

EVALUATION OF THE INFLUENCE OF PRINCIPAL'S TRAINING ON SECURITY MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN NZAUI SUB-COUNTY, MAKUENI COUNTY, KENYA

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Abstract: -

Many of the secondary schools have had threats to safety from within originating from fires, insect bites, loose and sharp objects, poorly constructed buildings inadequate and poorly ventilated rooms all these among others makes the learner, the teacher and the workers insecure while in school. The study aimed at assessing the influence of the principal's training on safety management in all the public schools in Nzauui sub-County, Makueni County Kenya. A mixed method was used consequently applying the concurrent triangulation strategy. Qualitative data was thematically examined beside the research objects then presented in description forms. It was evident from the findings that insecurity was on the rise in many secondary schools in Nzauui Sub-county. It further revealed that principals' training has not been operative in security management in public secondary schools. Thus, the study commends that the principals should develop training mechanism to promote security management in their school. The principals should allocate sufficient resources for employment and training of security staff and purchases of advanced security installations.

Keyword: - *Principal's Preparedness, Training and Security Management.*



1. STATEMENT OF THE PROBLEM

Secondary schools' security is an essential and central element of the learning and the teaching process. It is thus essential that principals in secondary schools create and ensure secure and safe atmospheres to enable learners' retention and accomplishment leading to worth education. In Nzau Sub-county, however many secondary schools are still experiencing insecurity problems in spite of the introduction of security management in schools' safety standards manual. Many of the public secondary schools continue to have insecurity threats internally due fire outbreaks, pest bites, frail rails, spiky items, poor aeration amidst others rendering the learners and workers unsafe while in school. Despite the findings, public Secondary school continues to lack harmonized policy outlines and the lawful foundation for the existing security management structures in their institutions. Moreover, the extent to which the principals' level of training influences security management in public secondary schools is not known. It is therefore evident that most scientific findings have not thoroughly explained how the principals' training, influence the management of security in secondary schools, hence, the research.

2. Purpose of the Study

To evaluate the influence of principals' training on security management in public secondary schools in Nzau Sub-county, Makueni County, Kenya.

3. Objectives of the Study

To establish how principals' training influences security management in secondary schools in Nzau Sub-county, Makueni County, Kenya.

4. Principals' Training and Security Management in Secondary Schools

Security plans will remain fruitless unless they are availed to both the learners and the workers; they should therefore be made readily available before and even during cases of insecurity. A study by Downs (2010), on the implementation of safety standards procedures in Czech Republic recognized the lack of training of principals on security management as well as the school community members. The results supported the opinion that the training of teachers, students and workers on security management is very vital. Otherwise in the event of insecurity, moments of nervousness and indecisiveness might be experienced before anything is done. Fright, may possibly take hold of unprofessional and incompetent evacuators as well as ill prepared workforces.

A study carried out in Cambodia, by an Asian Insecurity Preparedness (2008) suggested that each worker should be made conscious of his or her tasks and the outlines of expertise clearly labeled at strategic places. Learning institutions such as schools therefore ought to come up with emergency teams structured in harmony with occasional understanding of the security system principles and be equipped to participate in integrated command procedures thus the individual to carry out a specific task like sounding the fire alarm, ordering for an evacuation, or getting in touch with external support must be clearly assigned. The security workers should be provided with means of communication like mobile phones to facilitate contact in case of emergency. Search and recovery teams need to be well skilled to handle insecurity.

In a study carried out in UK, Bennett (2010) recommended that secondary school workers must be sanctioned to initiate all the security measures, including, summoning those who control and put off fire and law enforcement agencies directly. In other words, they should be mandated to direct the enforcement agencies by giving them all the necessary details. An observational study in Morocco, by Danielson, Chung and Shannon (2009), revealed the need for the assimilation of security preparedness awareness in secondary school teaching syllabus and also in the syllabus of teacher training institutes. A research carried by IFRC (2000) in Ethiopia showed the need for secondary schools to involve competent workforces in various fields and to give talks and demonstrations to both the students, teachers and workers on safety and security readiness in the school setting. The teaching of the students and workers need to be aimed at revealing and informing on the various steps of emergency management for learning institutions which includes mitigation, preparation, reaction and recuperation (IFRC, 2000).

According to the Fire Fighter Forum (2009) the administration must back the school's management to sufficiently prepare for school security management by conducting refresher courses for trained teacher and incorporating security management training in the teacher training institutions. They further said that security practice and drills should be carried out in the schools not less than two times in a term. Karanja and Mutua (2011) in a study carried out in Kibwezi west suggested that both the learner and teachers and the workers should take the practice drills seriously because through the practice they will be well versed with what to do in cases of insecurity. They further revealed that the escape passages and assembly point should be clearly marked, and in cases of emergencies they noted that everyone should remain calm and the accountability of the students' teachers and workers carried out.

In a study conducted by Nderitu (2009), He revealed that preparation and evacuation drills on insecurity readiness should be continually done in secondary schools because such drills reveal the gaps which may have being overlooked during the training programs on security management. According Nderitu (2009) such rehearsals maximizes the efficiency of responses in cases of emergencies. Moreover, he noted that for internalizing the safety management skills the rehearsal drills should be performed frequently for this enhances performance. The Workers, Teachers and the Students should be trained on first aiding so as to assist during emergencies according to Mwangi (2008)By a circular send through the Healthy and safety standards G9/1/169 by the republic of Kenya (2001) it is mandatory that all school matrons and nurses be trained on first aid, security and crisis management. They should also have the skills of handling emergencies including fires and injuries. Though Mwangi (2008), Nderitu (2009) and RoK (2001) all revealed that teachers, workers and students attended some form of training on insecurity preparedness, they did not clarify the particular skills, knowledge and

expertise obtained which influences the management of security in secondary schools. The study thus sought to address this gap.

5. Research Methodology

The study applied mixed methods approach, that is, both quantitative and qualitative methods using concurrent triangulation design, a single-phase design where, the investigator uses the quantitative and qualitative methods at the same time frame and with equal weight (Creswell, 2009). The design largely involved the concurrent, but separate, collection and analysis of quantitative and qualitative for the investigator to best understand the research problem. The Qualitative data was thematically analyzed in line with the study objectives and expresses in description forms while the quantitative data was analyzed descriptively by use of frequencies, percentages, mean and standard deviation and inferentially using the ANOVA Statistical Packages for Social Science (SPSS Version 23).

6. Research Findings

6.1 Principals' Training and Security Management in Public Secondary Schools

The study intended to establish to what extent the principals' training influenced security management in public secondary schools. Information was gathered from respondents and results tabulated on table 1:

Table 1: Teachers' Views on the Influence of Principals' Training on Security Management in Public Secondary Schools

Summarized Test Items	SA %	A %	U %	D %	SD %	Mean	St. Dev.
Principal's skills in security management contribute to reduced injuries in schools	55.9	15.1	2.8	16.8	9.4	3.618	1.472
Principal's skills in security management contribute to overall learner safety in schools	59.1	23.5	2.7	5.9	8.8	4.176	1.271
Principal's experience in security management contribute to reduced injuries in schools	58.9	17.2	2.0	19.3	2.6	4.118	1.255
Principal's experience in security management contribute to overall learner safety in schools	78.4	11.1	2.1	3.9	4.5	4.618	0.908

Table 1 reveals that over half (55.9%) of the respondents strongly agreed with the opinion that principal's skills in security management contributed to reduced injuries in secondary schools. At the same time, 15.1% agreed. It also revealed a small percentage of 2.8% of the teachers were undecided, 16.8% disagreed whereas 9.4% strongly disagreed. The outcome showed that a good percentage (59.1%) of respondents strongly agreed with the view that principal's skills in security management contribute to overall learner safety in secondary schools as did 23.5% of the teachers. However, 2.7% of respondents remained undecided, the percentages that disagreed and strongly disagreed were 5.9% and 8.8% respectively. The outcomes were in disagreed with the findings of a study conducted in Czech Republic where Downs (2010) noted that principals were not equipped with skills on security managing neither the school stakeholders.

These results upheld the truth that cooperate efforts need to be made to ensure that both school workers and the students are trained on emergency and insecurity processes, otherwise in the occurrence of an emergency or insecurity, a moment of fear and indecision may be witnessed before any action is taken. The study observed that untrained, unprepared and inexperienced rescuers may be gripped with panics and indecision.

Similarly, the teachers who strongly agreed that principal's experience in security management contributed to decrease of injuries in secondary school (58.9%) while 17.2% of the teachers only agreed with this. A small percentage (2.0%) of the teachers were undecided, 19.3% disagreed whereas 2.6% strongly disagreed. Centrally to this a great percentage (78.4%) of the teachers strongly agreed with the view that principal's experience in security management contribute to overall learner safety in secondary schools as did 11.1% of the teachers. However, 2.1% of the respondents remained undecided, only 3.9% disagreed whereas 4.5% strongly disagreed. These results gave credibility to the outcomes of Karanja and Mutua (2011) in a study carried out in Kibwezi West Sub-county which emphasized the need the to rehearse security drills for through practice, both the workers and the students understands how to react and exactly what to do in case of an in an emergency. The passages of escape and the assembly points should be clearly branded. expected to calmness need to be maintained by all as accountability of both the workers and students is carried out. it is thus observed that Practice drills lessens time waste during an actual evacuation processes. These findings thus attest to the fact that different skills on security which principals and staff acquire influence management of different types of insecurity in secondary schools.

The workers and students' training thus must be aimed at the documented stages of emergency management for secondary schools which includes; deterrence, preparation, response and recovery. The government therefore must endeavor to enable the school principals to sufficiently be ready for any form of insecurity by incorporating security management syllabus of teacher training colleges and in servicing all teachers and principals already in service on security management.

6.1.2 Inferential Findings on the Influence of Principals' Training on Security

Management in Public Secondary Schools

To verify the possibility of difference between principals' training and security management in public secondary schools, data was collected on frequency of training; number of school staff affected and number of school property destroyed and outcomes recorded in Table 2:

Table 2: Outcomes of the Frequency of Principals' Security Training, Total of Workers and Students Affected and School Property Destroyed

Frequency of Principals' Training on Security	Impact of Insecurity in Schools	
	Number of Staff Affected	Number of Property destroyed
52	3	61
10	18	100
7	20	102

The results on Table 2 indicate that schools where principals have been trained for several occasions on how to handle security concerns within secondary schools have witnessed few staff members being and affected and reduced destruction of school property. These results further lend credence to the findings of Downs (2010) who noted that principals were not trained on security management nor was the school community. These results were explored using the ANOVA Test Analysis and the outcomes tabulated on Table 2;

Table 3: The ANOVA Test Analysis of Means of Frequency of Principals' Training, Number of School Staff Affected and Number of School Property Destroyed

	Sum of Squares	df	Mean Square	F	Sig
Frequency of Training	1774.889	2	887.444		
School	9744.889	2	4872.444	26.609	0.005
Staff Affected					
School Property Destroyed					
Residual	732.444	4	183.111		
Total	10477.333	6	1746.222		
Total	12252.222	8	1531.528		

Grand Mean = 41.44

Using ANOVA analysis in Table 3, the analyzed data, which showed the population parameters, had a significance level of 0.005 this indicated that the data was ideal for drawing a inference on the population's parameter because the of significance (p-value of 0.005) was less than 5% (pvalue=0.005<0.05). It also implied that the results were statistically significant and that there existed a significant difference between the number of frequency of principals' training on security management and number of school workers, students and the school property destroyed. The results were in line with the results of a study conducted in Kibwezi West Sub-county by Karanja and Mutua (2011) which produced a p-value of 0.044<0.05. The results indicated that a lot of energy is required to teach and inform workers and students in emergency processes, so that in case of an emergency, fear and hopelessness may not set in before any control action is taken. This is due to the fact that fear affects the inexperienced, untrained rescuers as well as illequipped personnel.

6.1.3 Thematic Analysis of Qualitative Findings on the Influence of Principals' Training on Security Management in Public Secondary Schools

The principals who were interviewed echoed similar sentiments. The interviewees also responded in favor of the view that principal's skills in security management contribute to reduced injuries in secondary schools. Principal, P2, noted,

"I sometimes undertake training on how to handle security in my secondary school. This initiative has witnessed a reduction in the number of school injuries and overall learner safety".

Just like quantitative findings, these views, discounted the viewpoints held by Downs (2010) who noted that principals were not well trained on security management neither were the school stakeholders. These interpretations also direct to the fact that an intensive effort must be made to teach and train students and school workers on emergency procedures, otherwise in the event of insecurity, a period of panic and uncertainty may crop up before any action can be taken. Thus, security drills and practice should be seriously taken because it is through them that both the learners and teachers will learn what to do and how to behave in an emergency. Therefore, different skills on security which principals and staff acquire influence management of different types of insecurity in secondary schools.

Furthermore, skilled training of learners and staff on matters about security ought to be aimed on the main standard steps of emergency management for schools; to be precise moderation, readiness, response and recovery. Hence, these mixed

findings affirm the fact that the any government need to put more efforts to assist the school authorities to adequately prepare for school security through introduction of security management training for all stakeholders in the schools. The study established that principals' training influence security management in public secondary schools. Most secondary school principals are rarely trained on how to handle security in my secondary school. This point to the fact that great importance must be given to refining and training workers and learners on emergency processes, otherwise in case of insecurity, panic and indecision may arise before any step can be undertaken. In other words, different skills on security which principals and staff acquire influence management of different types of insecurity in secondary schools. Hence, these mixed findings affirm the fact that the government must ensure the school principal is adequately prepared for any form of insecurity by introducing security management training in teacher curriculum and in-service courses for those already in service.

7. Conclusions

Most secondary school principals are rarely trained on how to handle insecurity in secondary school. These findings thus point to the fact that the principals training on security management is fundamental to the success of its implementation, hence all necessary and possible efforts should be made to ensure that the principals have basic training to handle insecurity in secondary schools

8. Recommendation

The study recommends that the government and other education stakeholders should organize seminars and workshops where teachers, principals, parents and learners are trained on effective approaches of handling security challenges.

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