



Original Article

The Power of Stakeholders' Security Plan Implementation in Security Management Outcomes: Lessons from Public Secondary schools in Mandera County, Kenya

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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. 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. Thus, the current study explored the power of stakeholders' security plan implementation in security management outcomes with empirical lessons drawn from Public Secondary schools in Mandera County, Kenya. The study was guided by the Stakeholders' Theory and the Securitization Theory using mixed methodology. The study targeted a population of 17,756 subjects with a sample size of 738. Two pairs of questionnaires were used to collect data from teachers and learners while interviews were used for principals, education officers, and BoM chairs. An observation checklist was also used to collect data on security management outcomes. The research instruments were piloted in 2 schools in Wajir County. The instruments were validated by experts in educational planning and management while test-retest technique was embraced to ascertain reliability for each of the questionnaire item yielding a Cronbach's Coefficient Alpha of at least 0.700. Numerical facts were scrutinized in descriptive and inferential statistics using tables, occurrences, %, and Chi-square. Non-numerical facts were offered by thematic scrutiny in narrating format. The study found 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. The study recommends that the safety committees should be put in place in schools and their functionality.

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INTRODUCTION

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 (Nedzel and Capaldi, 2019). At that time, security education was like strategic studies and maintained characteristics of military importance. The security of individuals is a subject of worry worldwide from the time of creation of the first human being. It has been perceived as an intensifying predisposition in learners from primary to secondary schools; turning into 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 (Kumar & Osborne, 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 (Muskal, Gerber & Branson-Potts, 2015). 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 parents and caretakers take their young ones to schools, positively assured of their safety and happiness. The instructors and other workers in schools likewise long to work in a disaster and risk-free environment (Ministry of Education, 2008). To keep a safe flourishing environment for students to work in and staff is the major aim of any schools' set-ups. This ensures creation of 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.

Previous and currently, an important security threat in this country, especially 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. This is the 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 (Sonmez, 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, parents 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 for 2 weeks leaving every stakeholder in a tremor (Munguti and Wangui, 2021). 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 (Chome, 2016). 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 in 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. Thus, the current study explored the power of stakeholders' security plan implementation in security management outcomes with empirical lessons drawn from Public Secondary schools in Mandera County, Kenya.

LITERATURE REVIEW

Schools in Kenya have been facing matters of uncertainty such as infernos, harassment, drug abuse amongst many others. Bailey (2002) 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 2001 and after the effect of the post-election's fierceness in 2008 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. First Aid for schools. (2008) posit 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 implementation specify what acts must be taken to progress the complete security and safety of students emphasizing on safe atmosphere and safe structures (Fatma, Ceyhun and Tulin, 2010). 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. Thus, students needed to be alerted frequently on responding to calamities.

Investigations on application of safety standards and guidelines in Kenya have been done. Mong'are (2015) in her 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 (2014) investigated on submission to safety standards and

established that safety standards could not be attained if fundings were insufficient. Kitheka (2016) investigated institutional influences affecting adhering to safety standards and guidelines in Yatta 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 the sample failed to 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 (Katuto, 2020).

Implementing might necessitate protection committees show 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 (2013) 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.

Ostrom (2022) 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.

Many heads are 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 adhere. Nyakundi (2014) 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 (2013) opine 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.

Katuto (2020) 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. Ostrom (2022) 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 Ostrom (2022) 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.

The study was guided by two theories; Stakeholders Theory and secularization theory. The stakeholder's theory considered 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.

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.

METHODS

The study was conducted in Mandera County Kenya. It is one of the Nep counties in the country which borders the volatile Somali. The study was guided by two theories: the Stakeholders' Theory and the Securitization Theory. The investigation

implemented mixed methodology tactic and the concurrent triangulation strategy. The targeted populace was 17,756 partakers which included 57 principals, 18 Sub County Education Officers, 57 BoM chairs, 324 instructors, and 17,300 learners. The sampling size was 738 contributors 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 worth 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, %s, and Chi-square. Non-numerical facts were offered by thematic scrutiny in narrating format. Inferential statistics used SPSS Version 24 as Chi-square was steered to infer the degree to which the variables related to each other. Qualitative data analysing utilized verbatim citations.

RESULTS

Security Plan Implementation and Security Management Outcomes

The investigator prepared 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. Responses from the schoolteachers were presented in *Table 1*.

Table 1: Teachers' responses on 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	52 (53.61%)	16 (16.49%)	13 (13.41%)	11 (11.34%)	5 (5.15%)
Safety and security measures are always implemented in your school to enable security inspection reports	49 (50.52%)	22 (22.68%)	12 (12.37%)	12 (12.37%)	2 (2.06%)
The QASO officers have always inspected your school's security system to enhance security inspection reports	33 (34.02%)	19 (19.59%)	20 (20.62%)	19 (19.59%)	6 (6.18%)
Your school administration always inspects safety on the school compound to enhance security inspection reports	57 (58.76%)	28 (28.88%)	5 (5.15%)	5 (5.15%)	2 (2.06%)
Your school has a working/functioning safety committee to ensure security inspection reports	37 (38.14%)	21 (21.65%)	15 (15.46%)	20 (20.63%)	4 (4.12%)
Safety committees in schools should ensure that there is security plan implementation to propel security inspection reports	52 (53.61%)	21 (21.65%)	12 (12.37%)	10 (10.31%)	2 (2.06%)

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
The teachers have adequate emergency awareness to enhance security inspection reports	41 (42.27%)	27 (27.84%)	8 (8.25%)	14 (14.43%)	7 (7.21%)
Students have always adequate emergency awareness to enhance security inspection reports	47 (48.45%)	16 (16.49%)	9 (9.28%)	16 (16.49%)	9 (9.29%)

From *Table 1*, 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, Kitheka (2016) added 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 using 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.

Stakeholders' Security Plan Implementation and Security Management Outcomes

Students were asked on some views about the stakeholders' security plan implementation on security management outcomes. The responses are presented in *Table 2*.

Table 2: 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	127 (27.14%)	50 (10.68%)	71 (15.17%)	128 (27.35%)	92 (19.66%)
Safety and security measures are always implemented in your school to enhance security inspection reports	187 (39.96%)	77 (16.45%)	39 (8.33%)	95 (20.30%)	70 (14.96%)
The government officers have always inspected your school's security system to ensure security inspection reports	126 (26.92%)	54 (11.54%)	49 (10.47%)	125 (26.71%)	114 (24.36%)
Your school administration always inspects safety on the school compound to propel security inspection reports	194 (41.45%)	116 (24.79%)	27 (5.77%)	61 (13.03%)	70 (14.96%)
Your school has a functioning safety committee of teachers and students to enhance security inspection reports	185 (39.53%)	110 (23.50%)	41 (8.77%)	80 (17.09%)	52 (11.11%)
Safety committees in schools should ensure that there is security plan carrying out to enable security inspection reports	192 (41.02%)	113 (24.15%)	41 (8.76%)	67 (14.32%)	55 (11.75%)
The teachers have adequate emergency awareness to enhance security inspection reports	147 (31.41%)	86 (18.38%)	52 (11.11%)	108 (23.08%)	75 (16.02%)
Students have always adequate emergency awareness to enable security inspection reports	146 (31.20%)	77 (6.45%)	36 (7.69%)	112 (23.93%)	97 (20.73%)

The responses seen from *Table 2* came from the students reacting on security plan implementation on security management outcomes. 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 (2014) 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.

Inferential Statistics

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 3*.

Table 3: 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

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: H_0 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 Nyakundi (2014). 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 fulfil 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.

To enable security plan implementation on security management outcomes, the principals, teachers, students, and possibly the non-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 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 school boards were also in agreement that schools implemented safety measures to safeguard 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 Quality Assurance and Standards Officer (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 to 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 fulfil 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 skilful 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 Katuto (2020) 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.

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, sign boards 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 very 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 investigate 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.

DISCUSSIONS

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 % disagreed 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: H_0 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 no-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 mater; they relied on the reports from the heads. The QASO officers had to continuously inspected 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 to 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 Chome (2016) 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.

CONCLUSION AND RECOMMENDATIONS

The study found 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. The study recommends that 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.

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