INFLUENCE OF RISK ASSESSMENT ON SECURITY MANAGEMENT OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN MANDERA COUNTY, KENYA

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INFLUENCE OF RISK ASSESSMENT ON SECURITY MANAGEMENT OUTCOMES IN PUBLIC SECONDARY SCHOOLS IN MANDERA COUNTY, KENYA

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Abstract

Purpose: There is present fear on the swelling incidents of disasters in institutions in this country which makes it necessary to explore the risk assessment in schools. The aim of this research was to explore the influence of risk assessment on security management outcomes in public secondary schools in Mandera County, Kenya.

Methodology: Theories guiding the study were the Stakeholders' and the Securitization theories. The investigation employed mixed methodology and the concurrent triangulation design. The target population was 400 participants and involved principals, teachers and education officers. This included all the secondary schools and all the 18 education officers in Mandera County and the 58 principals, 324 teachers. Questionnaires were used for teachers while interviews were used for principals on security management outcomes. Quantitative data were analyzed in descriptive statistics and presented by tables, frequencies and percentages. Qualitative data were analyzed by thematically in narrative forms and verbatim citations. Two levels of analysis were employed namely: descriptive and thematic.

Findings: From the research findings, it was clear that there were efforts made to assess risks but there was also need to beef up the same since it was not adequately done. There was lack of visits from the government to enhance safety of students in schools.

Unique Contribution to Theory, Policy and Practice:
The stakeholders' and the securitization theories were used to alert schools and prepare them for calamities consecutively hence contributing to the issues in the study. The study established that risk assessment needed to be prioritized in spite of the fact that some efforts were being made. It was concluded that more efforts be put on risk assessment. The theories were validated in that there was sensitization to stakeholders and the need to prepare in advance for disasters in schools. It was recommended that the Ministry of Education be active in doing necessary checks on risk assessment and be sending security teams in schools.

Key Words: *Assessment, Outcomes, Risk, Security, Stakeholders*

1.0 INTRODUCTION

This study explored the influence of risk assessment 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 (Williams, 2018).

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).

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.

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).

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 North Eastern Province 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.

2.0 LITERATURE REVIEW

This section begins with the theoretical framework of the two theories use in the study. These are the stakeholders' and the securitization theories.

Stakeholders Theory

The proponent of the stakeholders'' theory was Freeman (2004). 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.

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). 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.

Influence of 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).

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.

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 risk assessment on security management outcomes to be able to tackle the issues of security in institutions and communities. This current study embraced regular risk assessments to guarantee that learners were secure in the institutions.

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).

3.0 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. Questionnaires were used for teachers while interviews were used for principals on security management outcomes. The research instruments were piloted in 2 schools in neighbouring county of Wajir County.

Table 1 Sampling grid

Category Population	Total population	Sampling procedure	Sample size
Principals	58	Stratified	36
Education officers	18	Purposive	6
Teachers	324	Random	120
Total	**400**		**162**

Source: the researcher, 2022

4.0 RESEARCH FINDINGS AND DISCUSSIONS

The data was analyzed according to the study objective. This research examined how risk assessment was implemented in handling security in public secondary schools in Mandera County.

4.1 Descriptive Statistics Analysis

Data were presented in tables, frequencies and percentages

4.1.1 Influence of Risk Assessment on Security Management Outcomes in Schools

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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.

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In the Republic of South Africa, 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).

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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.

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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).

Table 2 Risks assessment on security management

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: the researcher, 2022

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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.

4.2 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 ad 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 gong 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.

5.0 CONCLUSIONS AND RECOMMENDATIONS

From the findings, it was found that attempts were made on risk assessment on security management outcomes. However, it was concluded that the ministry in charge of education put in place security teams who should visit schools frequently.

Recommendations for Practice

The Ministry of Education should to be active in doing necessary checks on risk assessment and be sending security teams in schools. There should be more activities seen in schools from the Ministry of Education to safeguard students in schools.

Recommendations for Policy

The Central Government through the Ministry of Education and the Kenya Institute of Curriculum Development should set up a disaster integrated curriculum (including terrorism) to cater for disaster management in schools and provide enough funding to ensure implementation of the same

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