reports	f106 22.65 %	f61 13.03 %	f47 10.04 %	f135 28.85 %	f119 25.43 %
Your school conducts fire drills often times in the school calendar to propel disaster preparedness	f84 17.95 %	f43 9.19 %	f52 11.11 %	f155 33.12 %	f134 28.63 %
Fire drills should be conducted often times in the school year to enhance security inspection reports	f158 33.76 %	f60 12.83 %	f50 10.68 %	f110 23.50 %	f90 19.23 %
There is always security awareness in your school among teachers and students to ensure security inspection reports	f220 47.01 %	f104 22.22 %	f29 6.20 %	f55 11.75 %	f60 12.82 %
Your school community is prepared to combat any disasters so as to enable security inspection reports	f183 39.10 %	f80 17.09 %	f57 12.18 %	f81 17.31 %	f67 14.32 %
There are evacuation points marked in your school compound to enhance security inspection reports	f159 33.97 %	f60 12.82 %	f41 8.76 %	f118 25.22 %	f90 19.23 %
Students are aware of the steps they should take during disasters to secure	f171 36.55 %	f103 22.00 %	f35 7.48 %	f87 18.59 %	f72 15.38 %

Source: Field Data (2022)

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 %) were in agreement 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 undecideds. 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) who did research on security plan preparation in Nyeri County. It was clear that firefighting gear was rarely inspected or even mended. In case of fire, it could not have been be 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.

4.5.2 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 the if there was significant

relationship between security plan preparation and security management outcomes. This is shown in Table 15.

Table 15: Chi-square test in security plan preparation on security management outcomes

Test Statistics					
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**

Source: Field Data (2022)

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: *H₀ 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.

4.5.3 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 laments,

“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 make arrangements 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 times 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.

4.5.4 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 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.

4.5.5 Mixing and Interpreting Data in Stakeholders' Security Plan Preparation on 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 of 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 had 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: *H₀ 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.

The thematic results were mixed here also. Principals, teachers, workers and students were expected to receive training on safety to enhance disaster preparedness often times. 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 had it 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 summary of mixing and interpreting data was 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.

4.6 Influence of Stakeholders' Security Plan Implementation on Security Management Outcomes in Schools

This was the fourth objective. It was treated like the other three before by sorting out descriptive and inferential statistics, thematic, and mixing and interpretation of the data collected from the field.

4.6.1 Descriptive Statistics Analysis

The investigator prepared part E of the questionnaire for teachers to solicit information on this issue. The data captured the indicators of the independent variables. The data also captured the dependent variable indicators. This is seen in the questionnaires which

balance both independent and dependent variables. Responses from the school teachers were presented in Table 16.

4.6.1.1 Teachers' Responses in Stakeholders' Security Plan Implementation on Security Management Outcomes

Table 16: Teachers' responses in security plan implementation on security management outcomes

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
You are aware of the safety guidelines manual given by the MoE way back in 2008 so as to ensure security inspection reports	f52 53.61 %	f16 16.49 %	f13 13.41 %	f11 11.34 %	f05 5.15 %
Safety and security measures are always implemented in your school to enable security inspection reports	f49 50.52 %	f22 22.68 %	f12 12.37 %	f12 12.37 %	f02 2.06 %
The QASO officers have always inspected your school's security system to enhance security inspection reports	f33 34.02 %	f19 19.59 %	f20 20.62 %	f19 19.59 %	f06 6.18 %
Your school administration always inspects safety on the school compound to enhance security inspection reports	f57 58.76 %	f28 28.88 %	f05 5.15 %	f05 5.15 %	f02 2.06 %
Your school has a working/functioning safety committee to ensure security inspection reports	f37 38.14 %	f21 21.65 %	f15 15.46 %	f20 20.63 %	f04 4.12 %
Safety committees in schools should ensure that there is security plan implementation to propel security inspection reports	f52 53.61 %	f21 21.65 %	f12 12.37 %	f10 10.31 %	f02 2.06 %
The teachers have adequate emergency awareness to enhance security inspection reports	f41 42.27 %	f27 27.84 %	f08 8.25 %	f14 14.43 %	f07 7.21 %

Students have always adequate emergency awareness to enhance security inspection reports	f47 48.45 %	f16 16.49 %	f09 9.28 %	f16 16.49 %	f09 9.29 %
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Source: Field Data (2022)

From the table, responses on security plan implementation on security management outcomes were computed. It was necessary for teachers to be aware of the Kenya Government safety manual so that they can implement it. Those who were aware were 68 (70.10 %) and those who were not aware were 16 (16.49 %) and those who could not decide were 13 (13.41 %). The unawares and the undecideds were 29 (29.90 %) a figure which may not be ignored. The implementation of security plan begins with the knowledge of the existence of the Government manual sent by the Ministry of Education in 2008. The question of if safety measures are implemented regularly was agreeable by 71 (73.20 %) as 14 (14.43 %) disagreed and 12 (12.37 %) were not decided. This could be quite encouraging but 26 (26.80 %) is not a figure any researcher could ignore especially when it concerns security plan implementation. This signifies that more than a quarter of the participants did not see implementation of safety. There could be inspections from the Ministry of Education as 52 (53.61 %) of the teachers agreed but may not be efficient enough to ensure implementation of safety. Those who disagreed 25 (25.77 %) were more than a quarter of the participants not to mention 20 (20.62 %) who could not make decisions. If officers from the Ministry of Education surely assist to implement safety, it may not be to a significant extent.

For security plan implementation, school administration seemed to inspect safety as 85 (87.63 %) were in agreement with only 7 (7.22 %) disagreeing and a staggering 5 (5.15 %) could not decide. This sounded good but why all schools were not inspected by their leaders is not good news. Regular inspections could ensure implementation of safety in schools.

Security plan implementation on security management needed schools have safety committees. These committees seemed to participate well as 58 (59.79 %) agreed with 24 (24.74 %) disagreeing and 15 (15.46 %) were not decided. However, 39 (40.21 %) being a combination of disagreements and undecideds was too large a figure and for this reason, may not be ignored at all. This brought doubts as to how effective these committees were. Proper implementation has to be seen in institutions and this can be possible if safety committees were functional.

These committees are supposed to ensure safety implementation as 73 (75.26 %) of the participants seem to agree. This view is reflected by 12 (12.37 %) and a similar number not decided. Additionally, teachers should have disaster awareness so as to implement safety and this was agreeable with 68 (70.10 %). Likewise, the learners should follow suit and get this awareness as 63 (64.95 %) seem to agree and 25 (25.77 %) were in disagreement and 9 (9.28 %) could not decide.

There was need to beef up security plan implementation from the participants if security management outcomes were going to be good. In line with the findings in this objective Armstrong (2006) ad it that in the case of safety plan implementation, teacher training was an important aspect in implementing safety standards and guidelines and be aware of disasters. Teachers who are charged with ensuring safety in schools should collaborate with other teachers on issues to do with school safety. They should also look out for any hazards in the institution and try to come up with corrective ways through the use of committee or as individuals. They should also ensure that community members, teachers and learners are sensitized on safety matters. Teachers need to keep reliable and updated records of safety related cases. They also need to occasionally brief the principal on the status of the school when it comes to safety and ensure that measures that are agreed upon on safety are implemented. So, their training was mandatory.

4.6.1.2 Students' Responses in Stakeholders' Security Plan Implementation on Security Management outcomes

Table 17: Students' responses in security plan implementation on security management outcomes

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
You are aware of the safety guidelines manual given by the MoE way back in 2008 so as to enhance security inspection reports	f127 27.14 %	f50 10.68 %	f71 15.17 %	f128 27.35 %	f92 19.66 %
Safety and security measures are always implemented in your school to enhance security inspection reports	f187 39.96 %	f77 16.45 %	f39 8.33 %	f95 20.30 %	f70 14.96 %
The government officers have always inspected your school's security system to ensure security inspection reports	f126 26.92 %	f54 11.54 %	f49 10.47 %	f125 26.71 %	f114 24.36 %
Your school administration always inspects safety on the school compound to propel security inspection reports	f194 41.45 %	f116 24.79 %	f27 5.77 %	f61 13.03 %	f70 14.96 %
Your school has a functioning safety committee of teachers and students to enhance security inspection reports	f185 39.53 %	f110 23.50 %	f41 8.77 %	f80 17.09 %	f52 11.11 %
Safety committees in schools should ensure that there is security plan carrying out to enable security inspection reports	f192 41.02 %	f113 24.15 %	f41 8.76 %	f67 14.32 %	f55 11.75 %
The teachers have adequate emergency awareness to enhance security inspection reports	f147 31.41 %	f86 18.38 %	f52 11.11 %	f108 23.08 %	f75 16.02 %
Students have always adequate emergency awareness to enable security inspection reports	f146 31.20 %	f77 16.45 %	f36 7.69 %	f112 23.93 %	f97 20.73 %

Source: Field Data (2022)

The responses seen from the table came from the students reacting on security plan implementation on security management outcomes objective of the study. It is necessary for learners to be aware that the government has guidelines for them to follow so that they can help implement them. There were 177 (37.82 %) who were aware of this Ministry of Education safety manual. Another 220 (47.01 %) did not know about the manual as 71 (15.17 %) could not decide. It seems that majority of learners were not aware of the government policy on safety in schools hence hampering security plan implementation.

Implementation of security plan was accepted by 264 (56.41 %) being the majority. Those who disagreed were 165 (35.26 %) and 39 (8.33 %) could not decide. However, the combined figures of disagreement and undecideds is 204 (43.59 %) which is a worrying figure. It is not possible for learners to implement guidelines which they were not aware of.

To implement the plan, inspection by the Ministry of Education was positive by 239 (51.07 %) as 49 (10.47 %) could not take sides. These responses indicated that safety implementation was hampered and hence risking lives of students in the institutions. However, there was positive information on the question of school administrations' inspection as accepted by 310 (66.24 %) and rejected by 131 (27.99 %) as only 27 (5.77 %) were not decided. This effort, at least, was commendable. Another good job was done on the safety committees being functional as accepted by 295 (63.03 %) and rejected by 132 (28.21 %) as 41 (8.77 %) could not decide. While these figures are attractive, there is no meaningful significance as 173 (36.97 %) were combined rejection and undecidedness. The functioning of safety committees needs to score higher percentage than this. These committees should guarantee safety plan implementation and this was agreed upon by 305 (65.17 %) while 122 (26.07 %) disagreed and 41 (8.76 %) were not

decided. As the figures look good, there is less degree of significance hence hampering the implementation. Teachers may have emergency awareness and this can be seen by students as they interact with them. The accepting figure was 233 (49.79 %) and 183 (39.10 %) disagreed as 52 (11.11 %) could not decide. This indicates positive figures but less significance since the percentages are closely associated.

Lastly, students need to have emergency awareness. This was agreed by 223 (47.65 %) and rejected by 209 (44.66 %) while 36 (7.69 %) could not make decision. Examining the figures, the significance of the awareness of learners was missing. This is a great danger and threat in implementing safety plan indeed.

Though some positivity could be recorded, security plan implementation needed efforts to enable security management outcomes. The findings from the students were in line with Xaba (2019) who had that in Tshwane, South Africa a study on safety and security measures implementation in secondary schools found out that funds were required to connect safety gadgets, put security plan policies and procedures and follow on their adherence. Though safety committees and strategies were developed in the Republic of South Africa, they had no emergency awareness. The school community did not know evacuation points models during emergencies and the post emergency trauma procedures among others Setting committees and policies make no sense if the schools had no skills on emergencies.

4.6.2 Inferential Statistics Analysis

The researcher conducted Chi-square test to determine if there was significant relationship between the variables from the SPSS. This was used to examine the if there was significant relationship between security plan implementation and on security management outcomes in terms of disaster integrated plan as an indicator for the dependent variable. This is shown in Table 18.

Table 18: Chi-square test in security plan implementation on security management outcomes

Test Statistics					
Chi-Square	.750 ^a	1.000 ^b	.750 ^a	2.500 ^b	2.500 ^b
df	6	5	6	5	5
Asymp. Sig.	.993	.963	.993	.776	.776

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

b. 6 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.3. **Average: 0.900**

Source: Field Data (2022)

Responses in SPSS in Chi-square test, the average result was **0.900**. This outcome was greater than α value which is **0.05**. The null hypothesis formulated is: *H₀ There is no significant relationship between stakeholders' security plan implementation and security management outcome.* In this case, the average calculated value was 0.900 which is greater than Chi-square critical value which is 0.05 and therefore, the null hypothesis was rejected. From the table, average of 0.900 is > than 0.05. Chi-square test showed that there was a significant association between security plan implementation and security management outcomes.

The Chi-square test indicated good association between security plan implementation and security management outcomes. The findings in inferential statistics were reflecting the findings by Gathoni (2017). It was one thing to do planning and another to do implementation of whatever has been planned. Kenyan schools had been facing matters of insecurity like fires among others. It was stated that teachers and students had an accountability to fulfill in guaranteeing that safety was implemented in order to assure smooth running in schools. The government was committed to enhancing education

standards in every level as stipulated in the Ministry of Education Safety Standards Manual. Issues of security were rampant in Kenya after schools were affected during the post-elections violence in 2008 when destruction was done on infrastructure.

4.6.3 Thematic Analysis

To enable security plan implementation on security management outcomes, the principals, teachers, students and possibly the no-teaching staff must be aware of the safety guidelines manual given by the government in 2008 so as to ensure disaster integrated plan. Through the interviews, it seemed that principals were quite aware of the Ministry of Education guidelines as one such principal said,

“I believe all schools have the ministry safety guidelines and there is no doubt that we know about the plan of the government. However, it is one thing to know about safety guidelines and another to implement them. Yes, we know about them, but what about the implementation?” (P1)

Another sensitive issue in the interviews which could bring about security implementation was the question of if safety and security measures were always implemented in schools to enable disaster integrated plan. It seemed that the interviewees were in agreement that they did this but still there was there was doubt as the extent to which this was done as one principal was honest enough to say,

“Actually, we may agree that we implement safety measures but nobody can tell you if we do this to highest degree required. We just do our best and God does the rest” (P2).

The members of the boards were also in agreement that schools implemented safety measures to ensure safety of the persons staying in school compounds. However, they were not supposed to stay in schools to supervise the implementation. Instead, they relied on the reports from the principals as one member declared,

“You know we support safety through our principals but we make sure that they implement security plans as much as possible. From our evaluation and constant

monitoring, I think we are doing fairly well and in every BoM meeting, we ask how the situation is and by so doing, we get to know that we are not badly off” (BOM1)

To enable safety plan implementation the QASO officers have to always inspect school’s security system to enhance disaster integrated plan as part of the government effort to minimize security issues. This seemed to have been done though not as frequently as it should have been. One principal confirmed this by saying,

“You talk of inspection, yes, this happens but nobody knows how often this should happen. If this helps implement safety in our school, I am still in doubt if it does. However, it is good that the ministry of education staff visits us to assess how safe schools are but I think the frequency is not attractive” (P3)

The education officers agreed that they made efforts in assessing safety in schools and propel the implementation of security plans. Nevertheless, they face challenges such as funds to travel and volume of work due to the implementation of CBC in primary schools.

One officer said,

“We in the education through our quality assurance officers do our best to help schools implement safety guidelines though we lack staff and finances to carry out these duties” (SCDE1)

A very important thing to consider in safety implementation is the fact that school administration always inspects safety on the school compound to enhance disaster integrated plan. This has been happening and the board members testified positively as one of them said,

“Our schools are very keen on inspecting safety and personally I have witnessed this happen in the school where I am the board chairperson. However, we do not know if the school has enough facilities to ensure security of learners or just, they check whatever is available” (BOM2)

In implementing security plan, schools must have active safety committees to ensure disaster integrated plan. The committees are available in many institutions. Nevertheless, it is not possible for them to function as effectively as they should due to time factor and

the fact that the same teachers have to do the academic work. It is not easy for these committees to work well as one principal was observing,

“The fact that we have safety committees at school level is not a big issue. This may be just a requirement and we implement that. However, we do not have much time for these teachers to serve in such committees as well as other normal duties. This hampers their effectiveness and we wish that they could do more than what they are doing (P4)

Safety committees in schools should ensure that there is security plan implementation to propel disaster integrated plan. This is done by many schools in the study. Good plans can be there but when it comes to implementing them, they hit a snag as one principal was heard saying,

“You can have good plans from the committees and they tend to fulfill all planned activities but you find that this is not possible. Safety issues are pertinent and ought to be handled carefully” (P5)

Security plan implementation is possible if teachers have adequate emergency awareness to enhance disaster integrated plan. This is true as a lot has been done on safety measures to guarantee that teachers have been sensitized on emergencies even from the education office. Planned trainings have been done on awareness not only to teachers but also to learners as one officer was quoted,

“The ministry of education is keen on sensitization of emergencies to all schools to make sure that whenever emergencies strike, they will be confronted effectively” (SCDE2)

It was established that students had always adequate emergency awareness to enhance disaster integrated plan and that the government was keen on this to ensure that all students are alerted. This has, however, helped in security plan implementation. Nevertheless, being alert only may not help without the necessary skills as one officer lamented,

“I am afraid that though we alert the learners, there still remains the burden of how skillful they are to enable safety plan be fulfilled” (SCDE3)

Thematic results about security plan implementation implied efforts to secure security management outcomes in schools. The findings in the interviews conducted by the researcher were in line with Kyambi (2013) who conducted research in Kitui East Sub County in Kitui County in public secondary schools in the area. It was established that every institution in his sample failed to possess the Safety Manuals. This implied that there was no enactment of the guidelines. Schools had to be checked frequently to determine full implementation of security. The ministry had to take actions to empower safety in schools in the study area.

4.6.4 Observation Results

The researcher did observations on security plan implementation on security management outcomes. All schools had the safety manual form the Ministry of Education. This was a good practice since they could implement what was in the manual according to the ministry. However, safety notices from the security committees were not available in most institutions. This put doubts in the implementation of safety plan. Implementation entails regular inspections from the government and the administration of the schools. There was no evidence of inspections to establish if safety plans had been implemented for instance, signboards from the government could have been seen as evidence. Safety awareness is quite important if implementation of the same is going to be fulfilled. Ministry of Education participation is quite important in ensuring that all schools implement safety adequately. Consequently, it is concluded that institutions did minimal implementation if any. Reports on property and lives being lost in school fire accidents are evidence that security plan implementation is not done with the seriousness it deserves. Otherwise, issues of fires could have been minimized so to speak.

Looking at the schools, there was necessity to beef up security plan implementation to enable security management outcomes. Findings during the observation period concurred

with Ng'ang'a (2013) who, in his investigation in Nyeri County established that only a few people had awareness of safety standards especially among the teachers in public secondary schools. As established in the investigation, some of the Heads of Departments were ignorant about the manual from the government and even said that they had never heard or even seen the manual. With this lack of awareness among teachers the trend is worrying because they were the personnel expected to enforce the safety standards and to create awareness among the students. The knowledge of the Ministry of Education safety guidelines among the institutional teachers was poor.

4.6.5 Mixing and Interpreting Data in Security Plan Implementation on Security Management Outcomes

Teachers were aware of the safety manual at 70.10 %. Those unaware and those undecideds were 29.90 % and could not be ignored. Safety measures were implemented frequently 73.20 %. This was inspiring though 26.80 % were in disagreement and undecided hence hampering the process. More than a quarter of the contributors did not have enactment of security. Inspections from the Ministry of Education was accepted at 53.61 % though not good enough to guarantee implementation of protection. Administration inspected safety at 87.63 % which was encouraging but not every school did that since the regular inspection could guarantee implementation.

Safety committees participated well at 59.79 % agreed with 24 (24.74 %). Nevertheless, 40.21 % combined of disagreeing and undecided may not be disregarded. There are doubts as to how operative the committees could be. Responses in SPSS in Chi-square test result was 0.900. This was greater than α value which is 0.05. The null hypothesis formulated was: *H₀ There is no significant relationship between security plan implementation and security management outcome.* Chi-square calculated value was greater than the critical value, then the null hypothesis was rejected. From the results,

average of 0.900 was $>$ than 0.05. Chi-square test showed that there was a significant relationship between security plan implementation and security management outcomes in terms of disaster integrated plan. This means there was need for security plan implementation on disaster management outcomes in the study county. To empower safety plan enactment, the heads, instructors, students and the non-teaching staff should have been aware of the security manual from the government to ensure disaster integrated plan. Through the consultations, heads were quite cognizant of the guidelines.

Safety measures were constantly implemented to permit disaster integrated plan. The interviewees agreed that they did this but with doubt as to the extent to which this was done. Boards agreed that schools implemented safety measures to all in schools but they could not stay in schools to oversee the matter; they relied on the reports from the heads. The QASO officers had to continuously inspect security systems. This was not done as regularly as it should have been done. Education officers made efforts in evaluating security. However, they confronted encounters to travel. Administration constantly inspected protection on the compounds. This had been happening and the boards gave good testimony about this. The safety committees were existing in numerous institutions. It was not likely for them to function successfully owing to time factor and the fact that the same teachers had academic work to take care of. It was not easy for the committees to work well. The committees should have secured security plan implementation to propel disaster integrated plan. This was well done. There could be virtuous plans in place but when it comes to implementation, problems arise. A lot has been done on safety measures to assure that teachers have been sensitized on emergencies even from the education office. Planned trainings have been done on awareness not only to teachers but also to learners. Students had continuously adequate emergency alertness to improve disaster integrated plan and that the government was

keen on this to ensure that all students are alerted. This has, however, helped in security plan implementation. Nonetheless, being aware only could not help without the necessary skills.

On security plan implementation to ensure disaster integrated plan, every school had the safety manual which was a good thing to enable know what they were supposed to do. Safety notices from security committees could not be seen in many schools. This called for doubts in implementing of the plan. Evidence of inspections to establish if safety plans had been implemented was not seen. Subsequently, the conclusions were that schools did very insignificant implementation.

While mixing the data and interpreting it, the findings seemed to agree with Makhanu (2019) who found that firefighting equipment and other gadgets meant to save lives were not put in places where they were conspicuous. Teachers, learners and the workers should have been told often on the presence of the gadgets and how they were supposed to use them. Construction, installation and maintenance of safety equipment had to be conducted occasionally to guarantee security standards were sustained.

4.7 Influence of Stakeholders' Safety Evaluation on Security Management Outcomes in Schools

This was fifth and the last research objective in this research. The researcher issued questionnaires for teachers and students to solicit information. Descriptive and inferential statistics were used as well as thematic analysis. The data was mixed and then interpreted.

4.7.1 Descriptive Statistics Analysis

The teachers were required to fill part F of their questionnaire on security evaluation. The data captured the indicators of the independent variables. The data also captured dependent variable indicators. This is seen in the questionnaires which balance both independent and dependent variables.

4.7.1.1 Teachers' Responses in Stakeholders' Safety Evaluation on Security Management Outcomes

It was necessary to hear the views from the school teachers on this objective and so they filled part F of their questionnaire. The responses from the teachers were presented in Table 19.

Table 19: Teachers' responses in stakeholders' safety evaluation on security management outcomes

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
There are always inspections from the MoE on security matters in your school to enhance security monitoring and evaluation reports	f41 42.27 %	f15 15.46 %	f08 8.25 %	f21 21.65 %	f12 12.37 %
The MoE should do frequent inspection on safety matters to enhance security monitoring and evaluation reports	f46 47.42 %	f33 34.03 %	f04 4.12 %	f05 5.15 %	f09 9.28 %
The principal and the deputy normally do weekly inspections on the compound for purpose of safety of learners and enhance security monitoring and evaluation reports	f47 48.46 %	f42 43.30 %	f04 4.12 %	f04 4.12 %	f00 0.00 %
Teachers should do frequent inspections on the compounds on safety and security of the students to enable security monitoring and evaluation reports	f48 49.48 %	f40 41.24 %	f02 2.06 %	f07 7.22 %	f00 0.00 %
Your school has adequate firefighting equipment to ensure security monitoring and evaluation reports	f33 34.02 %	f16 16.49 %	f03 3.09 %	f24 24.74 %	f21 21.66 %
Firefighting equipment in your school is inspected on a regular basis to enhance security monitoring and evaluation reports	f37 38.14 %	f07 7.22 %	f08 8.25 %	f26 26.80 %	f19 19.59 %
Fire drills are regularly done in your school to enhance security monitoring and evaluation reports	f29 29.90 %	f12 12.37 %	f10 10.31 %	f26 26.80 %	f20 20.62 %
You have personally participated in fire drill practice in your school to enable security monitoring and evaluation reports	f30 30.92 %	f09 9.28 %	f06 6.19 %	f27 27.84 %	f25 25.77 %

Source: Field Data (2022)

The table shows responses from teachers on the issue of safety evaluation on security management outcomes and to enable this, frequent inspections were necessary. In this case, 56 (57.73 %) were in agreement while 33 (34.02 %) disagreed as 8 (8.25 %) did not make decision. The positivity of these figures does not cancel the insignificance of the same. There should be regular monitoring from the government to enable proper safety evaluation as 79 (81.44 %) were in agreement and only 14 (14.43 %) disagreed and another meagre 4 (4.12 %) could not decide.

The school leaders have no alternative but to do inspections on a weekly basis and this is so according to 89 (91.75 %) being the majority. Thus, there is no doubt that schools evaluated safety on weekly basis. Similarly, teachers did inspections as agreed by 88 (90.72 %) in their responses, this being a positive direction for evaluation. In addition, schools had reasonable number of firefighting equipment as agreed by 49 (50.52 %) and rejected by 45 (46.39 %). These figures are not so different, meaning that more firefighting equipment in institutions is a must since without them, fires may not be dealt with meaningfully. However, there must be regular evaluation of the equipment and this was positive with 44 (45.36 %) in agreement and 45 (46.39 %) in disagreement. These figures send a warning that assessment of firefighting equipment is not done with the seriousness it deserves. Schools may find that equipment they have is not functional when they urgently need it for use. It may be too late to repair the equipment while there is a fire already consuming school property. Thus, there is failure in evaluating these gadgets for proper use when need arises.

Finally, the table dealt with fire drill as part of safety evaluation on security management outcomes. According to 41 (42.27 %) of the participants' said drills were done regularly as 46 (47.42 %) denied. The responses indicate that there is significant failure in assessing the capability of teachers in combating fires. This is supported by the fact that

52 (53.61 %) of the participants had not personally participated in fire drills. Some 39 (40.21 %) claimed to have personally participated in the drills. The fact that the researcher does not see significant figures on fire drills means that safety evaluation is not with the seriousness it deserves. There was need for one to assess oneself before the anticipated disasters strike, failure to which he/she may find that they are not able to address calamities when it is too late.

From the participants, weaknesses were seen as far as safety evaluation was concerned which could influence security management outcomes. The study findings seemed to agree with the United States Fire Administration (2017) who maintained that keeping an eye on security issues in schools is a sensitive question in dealing with security. Persistent occurrences of catastrophes must be fought through watchful and thorough care. Measures have always been set to assess security in the schools in the whole nation of the United States. This has minimized the effect of disasters in those areas. Constant evaluation of safety is the trend to be followed by this study.

4.7.1.2 Students' Responses in Stakeholders' Stakeholders' Safety Evaluation on Security Management Outcomes

Table 20: Students' responses in safety evaluation on security management outcomes

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
There are always inspections from the MoE on security matters in your school to enhance security monitoring and evaluation reports	f142 30.34 %	f53 11.33 %	f49 10.47 %	f126 26.92 %	f98 20.94 %
The MoE should do frequent inspection on safety matters to enhance security monitoring and evaluation reports	f156 33.33 %	f94 20.09 %	f55 11.75 %	f88 18.80 %	f75 16.03 %

The principal and the deputy normally do weekly inspections on the compound for purpose of safety of learners and enhance security monitoring and evaluation reports	f163	f183	f28	f43	f51
	34.83	39.10	5.98	9.19	10.90
	%	%	%	%	%
Teachers should do frequent inspections on the compounds on safety and security of the students to enable security monitoring and evaluation reports	f187	f152	f33	f37	f59
	39.96	32.48	7.05	7.91	12.60
	%	%	%	%	%
Our school does fire drills at least once in a term to enhance security monitoring and evaluation reports	f80	f43	f60	f160	f125
	17.10	9.19	12.82	34.19	26.70
	%	%	%	%	%
Fire drills are necessary to evaluate how prepared the students are in emergencies and enhance security monitoring and evaluation reports	f129	f87	f63	f96	f93
	27.56	18.59	13.46	20.51	19.88
	%	%	%	%	%
Our school community is prepared for disasters in case they occur which enhances security monitoring and evaluation reports	f135	f74	f59	f106	f94
	28.85	15.81	12.60	22.65	20.09
	%	%	%	%	%
All school community members should be prepared for disasters and combat them when they occur so as to enhance security monitoring and evaluation reports	f182	f88	f58	f70	f70
	38.89	18.80	12.39	14.96	14.96
	%	%	%	%	%

Source: Field Data (2022)

This table has sentiments of the students regarding safety evaluation on security management outcomes. If there were inspections from the Ministry of Education, this could have been better and indeed the inspections were seen in 195 (41.67 %) and not seen in 227 (47.86 %) being the majority with only 49 (10.47 %) not decided. This sounds poor assessment and monitoring of safety. Indeed, the Ministry of Education should be alert in doing inspections as seen by 250 (53.42 %) and not seen by 163 (37.83 %) with 55 (11.75 %). However, heads and their deputies were keen on weekly assessment as 346

(73.93 %) agreed and 94 (20.09 %) disagreed with 28 (5.98 %) not decided. The big worry was in the 122 (26.07 %) being a combination of disagreements and undecideds. This is more than a quarter of the participants who responded negatively. At least there should have been a higher positive response to get better significance. On the other side of the teachers, they should assist in evaluation by doing regular inspections as agreed by 339 (72.44 %) and denied by 96 (20.51 %). But the concern arises as to if this is done in schools.

Another way of assessing safety is by doing fire drills, which does not happen according to 285 (60.90 %) with 123 (26.28 %) in agreement and 60 (12.82 %) not decided. These figures are unpleasant as they do not depict proper drills in most institutions. Drills are quite necessary in assessing safety and this is supported by 216 (46.15 %) and denied by 189 (40.37 %). The figures indicate that the participants were not sure if drills could help assess safety as these were students responding to this issue.

Another monitoring indicator is on the school community being prepared for disasters and 209 (44.66 %) said they were prepared with 200 (42.74 %) in disagreement and 59 (12.60 %) in denial. The figures do not show significant preparation for disasters hence poor evaluation. Indeed, every member of the school occupants must be prepared for disasters and this opinion is supported by 270 (57.70 %) and denied by 140 (29.91 %). To get proper assessment, those supporting this view should have significant percentage and almost all participants should agree which is not the case here.

Students could not record attractive results in safety evaluation which was a hinderance to security management outcomes. Findings from the questionnaires of the students were in line with Prinsloo (2007) in a study done in the Republic of South Africa. The school boards had the accountability of guaranteeing that schools were protected. They worked by inspecting and assessing the equipment to determine that they were harmless for use

by the students as pertains to the code of conduct in the country. These bodies had the lawful accountability to preserve school property as an important role in their work. The structures and amenities were to be safe as well as limited access to schools to exclude unwelcome strangers on the vicinities. Constant evaluations, for example on firefighting equipment, buildings, play grounds, sanitation among others is important to maintain standards and make sure that equipment is serviced for use when needed. The current investigation in Mandera found out answers as to how safety evaluation could be done to assure that security supervision in schools was done well instead of assuming that things were going on well only to find that emergencies could be managed when they hit.

4.7.2 Inferential Statistics Analysis

Chi-square test was conducted to determine if there was significant relationship between the variables. This was used to examine the if there was significant relationship between safety evaluation and on security management outcomes in terms of comprehensive disaster policies as an indicator for the dependent variable. This was shown in Table 21.

Table 21: Chi-square test in safety evaluation on security management outcomes

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

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

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

c. 6 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.3. **Average: 0.988**

Source: Field Data (2022)

Participants' responses indicated average result of **0.988**. This outcome was greater than α value which was **0.05**. The null hypothesis formulated is: H_0 There is no significant

relationship between stakeholders' safety evaluation and security management outcome.

Chi-square calculated value is greater than the Chi-square critical value, then the null hypothesis was rejected. In this case, the average calculated value was 0.988 which is greater than Chi-square critical value which of 0.05 and therefore, the null hypothesis is hereby rejected. From the table, average of 0.988 was $>$ than 0.05. Chi-square test showed that there was a significant association between safety evaluation and security management outcomes in terms of disaster integrated plan.

The test on safety evaluation indicated good association between the independent variable and the security management outcomes. In the inferential statistics, the findings reflected the findings of Kipngeno and Kyalo (2009). They established that evaluation was not being done among the schools where the study was conducted. The school community had not done fire drills in the previous years. The investigators found that there had been no evaluation of security measures in the institutions.

4.7.3 Thematic Analysis

To enable safety evaluation on security management outcomes in schools, there must be always inspections from the Ministry of Education on security matters in schools to enhance comprehensive disaster policies. This has been happening among the schools to evaluate safety. However, there is still room for improvement since the frequency with which the visitations were done was still worrisome as one principal had this to say,

“We agree that there are visitations from the government to assess safety situations but this may not have been done as often as it should have been done. In addition to visiting, the government should put effort to supply equipment and equip us with safety skills instead of inspecting if we have safe schools” (P1)

The education officers were also of the opinion that it was not possible for the Ministry of Education to monitor safety matters in all schools. There were no adequate staff and

also no adequate funding to enable officers to go round the schools. This was true as one officer lamented,

“We in the government confess that we may not have been doing assessment as we should have liked to do this. There are always challenges especially on the side of finances and man power capability. We need to improve on the evaluation lest we shall be putting our schools in high risk” (SCDE1)

It is necessary that the Ministry of Education does frequent inspections on safety matters to enhance comprehensive disaster policies and this was accepted by most persons interviewed. It was established that the more the inspections, the better since it could not be assumed that everything went on nicely if nobody ascertained that. The only way to assure safety in schools on the side of the government was check if it was done in the proper manner. This was echoed by one officer who said,

“When we lay down safety strategies, we must make a follow up and ensure that the schools are following them lest we make poor assumptions” (SCDE2)

For proper evaluation, the principal and the deputy should do weekly inspections on the compound for purpose of safety of learners and enhance comprehensive disaster policies. According to the interviewees, this must have been the case. They ascertained that frequent assessments were done every school week in all institutions by teachers on duty and administrators as one principal said,

“There is no doubt that there are frequent inspections not only during the weekends but any other time during the school term. That I can assure you it is done strictly even by the student leaders among the students” (P2)

Teachers were not left behind as far as frequent inspections on the compounds on safety and security of the students were concerned. Even the board members could testify that whenever they had impromptu visits in their schools, they found teachers alert on safety and doing assessment for example ensuring that the compounds were free from harmful obstacles as one member observed,

“I often visit my school with an intention of assessing how teachers were taking care of the institutions’ safety system. I get surprised to find teachers on duty moving round the compound and making sure that there is security” (BOM1)

Another evaluation is on the firefighting equipment. The researcher wanted to know the situation of the equipment being available for emergencies. It seemed that schools did not have adequate firefighting equipment to ensure comprehensive disaster policies. This was attribute to lack of funds. Most security issues were on fire outbreaks, may they be accidental or intentional as many participants agreed. To evaluate safety, one needed to know the number of firefighting equipment to be in a position to say if the schools were safe. One principal had this to say,

“The number of firefighting gadgets I have in this institution may not be adequate since we need a lot of carbon dioxide extinguishers to combat even the accidental kitchen fires which is not the case” (P3)

The board members were also not satisfied with the number of firefighting gadgets in their schools. There was need to have as many as possible so as to fight fires. These gadgets could save a lot of property as one member observed,

“If we must save property from burning, we need a good number of fire extinguishers since the government vehicles may in arrive in time when fires break out” (BOM2)

Firefighting equipment in schools should be inspected on a regular basis to enhance comprehensive disaster policies. This seemed to have been done but sometimes principals forgot to remind teachers and students to do this. The amount of dust gathering in the gadgets is enough evidence that probably there was negligence and carelessness on the part of school administrators. This was true as one principal noted,

“I must be honest and frank with you to say that sometimes I find that office work has been too much and when I go to assess the equipment, I find dust on them. Even when I have delegated this to the teachers, I find the same scenario” (P4)

Evaluation can be done through fire drills being done regularly done in schools to enhance comprehensive disaster policies. Listening to most participants, it was clear that drills were rare in schools. People may not have seen the point of doing them yet there was looming danger. These exercises were compulsory to assess the degree of preparedness among the students and teachers instead of waiting for real emergencies to strike. One officer was not happy with the way these drills were done,

“I am not impressed by the way these drills are done. You know when you tell people to pretend that there is fire when it is not there and then let them to act the way they should in real fire situation, it becomes difficult. But when fire strikes, people start panicking if they have had no practice” (SCDE3)

A number of principals had not personally participated in fire drill practice in their schools to enable comprehensive disaster policies. This was so since they the institutions were not having regular practices on the same. If the schools’ heads were not encouraging their communities to practice this, then it was clear that evaluation in terms of preparedness was wanting as one principal observed,

“We may have no time to participate in everything that happens in our schools as we are very busy persons. However, our major duty is to make sure that this happens regularly for the safety of our learners” (P5)

Interviews in safety evaluation did not show good security management outcomes. Looking at the discussions with the interviewees, they took a trend of Bickel (2017). There was a detailed assessment by UNICEF which was to strengthen disaster risk decrease amongst societies and institutes in Central Asia and South Caucasus. UNICEF received a funds under its Disaster Preparedness Programme to guarantee some notable changes in disaster risk reduction in those nations were executed. Learners, educators, members of the public and government officers participated in that evaluation. It was recognized that UNICEF had met the project’s objectives.

4.7.4 Observation Results

In the final objective, the researcher observed the schools' situation regarding stakeholders' safety evaluation on security management outcomes. There was need to have regular assessments from the government and internally from within schools. The question was if this was done and if so, what could have been the evidence. Once an inspection was done, for instance the weekly ones, there should be records of the same pinned on the notice board. During observations, most institutions did not display any evidence of recorded grades or comments on the notice board. To evaluate safety, it means regular checking on the firefighting equipment and even inspecting their working ability. From the physical observations, most institutions had equipment that looked old and dirty indicating that there was no regular inspection or even mere dusting was not done at all. Additionally, evaluation was about fire drills being done regularly. There was no evidence of fire drills since it could not be established through physical observations since the researcher did not see evidence on the compound, for example, there were no schedules on the notice boards or on the compounds on how often drills were being done. Compounds have to be inspected regularly. There was no evidence of compound inspection since there were no sign boards on the compounds.

Safety evaluation from looking at the schools did not indicate security management outcomes that could be relied upon. The observation findings were in line with Nderitu and Thinguri (2015). No school in Marani Sub County in Kisii County that was found to have implemented every health and safety standards guidelines. The infrastructure was hardly maintained. No monitoring of drugs was done and visitors were not screened on the gates. These findings indicated that there was no monitoring and evaluation. Repair and maintenance of physical facilities was outdated. The researchers recommended

constant monitoring and evaluation of all the school facilities. Also, the MoE was to take regular inspection in line with the safety manual accordingly.

4.7.5 Mixing and Interpreting Data in Stakeholders' Safety Evaluation on Security

Management Outcomes

Frequent inspections are necessary and accepted at 57.73 % but a significant 34.02 % disagreed. There should be regular monitoring from the government as 81.44 % agreed. Principals did checks weekly at 91.75 %. This indicated that schools assessed security. Teachers did inspections as agreed by 90.72 %. Schools had reasonable number of firefighting equipment as agreed by 50.52 % and rejected by 46.39 %. There must be consistent evaluations of equipment and this was positive at 45.36 % and 46.39 % in negative. Firefighting equipment was not done with the significantly. It may be found that equipment schools have are not functional when instantly needed. Drills were done regularly at 42.27 % but sadly, 47.42 % denied. There was noteworthy disappointment in evaluating the competence of instructors in fighting fires.

Responses in SPSS in Chi-square test result was 0.988. This outcome was greater than α value which was 0.05. The null hypothesis formulated was: *H_0 There is no significant relationship between safety evaluation and security management outcome.* Chi-square calculated value was greater than the critical value, then the null hypothesis was rejected. In this case, calculated value was 0.988 being greater than Chi-square critical value 0.05 and consequently, the null hypothesis was rejected. The test indicated that there was a significant relationship between safety evaluation and security management outcomes in terms of disaster-integrated plan. This means that there is need for safety evaluation to enhance disaster management outcomes in the county of study.

Inspections from the Ministry of Education regarding safety issues have been happening amongst the schools to evaluate safety. But there is a room for enhancement since the

occurrence with which the visits were done is bothersome. Education officers opined that it was not possible for the government to keep an eye on safety matters in every institution. Adequate staff and adequate funding were not there to allow officers to go round every school. Most persons accepted that the government did inspections on safety matters to enhance comprehensive disaster policies.

The head and the deputy did checks on the compound for purpose of safety of learners and enhance comprehensive disaster policies. This was the case as agreed by participants. The heads made sure that regular evaluations were done weekly in every institution by teachers on duty and themselves. The board members testified that whenever they had unplanned visitations, they found teachers watchful on safety and doing assessing. Institutions did not have acceptable firefighting equipment to guarantee comprehensive disaster policies to issues with funding. The boards were not comfortable with the number of firefighting gadgets schools had. There was need to have many of these. Firefighting equipment needed inspection regularly to enhance comprehensive disaster policies. This was done but occasionally heads forgot to remind the school community and that is why some had dust on them. It was clear that fire drills were infrequent. People may have ignored them yet there was impending hazard. Some heads confessed that they had not taken part in fire drills their schools.

Observations done had their own results. Institutions did not display proof of recording of grades and comments. Physical observations showed that many schools had equipment that seemed old and dirty showing that there was no consistent checks and dusting done at all. There was no evidence of fire exercise because it could not be established by physical observing, as the investigator did not see any proof on the compound timetables on the notice boards or on the compounds on how frequently drills were taking place.

There was failure in this owing to the fact that signs were missing all over the compounds in most cases.

On mixing and interpreting findings, these were in line with Mwenga (2011) who researched in Kitui County. He wanted to establish regular inspections by the government officers. The schools barely received any officers to check safety situations in schools. Equipment was not inspected to ascertain the ability to fight fires and other emergencies. The findings established failure on the side of the government officers. Teachers were not doing Saturday inspections in the boarding schools. The weekend cleaning had been ignored. It was recommended that inspections be done regularly as per the requirements of safety guidelines. This researcher concurs with this idea since boarding schools are the alternative homes for students.

4.8 Discussions of the Findings

The discussions on the findings were aligned to the research objectives and the indicators therein. This section highlighted how the research addressed gaps raised in the literature review in chapter two of the thesis. The discussions, too, included the application of the study theories for both independent and dependent variables.

4.8.1 Influence of Stakeholders' Risk Assessment on Security Management

Outcomes in Schools

The investigator was directed by the objective indicators for risk assessment such as internal inspections, the external inspections, government involvement and the school community policies. The Securitization Theory, being the dependent variable theory, was applied by the in the manner that the Government of Kenya had issued a safety manual to secure institutions and therefore, it served as a warning that there must be safety. The Stakeholders' Theory, being the independent variable theory, was applied here in the study to show how stakeholders should get involved in safety matters to enable better

security management outcomes. The idea behind Securitization Theory was that institutions were alerted on the impending catastrophes. On the other side, the Stakeholders' Theory was utilized to bring answers that if there were risk assessments, then safety could progress since there would be indicators such as disaster sustainable policies among others in the institutions.

In this objective, there existed a study gap in that Lambaard and Kole (2018) studied risk assessment from the aspect of utilizing procedures and measures, which would decrease vulnerability. However, the researchers did not consider the aspect of prevention. By doing risk assessment, one would prevent disaster before they struck. The current investigation aimed at a tactic that would be preventive dealing with all risks instead of dealing with conditions when they were already uncontrollable. This study filled this gap. If better security management outcomes were going to be fully seen, then both internal and external inspections must have been done seriously. Additionally, government involvement and the school community policies were also to be seen in action. Regrettably, the government did not send security management teams to schools to avoid risking lives of the teachers and learners. It is necessary then conduct risk assessments to prepare and protect instructions from tragedies. This is better than waiting until disasters strike then people start running up and down.

From the investigation findings schools conducted regular inspections to assess disasters hence risk assessment meaningfully. Weekly inspections and cleaning were done well. Government participation was fairly done. Risk assessment was not done by external bodies the way it should been expected to be done. The government did not send disaster management teams for risk assessment adequately and similarly was not able to pay meaningful visits. There was need to check these visits so that there could be meaningful control of the risks of safety.

Rules and regulations were existing in most schools but there was no proof that these were followed. Teachers and students assessed safety risks in their institutions significantly though the type of assessments could not be established. Students had knowledge of what to do in the case of any catastrophe.

Again, from the findings, as part of risk assessment, the firefighting equipment was not plenty which hampered risk assessment efforts. Likewise, checks of the firefighting gadgets was not done well. The fire drills were also not done properly. Risk assessment involves fire drills to make sure that people are ready for disasters. Nevertheless, most students had not participated in these drills posing danger to them in the case of fires.

4.8.2 Influence of Stakeholders' Contribution on Security Management Outcomes in Schools

Indicators that guided stakeholders' contribution were: security planning, security coordination, boards of management participation and the school community participating. There was need to involve all stakeholders so as to ensure better security outcomes. The dependent theory, which is the Securitization Theory, was utilized to sensitize that there was imminent hazard if stakeholders were ignored. The theory was used to sensitize all stakeholders to participate before, during and after calamities. The independent variable theory, Stakeholders' Theory, would help iron out the issues if all relevant stakeholders were involved. Stakeholders' contribution plays an important part in safety of students. The planning of security should be done properly and involve all stakeholders. There should be proper and clear security coordination from all stakeholders. The boards of management should be seen to get involved to propel safety. All members of the school community should participate fully if attractive security management outcomes are going to be seen.

Considering the research findings, it was clear that one contribution of the stakeholders was to get involved in security planning which was well done according to the data from the participants. Policies laid down by the school community as stakeholders were also witnessed. Another fair success of stakeholders' contribution was seen in the harmonization of safety from the schools' levels to the relevant security officers. There was a faultless prearrangement to guarantee that students were safe in schools. Students knew the chain of command whenever issues arose. This allowed stakeholders to be informed when issues cropped up. There was positive news that stakeholders like the boards of management were laying down tactics to handle safety matters. The good news was that stakeholders like teachers, students and non-teaching staff were well informed and vividly embraced safety problems. Institutions were alerted on fire outbreaks such that they could contribute towards safety as the key stakeholders but there was room for improvement since this was advocated by slightly more than half of the participants.

Examining the findings further, students were of the opinion that there was security coordination from school level to government level to reach the authorities but this was only slightly more than half of the participants. This could have scored better results than that. known and followed when issues arise. The boards of management contributed a lot by their involvement though the percentages were not very welcoming. They also were good at laying tactics.

It was doubtful if the school communities were fully sensitized on fire outbreaks so that they could contribute significantly as stakeholders according to the information from the students as more than half of the participants were in doubt of this. The seriousness of the matter is that infernos were commonest disasters in schools in this country. The teachers and students who stay in institutions most times had to have more awareness and alertness on fires. This would enable them participate wholly in security issues.

4.8.3 Influence of Stakeholders' Security Plan Preparation on Security Management Outcomes in Schools

In the third objective, indicators were: training of the school community, frequent fire drills, security sensitization and designated evacuation points. 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.

A research gap was identified when Oduor and Ombati (2012) study examined chiefly the school infernos 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 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 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 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 observed. 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 noteworthy percentage 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.

4.8.4 Influence of Stakeholders' Security Plan Implementation on Security Management Outcomes in Schools

The study examined issues of the indicators of security plan implementation as safety standard enactment, security inspections, safety committees' involvement and emergency awareness. The dependent variable theory namely the Securitization Theory was there to alert that there could be dangers in schools if the security plan implementation was not taken care of. The independent variable theory being the Stakeholders' Theory Disaster management theory encouraged disaster integrated plan to enable better security management outcomes if security plan implementation was to be employed. The government plan through the safety manual had to be understood.

There was supposed to be safety inspections to enable the implementation of safety in schools. The role of safety committees was vital in making sure there was implementation of the security plan. Emergency awareness was another thing to think about to implement safety among schools.

There was a study gap established in that Nyakundi and Mburu (2012) and Kirimi (2014) recognized that funding was not enough to implement safety plans. They did not come up with recommendations to ease the problem and so they failed hence creating a gap. This study intended to guarantee that every money avenue has been identified to enable implementation of security plans in the institutions.

From the study findings, most teachers were aware of the safety manual. However, almost thirty percent of the participants were not aware, which cannot not be ignored. The enactment of security plan has to begin with the presence of the manual from the government. According to the participants, safety measures are executed frequently as indicated by more than seventy percent. However, more than a quarter could not agree posing danger. Inspections from the Ministry of Education were agreed to slightly more than fifty percent, which was not encouraging.

Checks from the school management seemed to inspect safety were encouraging as more than eighty-five percent agreed. This sounded marvelous but why not all school were inspected by their principal is bad news. Consistent checks could ensure implementation of safety in schools.

To implement safety, some schools had safety committees which seemed to do as nearly sixty percent agreed. However, more than forty percent of combination of disagreements and undecideds was too huge a number and cannot be ignored. There were doubts as to how operative the committees were. Proper enactment had to be seen in schools and this could only be possible if the committees were efficient. These committees are supposed

to ensure safety implementation Teachers should have disaster awareness to implement safety and this was agreeable.

Students reacted on security plan implementation objective of the study. It was necessary for them to be aware of the guidelines for them to follow so that they can help implement them. Interestingly, there were only slightly above thirty seven percent who were aware of this safety manual. Another forty seven percent did not know about the manual as others failed to make decisions. It clearly seemed that the majority of the students were not aware of the policy on security in schools henceforth hindering safety plan implementation.

The security procedures were often implemented as witnessed by more than fifty six percent. However, the combined figures of disagreement and undecideds was more than forty three percent, this being a perturbing number. The students could not implement what they seemed not to be aware of. Inspection from the ministry was positive by but not so encouraging as only fifty one percent was agreeing. The replies showed that security implementation was hampered and hence risking lives of students in the institutions. There was a positive information on managements' checks as accepted by more than sixty six percent. This was a commendable effort at least. It was a bit contradictory to learn of another good job done on the safety committees being efficient as accepted by more than sixty three percent. Nevertheless, there was no meaningful significance as thirty six percent combined rejection and undecidedness was seen. The functioning of safety committees should have scored higher percentage to be more impressive. The committees must assure safety plan implementation and this was agreed upon by a majority though with a less degree of significance henceforth hindering the implementation. Teachers had emergency alertness and this could be seen by students as they interacted with them. The accepting figure was forty nine percent. This indicated

positive figures but less significance since the percentages are closely associated. Students needed to have disaster alertness as agreed by forty seven percent. Examining the figures, the significance of the alertness of students was missing. This was a great danger and threat in implementation of safety plan.

4.8.5 Influence of Stakeholders' Safety Evaluation on Security Management

Outcomes in Schools

The researcher considered indicators for safety evaluation as internal assessment, external assessment, inspection of the firefighting equipment and the knowledge about fire drills. While efforts are made to guarantee security of students, frequent internal inspections from the teachers and external inspections from the ministry were imperative to guarantee that security systems were working efficiently. The officers had to be trained on inspecting safety and health. The Securitization Theory which was the dependent variable theory was to sensitize the schools that failure to monitor security would bring all types of catastrophes. The independent variable which was the Stakeholders' Theory on the other hand emphasized comprehensive disaster policies which would enable safety evaluation.

There was identified study gap as Sale (2011), Kipngeno and Kyalo (2009) did not highlight the subject of security evaluation in their investigations. This research came up with evaluation modalities to protect schools. This gap was emphasized as per the last objective of the study. Assessment is vital to establish if security management outcomes were going to be achieved. Otherwise, it is not possible to know where failures are if not evaluated.

From the study findings, responses from teachers on the issue of safety evaluation to enable safety assessment, frequent inspections were essential and agreed by fifty-seven percent. The fact that the figures were positive did not stop their unimportance.

Consistent monitoring from the government was supposed to be there agreed by over eighty percent but this could have been not the case.

The heads inspected their schools regularly as seen in responses of over ninety-one percent. Consequently, there was no hesitation that schools assessed. Teachers did inspections too as agreed by ninety percent of the participants. Institutions had sensible number of firefighting gears as seen by about fifty percent but this was poor scoring. More firefighting gadgets in schools was a must since without them, fires may not be handled significantly. Nevertheless, there necessity of having consistent appraisal of the equipment and this was okayed forty-five percent of the participants. These scores were evidence that firefighting equipment was not done seriously. Schools may find that equipment they had not been functional when they instantly wanted them for use.

According to forty-two percent, of the participants, drills were done regularly but forty-six percent denied. The answers indicated that there was significant catastrophe in evaluating the competence of instructors in fighting infernos. This was supported by the fact that fifty-three percent of the participants had not personally partaken in drills. The fact that significant figures were not seen on the drills meant that safety evaluation was not done seriously. There was necessity for schools to assess themselves before the expected disasters stroke.

From the findings on the side of students, there were checks from the ministry but this could have been better and indeed the inspections were seen in forty-one percent. This seemed a poor assessment and monitoring of safety. Certainly, the government should be attentive in doing inspections as fifty-three percent said. However, heads and their deputies were keen on weekly assessment. The big worry was in the twenty-six percent a combination of disagreements and undecideds. This is more than a quarter of the contributors who responded negatively. At least a higher positive response could have

been witnessed to enable better significance. On the other side of the teachers, they should assist in evaluation by doing regular inspections but the concern arose as to if this was done in institutions. Fire drills were not happening according to sixty percent of the partakers. These scores are not pleasant as they do not portray proper drills in schools. Drills are quite necessary in assessing safety and this is supported by forty-six percent and denied by forty percent. The figures indicate that the participants were not sure if drills could help assess safety as these were students responding to this issue.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides summary, conclusions and recommendations on the study on the stakeholders' practices on security management outcomes in public secondary schools in Mandera county, Kenya. It provides the summary of key observations, conclusions and recommendations based on the research findings.

5.1 Summary of the Findings

The researcher summarized the research findings according to the research objectives, dealing with each objective independently under sub headings. The researcher has paid attention to indicators for both independent and dependent variables.

5.1.1 Influence of Stakeholders' Risk Assessment on Security Management Outcomes in Schools

From the questionnaire of the teachers, it was noticed that schools had consistent checks to measure catastrophes to avoid risks. This was done by high percentage of the schools. There were weekly checks done by most institutions. The government checks in schools for risk assessment were not so attractive as a quarter of the participants did not agree. This was a significant number in disagreement especially when schools were to be put at risk if the checks were not meaningful. It was clear that external bodies were not invited to do risk assessment as they should have been invited. The ministry and the government were not able to send disaster management teams for assessment the way they should have done it but only moderately. On the other hand, the government through the ministry in charge of education had visits to assess safety but a significant percentage did not agree and this percentage may not be ignored.

The study established that rules and regulations were available in most schools satisfactorily. The only thing to note here was that the fact that these rules existed did not mean that they were obeyed. It was established that majority instructors and students evaluated safety risks in their schools meaningfully. Majority of students were aware of what they could do if any disaster hit although the percentage in disagreement could not be ignored as the investigate was on safety issues.

Summarizing the views of students, frequent checks were seen but not so significant as more than thirty percent was in disagreement side. However, the Saturday checks were different as they were keenly done according to the students. Regarding government visits in schools, it was fairly done as more than thirty-five percent disagreed. The issue of external bodies was not any better as a significant figure disagreed. Disasters teams did not seem to do well and the firefighting equipment was not adequately supplied neither was it well serviced. Drills on fire emergencies were not practiced sufficiently and even most students had not participated personally in them.

Looking at the inferential statistics, the study wanted to establish if there was significant relationship between risk assessment and security management outcomes. After keying in the contributors' replies in Chi-square test in SPSS, the average result was 0.988. This outcome was greater than α value of 0.05. The null hypothesis was rejected since there was significant relationship between the variables. Thematic analysis showed similar sentiments as the interviewees concurred with the descriptive statistics. The field observation notes were in agreement with the descriptive statistics.

5.1.2 Influence of Stakeholders' Contribution on Security Management Outcomes in Schools

In summarizing this objective, it was clear that the stakeholders embraced safety planning. There were strategies put in place by communities in schools being key

stakeholders. Organization of security from the school level to the security officers in the study county was seen. Students to knew the chain of command to use to get to the relevant participants. The boards being stakeholders had put in place approaches to combat insecurity and were at the forefront to ensure that students were safe and hence contributed meaningfully. Instructors, learners and workers were knowledgeable and participated in safety matters. This involvement was important to enable security amongst learners. Schools were sensitized on fire occurrences so that they could reinforce safety though this was not the case with more than a quarter of the participants.

From the students' side of the story, stakeholders had meaningfully contributed by planning security. Policies were laid down by communities in schools. decision. There was safety coordination from schools to the government level to reach the authorities whenever problems cropped up. The members of the boards of management contributed a lot by their participation. Regarding boards laying of policies more than a quarter denied and others were in doubt. It is doubtful if the school community was copiously sensitized on fire occurrences so that they could contribute meaningfully.

On the side of the inferential statistics, Chi-square test outcome was 0.932. This result was larger than α worth of 0.05. The null hypothesis articulated was: *there is no significant relationship between stakeholders' contribution and security management outcomes*. Calculated value was greater than the critical value, therefore the null hypothesis was rejected. Chi-square test showed that there was a significant relationship between stakeholders' contribution and security management outcomes in terms of health and environment outcomes in county of Mandera.

Summary was also applied in the thematic analysis. The results indicated more or less alike opinions as the participants agreed with the descriptive statistics. There were field

observations done by the researcher. The field notes were in agreeing with the descriptive statistics.

5.1.3 Influence of Stakeholders' Security Plan Preparation on Security Management Outcomes in Schools

The researcher summarized the views of the teachers on the third objective. Concerning security plan preparation, principals, teachers and the non-teaching staff were supposed to have been trained on safety matters but nearly sixty percent were in disagreement and undecided. This meant that there was an issue in security plan preparation since most of people who stayed in institutions were not ready for disasters. The number that accepted planned training for teachers was less than half indicating a dire necessity to equip instructors with skills for safeguarding learners.

Fire drills were crucial as many cases of burning schools occurred commonly. The drills were not done accordingly according to the majority of participants. There was then dubious preparation in terms of the drills. Schools were not prepared to battle infernos when they broke out. Teachers appeared to be ready in safety plan preparation to combat emergencies but it could not be established the extent to which they were able to do this. The disagreeing and the undecided of over thirty percent were not to be ignored. Institutions were supposed to have evacuation points on the which was done by slightly above half of the contributors hence posing a threat. Students were supposed to be aware of the procedures they were to take to protect of which majority were aware.

Turning to the views of the learners about training on safety, only slightly above thirty-four percent accepted, signaling a danger on security plan preparation and too planned trainings could not be there significantly and this indicated an impending. Schools did not conduct fire drills as they should have, posing a danger to the students. There was meaningful safety alertness but the school community must have been ready to handle

disasters as this sounded like another alarm. Learners knew how to address tragedies significantly by taking suitable procedures.

Inferential statistics got summarized. Chi-square test resulted to 0.811 on average. This outcome was greater than α value being 0.05. The null hypothesis was: *there is no significant relationship between security plan preparation and security management outcome*. Chi-square calculated value was greater than the Chi-square critical value, then the null hypothesis not accepted. Summarizing was likewise applied on the thematic scrutiny. The outcomes showed more or less identical sentiments as the participants agreed with the descriptive statistics. There were field observations done by the researcher. The field notes were in agreement with the descriptive statistics.

5.1.4 Influence of Stakeholders Security Plan Implementation on Security Management Outcomes in Schools

Summarizing objective four, it was necessary for instructors to be aware of the safety manual so that they can implement it and it seemed that this was the case. Those unaware and those undecideds were approximately thirty percent which could have been not be ignored. Safety measures were executed frequently but there was more than a quarter who disagreed and could not be ignored. Inspections from the ministry was done but it was not so significant as a quarter were not agreeing.

The management seemed to inspect security which sounded good but not every school did that. Safety committees existed and they operated fairly well but over forty percent of disagree and undecideding indicated some bit of work to have been done. There were doubts as to how efficient these committees could be as they were supposed to ensure security implementation

The learners had their own summary. It was necessary for learners to be aware that the ministry guidelines but over forty-seven percent were ignorant. This brought doubts if

they could implement what they did not know. Safety measures were fairly as more than thirty-five percent were in darkness which was a perturbing scenario. Inspection by the ministry was only slightly positive by about half percent indicating that the implementation was hindered and henceforth risked lives of students. School managements did meaningful inspections although there was a big room for improvement. Safety committees functioned fairly well but still there was need to put more efforts. The committees needed to do better to ensure the implementation. Students saw teachers' emergency consciousness as they interact with one another. Students need to have emergency awareness but this was not significant. The significance of the consciousness of learners was not there.

Summarizing the inferential statistics, responses in SPSS in Chi-square test result was 0.900. This outcome was higher than α value of 0.05. The null hypothesis formulated was: *there is no significant relationship between security plan implementation and security management outcome*. The Chi-square calculated value being greater than the Chi-square critical, the null hypothesis was rejected. Summary was equally done on the thematic analysis. The results showed more or less matching feelings as the contributors were in agreement with the descriptive statistics. The researcher did field observations to find out the association with the descriptive data. The field notes were agreeing with the descriptive statistics.

5.1.5 Influence of Stakeholders' Safety Evaluation on Security Management

Outcomes Schools

This summary applies to the last objective of the study. Inspections were necessary. There were positive figures but the positivity did not make so much difference. There should have been regular monitoring from the government as the participants seemed to agree. Schools appraised safety on a weekly basis. Teachers did inspections and schools

had fair number of firefighting equipment but more firefighting equipment in institutions was imperative to fight fires. There was regular evaluation of the equipment as agreed by less than fifty percent sending of a warning that assessment of firefighting equipment was not done well. Drills were not done regularly done indicating that there was significant disappointment in judging the competence of instructors in fighting fires. The participants had not personally partaken in the drills.

Students' sentiments on safety evaluation were also summarized. If inspections could be done by the from the ministry but the inspections were seen in less than fifty percent of the partakers. This sounded like unfortunate evaluation. The ministry was not alert in conducting inspections. The teachers assisted in assessment by doing consistent checks but there was a concern that arose in schools that were not doing this. The fire drills were poorly done hence posing a danger to the learners as these drills were very necessary. Only about forty percent were ready for disasters, all members in the schools had to be ready for catastrophes.

The summary for inferential statistics indicated that the participants' responses in SPSS in Chi-square test, the average result was 0.988. This was greater than α value of 0.05. The null hypothesis formulated was: *there is no significant relationship between safety evaluation and security management outcome*. Chi-square calculated value being greater than the Chi-square critical value, then the null hypothesis was rejected. Chi-square calculated value was more than the Chi-square critical value. In this case, the average calculated value is 0.988 being greater than Chi-square critical value which is 0.05 and therefore, the null hypothesis was hereby rejected. This means there was need for safety evaluation on disaster management outcomes in Mandera County.

5.2 Conclusions of the Study

The conclusions of this research were based on the findings. This included looking into the indicators of both independent and dependent variables. This is shown below for each objective of the study analyzed.

5.2.1 Influence of Stakeholders' Risk Assessment on Security Management

Outcomes in Schools

From the findings that were established on this objective, there were some conclusions drawn henceforth it was concluded that schools did inspections regularly and significantly but could improve. Conclusion made was that weekly inspections were well done. It was concluded that the weekly inspections were well done. Other conclusion was that the government inspections were not attractive and thus it was concluded that they should be beefed up and likewise assessments from external bodies were weak and had to be improved. It was concluded that the government send disaster teams often times. There were rules and regulations put in place but the adherence to them was a big issue. There was no much trouble for the school communities to put keenness in safety assessment in their schools to avoid risks. It was concluded that students be alerted on what to do in the case of disasters striking although there was no proof that they could safeguard themselves as fire drills were not common in all schools. There was need for frequent inspections from all corners to avoid risking school communities who spend most times in their schools. It is imperative for security teams to visit schools as often as possible. The firefighting equipment must be availed to institutions to protect them and these gadgets be regularly inspected to ascertain their usability. There is need to beef up fire drills in the schools such that they would be prepared when fires erupted. The risk assessment had to be done continuously if better security management outcomes are going to be achieved.

5.2.2 Influence of Stakeholders' Contribution on Security Management Outcomes in Schools

Regarding this objective, some conclusions were arrived at built on the findings. It was concluded that the stakeholders were very much involved in security planning as their part of participation but there was room for improvement. It was seen that stakeholders in schools had participated by setting policies to achieve better security outcomes. It was clear that they did good coordination of safety to ensure that once issues cropped up in the institutions, there was a clear-cut procedure to follow all the way up to the county security team significantly. It was seen that they put a good chain of command to be followed. Boards of management were seen as active participants. Information on safety was relayed to the school community members such that they would safeguard themselves. There was need for more fire outbreak sensitization to the school community such that they would protect themselves. It was concluded that there was good participation of all stakeholders following the indicators that were put in place. It was seen that there was need for the boards of management to go deeper into their involvement and make sure that the school communities were seeing them in action. If they did not improve on their performance, they would be mistaken they do not stay in schools most of the time. The boards should raise funds to enable better security management outcomes in the schools.

5.2.3 Influence of Stakeholders' Security Plan Preparation on Security Management Outcomes in Schools

The findings in this objective led to some conclusions on the same. It was concluded 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 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 sensitization 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.

5.2.4 Influence of Stakeholders' Security Plan Implementation on Security Management Outcomes in Schools

Regarding safety plan implementation, there were some findings which directed the conclusions of this objective. It was concluded that the schools knew what the government wanted from them in terms of giving a specific manual to all institutions. It was seen that the schools should know about the set guidelines to secure their learners. There was need to improve on safety measures implementation in all schools. Another conclusion was that more efforts from the ministry in charge of education to do constant inspections was necessary. There was a conclusion that work done by the principals in inspecting schools was attractive but there was room for improvement. It was concluded that safety committees in schools had to pull up their socks to enable better implementing of the security plan. Their effectiveness was dubious. It was further concluded that more awareness should be done among the school community members.

5.2.5 Influence of Stakeholders' Safety Evaluation on Security Management

Outcomes Schools

In this final objective, some findings were established. These findings were to enable the researcher make some sound conclusions following the objective indicators. To enable evaluation, it was concluded from the findings that inspections had to be propelled though some degree of this was established. It was concluded that a reasonable number of firefighting had to be given to schools for better protection. It was concluded that the equipment had to be checked on its functionality lest it could be obsolete without peoples' knowledge and not been able to be used. More fire drills had to be put in place to enable proper preparations. The teachers' capability in combating fires needed to be beefed up and assessed frequently.

5.3 Recommendations for Practice

- i. The Ministry of Education should review the current school safety standards guidelines to facilitate a comprehensive safety standards and strategies to address all the safety issues that are not included in the current one.
- ii. The Ministry of Education should to be active in doing necessary checks on risk assessment and be sending security teams in schools for monitoring and evolution of risk vulnerability.
- iii. 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.
- iv. The fire drills, the firefighting equipment and safety capacity building should be enhanced in schools by principals and BoMs

- v. The safety committees should be put in place in schools and their functionality ensured and principals ensure that they are active and provided the prerequisite resources and funding to actualize their activities.

5.4 Recommendations for Policy

- i. 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
- ii. The study findings indicate the school safety standards manual as provided now is not comprehensive enough to handle all the security issues such as kidnapping in schools, terrorism, and others, therefore, the Central Government should revise the manual to be comprehensive enough to cater for all types of school calamities
- iii. The County Governments should put in place safety structural mitigation and policy which are crucial in every institution of learning and ensure regular safety inspections to deal with safety vulnerabilities.
- iv. The BoMs through the principals should set safety committees activities to make sure their schools are disaster compliant and prepared

5.5 Recommendations for Further Research

- i. An examination of the challenges facing teachers in risk assessment of safety management outcomes
- ii. An examination of the mismatch between content of school safety guidelines & standards the requirements of Occupational Safety and Health Act, 2007
- iii. An examination of the factors that influence security plan implementation in secondary schools in Kenya

- iv. An examination of the participation of county governments safety evaluation on security management outcomes



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APPENDICES

Appendix I: Letter of Self Introduction

Mount Kenya University

Department of Educational Management and Curriculum Studies

School of Education

P. O. Box 342-01000

THIKA

The.....

Date

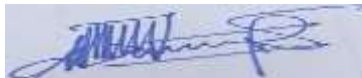
Dear Sir/Madam,

**RE: STAKEHOLDERS' PRACTICES ON SECURITY MANAGEMENT
OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN MANDERA COUNTY,
KENYA**

I am a post graduate candidate pursuing PhD degree in Educational Management, Leadership and Administration in Mount Kenya University. I am doing research on the above-mentioned title in Mandera County.

I am pleased to inform you that your institution has been nominated to partake in the research. Your assistance to make this exercise a success will be highly appreciated.

Thank you.



ABDI HAJI DAUD

Appendix II: Informed Consent

Name of Researcher: Abdi Haji Daud
Title of Study: Stakeholders’ practices on security management outcomes in public secondary schools in Mandera County, Kenya

Kindly read and understand this form. If you feel obliged to be part of the study, complete the form by ticking on the responses you feel are right and remember to include a date and your signature on the declaration part at the end of the form. If there is anything that is not clear and you would like clarification or more insight on it, kindly ask.

- The study is well explained to me in an easy to understand verbal or written means by the researcher. YES/NO
- I am fully aware that I can stop being part of the research at any point without the need to seek permission or to give an explanation to anybody. YES/NO
- I am made to understand that every data I provide in this research will be treated with confidentiality and that my personal data will not be made part of any written literature that will be presented from this research. YES/NO
- ✓ I am made aware that all the responses and data I provide will be used for academic and research reasons and will no longer be in use after the study is over. YES/NO

I hereby provide consent to be part of the study and a copy of this form has been provided to me so that I can read, understand and retain it for further information.

Signature:

Date.....

The Chairman

MKU Ethical Review Committee
P.O. Box 342 – 01000
Thika

Appendix III: Questionnaire for Teachers

This study is on influence of stakeholders’ practices on security management outcomes in public boarding secondary schools in Mandera County. Please contribute by filling this survey. Please respond to all enquiries with honesty. Your name or that of your school should **NOT** be indicated on this questionnaire. Materials provided by you will be confidential and only to be known to you and the investigator.

PART A: DEMOGRAPHIC INFORMATION

1. Your designation in the institution: Deputy [] Senior Teacher [] Teacher [] other [] Specify
2. Your school is: Boys’ Boarding [] Girls’ Boarding [] Mixed []
3. Teaching experience years
4. You have been in this same school for years.

PART B: To determine the influence of risk assessment on school security management outcomes in schools

5. Complete the table to the best of your understanding by indicating your extent of disagreement or agreement with the statements given.

Use the rating scale provided. **A = Agree, SA = Strongly Agree, U = Undecided, D =**

Disagree, SD = Strongly Disagree

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
Your school conducts regular inspections to assess disaster occurrences and to enhance security risk assessment reports					
The administration conducts Saturday inspection on safety and cleanliness to enhance comprehensive security policies					
There have been inspections from the government on safety of the school to					

propel security management outcomes disaster security integrated plans and action plans					
Bodies like the Kenya Red Cross frequently visit your school to assess security so as to enhance security inspection reports					
The government has been sending disaster management team in your school to assess security and enhance security monitoring and evaluation reports					
You have had frequent visits from the government officers to assess safety in your school which enhances security monitoring and evaluation reports					
The school has a set of rules and regulations governing your school security to propel security monitoring and evaluation reports					
Teachers and students regularly assess safety in the school to enhance security monitoring and evaluation reports					
The students know what to do in the case of any disaster for example fire outbreak to enhance security monitoring and evaluation reports					

PART C: To examine the influence of stakeholders' contribution on security management outcomes in schools

6. Complete the table to the best of your understanding by indicating your extent of disagreement or agreement with the factors given. Use the rating scale provided.

A = Agree, SA = Strongly Agree, U = Undecided, D = Disagree, SD = Strongly

Disagree

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
It is true that the stakeholders do security planning to safeguard schools in Mandera and enhance shared stakeholders' security decision making					

Your school community has laid down policies for security to safeguard the students and enhance shared stakeholders' security decision making					
There is security coordination from the school all the way to the security officers in Mandera which enhances shared stakeholders' security decision making					
Students know the chain of command to follow when security issues arise hence enhancing shared stakeholders' security decision making					
The BoM in your school is involved in security matters in the institution to enhance shared stakeholders' security decision making					
The BoM has laid strategies to combat insecurity in your school to propel shared stakeholders' security decision making					
Teachers, students and school workers are all involved in security issues to secure your school and enhance shared stakeholders' security decision making					
The school community is fully sensitized on fire outbreaks and they do fire drills often times to enhance shared stakeholders' security decision making					

PART D: To find out the influence of security plan preparation on security management outcomes in schools

7. Complete the table to the best of your knowledge by indicating your extent of disagreement or agreement with the factors given. Use the rating scale provided.

A = Agree, SA = Strongly Agree, U = Undecided, D= Disagree, SD = Strongly

Disagree

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
Principals, teachers, workers and students are often times receiving training on security matters to enhance security integrated plans and action reports					
There is a planned training for teachers on security issues often times to propel security integrated plans and action reports					
Your school conducts fire drills often times in the school calendar to enhance security integrated plans and action reports					
Fire drills should be conducted often times in the school year to enhance security integrated plans and action reports					
There is always security sensitization in your school among teachers and students to enable security integrated plans and action reports					
Your school community is prepared to combat any emergencies and enhance security integrated plans and action reports					
There are evacuation points designated in your school compound to ensure security integrated plans and action reports					
Students are aware of the steps they should take during emergencies to secure themselves and enhance security integrated plans and action reports					

Kindly give other opinions concerning security plan.....

PART E: To assess the influence of security plan implementation on security management outcomes in schools

8. Complete the table to the best of your knowledge by indicating your extent of disagreement or agreement with the factors given. Use the rating scale provided.

A = Agree, SA = Strongly Agree, U = Undecided, D = Disagree, SD = Strongly

Disagree

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
You are aware of the safety guidelines manual given by the MoE way back in 2008 so as to ensure security integrated plans and action reports					
Safety and security measures are always implemented in your school to enable security integrated plans and action reports					
The QASO officers have always inspected your school's security system to enhance security integrated plans and action reports					
Your school administration always inspects safety on the school compound to enhance security integrated plans and action reports					
Your school has a working/functioning safety committee to ensure security integrated plans and action reports					
Safety committees in schools should ensure that there is security plan implementation to propel security integrated plans and action reports					
The teachers have adequate emergency awareness to enhance security integrated plans and action reports					
Students have always adequate emergency awareness to enhance security integrated plans and action reports					

PART F: To examine the influence of security evaluation on security management outcomes in schools

9. Complete the table to the best of your knowledge by indicating your extent of disagreement or agreement with the factors given. Use the rating scale provided.

A = Agree, SA = Strongly Agree, U = Undecided, D = Disagree, SD = Strongly

Disagree

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
------------	----------	-----------	----------	----------	-----------

There are always inspections from the MoE on security matters in your school to enhance security monitoring and evaluation reports					
The MoE should do frequent inspection on safety matters to enhance security monitoring and evaluation reports					
The principal and the deputy normally do weekly inspections on the compound for purpose of safety of learners and enhance security monitoring and evaluation reports					
Teachers should do frequent inspections on the compounds on safety and security of the students to enable security monitoring and evaluation reports					
Your school has adequate firefighting equipment to ensure security monitoring and evaluation reports					
Firefighting equipment in your school is inspected on a regular basis to enhance security monitoring and evaluation reports					
Fire drills are regularly done in your school to enhance security monitoring and evaluation reports					
You have personally participated in fire drill practice in your school to enable security monitoring and evaluation reports					



Part G: Security management outcomes (DV Tool for Teachers)

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
Your school conducts regular inspections to assess disaster occurrences and to enhance security risk assessment reports					
The administration conducts Saturday inspections on safety and cleanliness to enhance security risk assessment reports					
It is true that the stakeholders do security planning to safeguard schools in Mandera and enhance shared stakeholders' security decision making					
Your school community has laid down policies for security to safeguard the students and enhance shared stakeholders' security decision making					
Principals, teachers, workers and students are often times receiving training on security matters to enhance security integrated plans and action plans					
There is a planned training for teachers on security issues often times to propel security integrated plans and action plans					
You are aware of the safety guidelines manual given by the MoE way back in 2008 so as to ensure security inspection reports					
Safety and security measures are always implemented in your school to enable security inspection reports					
There are always inspections from the MoE on security matters in your school to enhance security monitoring and evaluation reports					
The MoE should do frequent inspection on safety matters to enhance security monitoring and evaluation reports					

This researcher is thanking you very much for finding time to fill this

questionnaire.

Appendix IV: Questionnaire for Students

This study is on influence of stakeholders’ practices on security management outcomes in public secondary schools in Mandera County. Please contribute by filling this survey. Please respond to all enquiries with honesty. Your name or that of your school should **NOT** be indicated on this questionnaire. Materials provided by you will be confidential and only to be known to you and the investigator. Tick [√] or fill in the gaps on the questionnaire.

PART A: DEMOGRAPHIC INFORMATION

1. Tick your gender. Male [] Female []
2. What is your age?years
3. What is your type of school? Boys’ Boarding [] Girls’ Boarding [] Mixed Boarding []
4. Which class are you in? Form 1 [] Form 2 [] Form 3 [] Form 4 []

PART B: To determine the influence of risk assessment on school security management outcomes in schools

5. Complete the table to the best of your understanding by indicating your extent of disagreement or agreement with the statements given. Use the rating scale provided.

A = Agree, SA = Strongly Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
There are frequent inspections in your school to assess disaster occurrences and enhance security risk assessment reports					
Your school conducts the Saturday inspections on safety and cleanliness to enhance security risk assessment reports					
You have seen government officers visit your school to inspect safety to enhance security risk assessment reports					

You have seen the Kenya Red Cross or any other bodies visit your school to enhance security risk assessment reports					
There has been visits from the disaster management team from the government to enhance security risk assessment reports					
Your school has adequate firefighting equipment to enable security risk assessment reports					
Firefighting equipment in your school is inspected on a regular basis to ensure security risk assessment reports					
The fire drills are done regularly in your school to enhance security risk assessment reports					
You have personally participated in fire drills in your school to enhance security risk assessment reports					

PART C: To examine the influence of stakeholders' contribution on security management outcomes in schools

6. Complete the table to the best of your understanding by indicating your extent of disagreement or agreement with the factors given. Use the rating scale provided.

A = Agree, SA = Strongly Agree, U = Undecided, D = Disagree, SD = Strongly

Disagree

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
The stakeholders do safety planning to safeguard schools in Mandera and enhance shared stakeholders' security decision making					
Your school community has laid down policies for security to safeguard the students and ensure shared stakeholders' security decision making					
There is security coordination from the school all the way to the security					

officers in Mandera to enhance stakeholders' security decision making					
Students know the chain of command to follow when security issues arise to enhance stakeholders' security decision making					
The BoM in your school is involved in security matters in the institution to ensure shared stakeholders' security decision making					
The BoM has laid policies to fight insecurity in your school and enhance shared stakeholders' security decision making					
Teachers, students and school workers participate in security issues to secure your school and ensure shared stakeholders' security decision making					
The school community is fully sensitized on fire outbreaks and they do fire drills often times to enhance shared stakeholders' security decision making					

PART D: To find out the influence of security plan preparation on security management outcomes in schools

7. Complete the table to the best of your knowledge by indicating your extent of disagreement or agreement with the factors given. Use the rating scale provided.

A = Agree, SA = Strongly Agree, U = Undecided, D= Disagree, SD = Strongly Disagree

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
Students are often times receiving training on security matters to enhance security integrated plans and action plans					
There are planned trainings for students on security issues often times to ensure security integrated plans and action plans					
your school conducts fire drills often times in the school calendar to propel security integrated plans and action plans					
Fire drills should be conducted often times in the school year to enhance security integrated plans and action plans					
There is always security awareness in your school among teachers and students to ensure security integrated plans and action plans					
Your school community is prepared to combat any disasters so as to enable security integrated plans and action plans					
There are evacuation points marked in your school compound to enhance security integrated plans and action plans					
Students are aware of the steps they should take during disasters to secure themselves and enhance security integrated plans and action plans					

PART E: To assess the influence of security plan implementation on security management outcomes in schools

8. Complete the table to the best of your knowledge by indicating your extent of disagreement or agreement with the factors given. Use the rating scale provided.

A = Agree, SA = Strongly Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
You are aware of the safety guidelines manual given by the MoE way back in 2008 so as to enhance security inspection reports					
Safety and security measures are always implemented in your school to enhance security inspection reports					
The government officers have always inspected your school's security system to ensure security inspection reports					
Your school administration always inspects safety on the school compound to propel security inspection reports					
Your school has a functioning safety committee of teachers and students to enhance security inspection reports					
Safety committees in schools should ensure that there is security plan carrying out to enable security inspection reports					
The teachers have adequate emergency awareness to enhance security inspection reports					
Students have always adequate emergency awareness to enable security inspection reports					

PART F: To examine the influence of safety evaluation on security management outcomes in schools

9. Complete the table to the best of your knowledge by indicating your extent of disagreement or agreement with the factors given. Use the rating scale provided.

A = Agree, SA = Strongly Agree, U = Undecided, D = Disagree, SD = Strongly

Disagree

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
There are always inspections from the MoE on security matters in your school to enhance security monitoring and evaluation reports					
The MoE should do frequent inspection on safety matters to enhance security monitoring and evaluation reports					
The principal and the deputy normally do weekly inspections on the compound for purpose of safety of					

learners and enhance security monitoring and evaluation reports					
Teachers should do frequent inspections on the compounds on safety and security of the students to enable security monitoring and evaluation reports					
Our school does fire drills at least once in a term to enhance security monitoring and evaluation reports					
Fire drills are necessary to evaluate how prepared the students are in emergencies and enhance security monitoring and evaluation reports					
Our school community is prepared for disasters in case they occur which enhances security monitoring and evaluation reports					
All school community members should be prepared for disasters and combat them when they occur so as to enhance security monitoring and evaluation reports					

Part G: Security management outcomes (DV Tool for Students)

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
There are frequent inspections in your school to assess disaster occurrences and enhance comprehensive security policies					
Your school conducts the Saturday inspections on safety and cleanliness to enhance comprehensive security policies					
The stakeholders do safety planning to safeguard schools in Mandera and enhance health and environment					
Your school community has laid down policies for security to safeguard the students and ensure shared stakeholders' security decision making					
Students are often times receiving training on security matters to enhance security inspection reports					
There are planned trainings for students on security issues often times to ensure security inspection reports					
You are aware of the safety guidelines manual given by the MoE way back in 2008 so as to enhance security inspection reports					

Safety and security measures are always implemented in your school to enhance security inspection reports					
There are always inspections from the MoE on security matters in your school to enhance security monitoring and evaluation reports					
The MoE should do frequent inspection on safety matters to enhance security monitoring and evaluation reports					

This researcher is thanking you very much for finding time to fill this questionnaire.



Appendix V: Interview Schedule for School Principals

This research is an inquiry on influence of stakeholders' practices on security management outcomes in public boarding secondary schools in Mandera County. Kindly partake by answering the questions asked by the investigator. Data given by you will be treated in secret. Your name will not be revealed at all in any way.

PART A: DEMOGRAPHIC INFORMATION

1. Experience as a school principal: years
2. Period you have been in this school: years

PART B: To determine the influence of risk assessment on school security management outcomes in schools

3. What is your opinion concerning how Schools should conduct regular inspections on disaster occurrences so as to manage security risk assessment reports in the institutions?
4. What is your opinion about bodies like the Kenya Red Cross or any other regularly visiting your school for disaster risk awareness and enhance security risk assessment reports?
5. What is your opinion concerning what the government should do about disaster management in schools to enhance security risk assessment reports?
6. Schools have sets of rules and regulations governing safety and security to ensure security risk assessment reports, what is your opinion?

PART C: To examine the influence of stakeholders' contribution on security management outcomes in schools

7. There are ways the stakeholders do security planning to safe guard schools in Mandera County and enhance shared stakeholders' security decision making, give your comment?
8. To what extent is security coordination from the school to the security officers is done in this County to ensure shared stakeholders' security decision making?

9. How is the BoM in your school involved with security matters to enable shared stakeholders' security decision making in the institution?

10. To what extent are teachers, students, school workers are involved in security issues to secure your institution and enhance shared stakeholders' security decision making?

PART D: To find out the influence of security plan preparation on security management outcomes in schools

11. To what extent are principals, teachers, school workers and students are receiving training on security matters to enhance security integrated plans and action plans?

12. How often does your school conduct fire drills to enhance security integrated plans and action plans?

13. How is security sensitization done in your school among teachers and students to ensure security integrated plans and action plans?

14. How has your school marked the evacuation points on the compound to enhance security integrated plans and action plans?

PART E: To assess the influence of security plan implementation on security management outcomes in schools

15. To what extent has your school implemented the safety guidelines manual put in place by the government in 2008 to ensure security inspection reports?

16. How often do the QASO officers inspect your school's safety system to enhance security inspection reports?

17. To what extent does your school safety committee function to ensure the security of the students in the institution and enhance security inspection reports?

18. To what extent do your teachers have adequate emergency awareness on safety issues so as to enhance security inspection reports?

PART F: To examine the influence of security evaluation on security management outcomes in schools

19. How has the MoE been conducting inspections on safety matters in your institution to ensure security monitoring and evaluation reports?
20. To what extent do you and your deputy do safety inspections in your school to enhance security monitoring and evaluation reports?
21. What can you say about that fire drills being practiced in your school regularly and how often so as to manage security monitoring and evaluation reports?
22. What is your opinion about your school having enough firefighting equipment which is inspected regularly to enhance security monitoring and evaluation reports?

The researcher is thanking you very much for finding time to participate in this interview.

Appendix VI: Interview Schedule for BOM Chairpersons and Education Officers

This research is an inquiry on influence of stakeholders’ practices on security management outcomes in public boarding secondary schools in Mandera County. Kindly partake by answering the questions asked by the investigator. Data given by you will be treated in secret. Your name will not be revealed at all in any way.

PART A: DEMOGRAPHIC INFORMATION

1. Experience as a school BoM chairman/education officer: years
2. Period you have been in this school/area as BoM chairman/education officer: years

PART B: To determine the influence of risk assessment on school security management outcomes in schools

3. What is your opinion about your school conducting regular inspections on disaster occurrences to enhance security risk assessment reports?
4. What can you say about bodies like the Kenya Red Cross or any other regularly visiting your school for disaster risk awareness and enhance security risk assessment reports?
5. In your opinion, should the government send disaster management teams in schools to enhance security risk assessment report, what is your opinion?
6. What can you say about your school having a set rules and regulations governing safety and security of your school to enable security risk assessment reports?

PART C: To examine the influence of stakeholders’ contribution on security management outcomes in schools

7. Can you explain how stakeholders like you do security planning to safeguard schools in Mandera County and enhance shared stakeholders’ security decision making?
8. To what extent is security coordination from the school to the security officers is done in this Sub County to enhance shared stakeholders’ security decision making?

9. How is the BoM in your school involved with security matters to enable safety in the institution and enhance shared stakeholders' security decision making?

10. To what extent are teachers, students, school workers are involved in security issues to secure your institution and enhance shared stakeholders' security decision making?

PART D: To find out the influence of security plan preparation on security management outcomes in schools

11. To what extent are principals, teachers, school workers and students are receiving training on security matters to enhance security integrated plans and action plans?

12. How often does the school principal and teachers conduct fire drills to enhance security integrated plans and action plans?

13. As BoM chairman, how is security sensitization done in your school among teachers and students to ensure security integrated plans and action plans?

14. How has your school marked the evacuation points on the compound to enable security integrated plans and action plans?

PART E: To assess the influence of security plan implementation on security management outcomes in schools

15. To what extent has your school implemented the safety guidelines manual put in place by the government in 2008 to enhance security inspection reports?

16. How often do the QASO officers inspect your school's safety system to ensure disaster integrated plan?

17. To what extent does your school safety committee function to ensure the security of the students in the institution to enhance security inspection reports?

18. To what extent do your teachers have adequate emergency awareness on safety issues to manage security inspection reports?

PART F: To examine the influence of security evaluation on security management outcomes in schools

19. How has the MoE been conducting inspections on safety matters in your institution to enhance security monitoring and evaluation reports?
20. To what extent do your safety inspections in your school to enhance security inspection reports?
21. What can you say about fire drills are practised in your school regularly to ensure security inspection reports and how often?
22. What is your opinion about your school having enough firefighting which is inspected regularly to enhance security inspection reports?

The researcher is thanking you very much for finding time to participate in this interview.


Appendix VII: Observation Checklist

Name of the school.....

Observation items	Ratings and Comments				
	Very Poor	Poor	Good	Very Good	Excellent
	1	2	3	4	5
1. Observe security notices on the school buildings, notice boards and compounds to ensure security management outcomes					
2. Observe fire evacuation points; designated and well labeled to enable security management outcomes in schools					
3. Observe any signs of security planning and coordination to propel security management outcomes					
4. Observe any signs of BoM participation to enhance security					
5. Observe any sign of disaster training to enhance security management outcomes					

6. Observe any fire points and evacuation procedures					
7. Observe safety enactments on the compound, evidence of safety committees to propel security management outcomes					
8. Observe emergency awareness such as signs on the compounds to enhance security management outcomes					
9. Observe signs of internal and external assessment such as Saturday cleaning marks to enhance security management outcomes					
10. Observe firefighting equipment in the school buildings including administration blocks. Any signs on the compound to show that fire drills are performed to ensure security management outcomes					

Appendix VIII: Certificate of Ethical Clearance


Mount Kenya University

REF: MKU/ERC/1852
TO: ABDI HAJI DAUD

Date: 28 July 2021

REG: PHDED/2014/65124

Dear Sir/Madam,

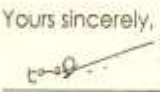
RE: STAKEHOLDERS' PRACTICES ON SECURITY MANAGEMENT OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN MANDERA COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **925**. The approval period is **28/07/2021 - 27/07/2022**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**


Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://aris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,  **The Chairman**
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Dr. Peter G. Kirira
Chairman, Mount Kenya University IERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika, Tel: +254 67 2820 000,
Cell: +254 730 300 700, 0700 485 000

Appendix IX: Postgraduate Letter


Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

PHDED/2014/65124

5th August, 2021

*The Director, Research Coordination Division
National Commission for Science, Technology & Innovation
Utalii House, 8th & 9th Floor
P.O Box 30623- 00100
NAIROBI*

Dear Sir/Madam,

RE: ABDI HAJI DAUD - REGISTRATION NO. PHDED/2014/65124


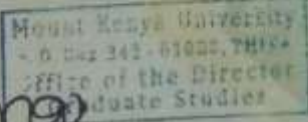
The purpose of this letter is to introduce the above named student who is pursuing **Doctor of Philosophy in Education** in the Department of Education Management & Curriculum Studies in the School of Education.

The title of his research is *"Stakeholders' Practices on Security Management Outcomes in Public Secondary Schools in Mandera County, Kenya."*

He has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between **August and December, 2021**.

Any assistance accorded to him will be highly appreciated.


Thank you.





Dr. Samuel M. Karenga, Ph.D.
Director, Graduate Studies
Enc.

Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 67 2820 000,
Cell: +254 720 790 796, 0709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke
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Appendix X: Research Permit


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 586272 Date of Issue: 10/August/2021


RESEARCH LICENSE




This is to Certify that Mr. ABDI HAJI of Mount Kenya University, has been licensed to conduct research in Mandera on the topic: STAKEHOLDERS' PRACTICES ON SECURITY MANAGEMENT OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN MANDERA COUNTY, KENYA, for the period ending : 10/August/2022.

License No: NACOSTI/P/21/12366

586272
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



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

Appendix XII: Letter from County Director of Education Mandera

MINISTRY OF EDUCATION

STATE DEPARTMENT OF BASIC EDUCATION

Telephone: Mandera 2018/2239
When replying please quote

REF: EDM/MCT/2.01/VOL I (181)



COUNTY DIRECTOR OF EDUCATION,
MANDERA,
P.O. BOX 30-70300,
MANDERA.

DATE: 17th August, 2021.


TO WHOM IT MAY CONCERN

RE: ABDI HAJI DAUD
NACOSTI LICENCE No: /P/21/12366

This is to introduce to you the above named who hails from Mount Kenya University and National Commission for Science, Technology and Innovation (NACOSTI) and intending to carry out research on the topic ***"Stakeholders' practices on Security Management outcomes in Public Secondary Schools in Mandera County, Kenya."*** for a period ending 10th August, 2022.

Please accord Mr. Abdi Haji Daud assistance and co-operation to conduct the research accordingly.

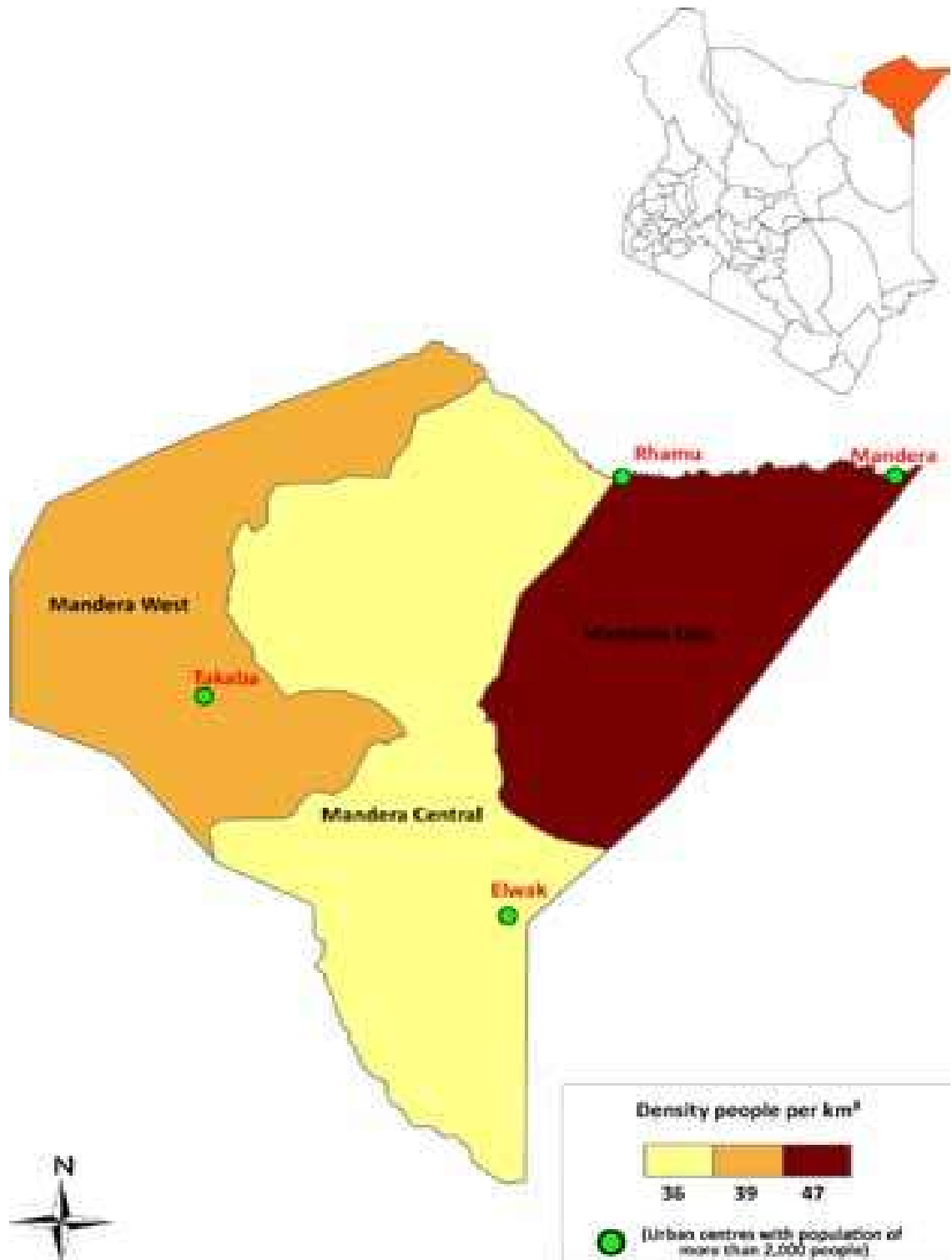
Thank you


COUNTY DIRECTOR OF EDUCATION
17 AUG 2021
P. O. Box 30 -70300, MANDERA
Email: cde.mandera@kenya.go.ke
A M ROBLE
COUNTY DIRECTOR OF EDUCATION
MANDERA.

Appendix XIII: Letter from County Commissioner Mandera



Appendix XIII: Map of Mandera County



Appendix XIV: Similarity Index

