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

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

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ABSTRACT

Purpose: There is a current anxiety on the increasing occurrences of tragedies in secondary schools in Kenya. This makes it essential to explore the stakeholders' contribution in terms of security management outcomes. The aim of this research was to explore the influence of stakeholders' contribution on security management outcomes in public secondary schools in Mandera County, Kenya.

Methodology: Theories guiding the study were the Stakeholders' and the Securitization. The study used mixed methodology and the concurrent triangulation design. The targeted population was 381 participants and involved principals and teachers. Questionnaires were used for teachers while interviews were used for principals. Quantitative data were analyzed in descriptive statistics and presented in 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 concluded that there was good participation of every stakeholder following the indicators that were put in place. It was seen that there was need for the boards of management to go deeper into their involvement and make sure that the school communities were seeing them in action.

Unique Contribution to Theory, Policy and Practice:

The stakeholders' and the securitization theories were utilized to prepare and alert schools for disasters consecutively hence contributing to the issues in the study. The study established that there was meaningful contribution from the stakeholders which was commendable. It was concluded that more efforts from the boards of management be put on stakeholders' contribution. The theories were validated in that there was sensitization to stakeholders and the need to prepare in advance for disasters in schools.

Keywords: *Management, Outcomes, Risk, Security, Stakeholders*

INTRODUCTION

This research explored the influence of stakeholders' contribution on security management outcomes in public secondary schools in Mandera County. The safety matters as academic and professional accountability began after the World War II. It was mostly viewed as a sub study of International Relations till the Cold War. Security education was similar to strategic studies and maintained characteristics of military importance (Williams, 2018).

In Pakistan there was an incident of Taliban shooters who struck a learning institution. This was a case in Peshawar whereby the Taliban mercenaries killed 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 murdered nastily by the gangsters (Walsh, 2016).

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

In 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 acquired 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 showed that schools progressively generated wicked inhabitants into the community and then they were labelled as risky places for the young people.

Gloomy news struck when Moi Girls' Nairobi School dorm was set on fire killing 9 form 1 students who were 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 rushed to the institution to pick their daughters swiftly. There was rape case in the same institution causing closure for a whole week. The dorm which contained all the form ones was reduced to ashes. The inferno was started by a form 1 who tried suicide though she endured the fire. (Ombati & Kajilwa, 2018). It is not known what pains were taken by the stakeholders in every one of these happenings to make the schools harmless zones.

In the North Eastern Province, schools were 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 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, stakeholders' contribution is necessary to ensure security management outcomes in learning institutions in Kenya.

Statement of the Problem

Mandera borders Ethiopia whereby attacks by Al Shabaab from Somalia and the Ethiopian pastoralists doing cattle rustling are common (Dube & Orodho, 2017). Safety in schools is a concern to stakeholders. Schools are anticipated to be environments of harmony and peace. However, the media reports and few investigates done on the stakeholders' security managing outcomes, energies seem to be failing. Nderitu (2017) puts it that though there are notable security measures in schools, tragedies still occur. What can make a difference is how the whole schooling organization is managed. This is why there is necessity for a safety managing approach developed by administration to lessen or evade terrorizations and calamities.

LITERATURE REVIEW

The literature review section begins with the theoretical framework of the two theories use in the study being the stakeholders' and the securitization theories.

Stakeholders Theory

The advocate of the stakeholders' theory was Freeman (2004). The key stakeholders in education are learners, teachers, BoMs, parents, government, public and sponsors among others. The essence of stakeholder theory is to include every party in the name of stakeholders in decision making in the schools. This means discussions far and wide must be done by the school administrators as they make key decisions and policies about the schools and particularly on security matters. Security of learners is not an issue to be handled by just a few persons. Every key stakeholder should participate wholly and enthusiastically.

This study scrutinized 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 security planning, security coordination, BoM participation and school community participation among others. It is imperative to know what responsibilities these stakeholders have in guaranteeing security of students. The stakeholder theory is about including every person who matters in public boarding schools in Mandera County. The researcher established that the roles played by these stakeholders as far as security was concerned were meaningful but the BoMs needed to be more active participants.

Securitization Theory

The theory initially expressed by Ole Wæver, who was a Danish professor in 1995. The theory was later adapted by Buzan *et al* (1998) and was adopted by Copenhagen School (Taureck, 2006). The theory supported the dependent variable by indicating that if the stakeholders did not take stock of the safety procedures put in place, there was going to be a problem. It likewise warned that if stakeholders did not get entangled in security management, schools could be at danger. There was, likewise, need for security coordination in advance to protect students in boarding schools as the theory dictated. Security coordination was necessary since it was useless efforts to plan and prepare safety measures without implementing them. Finally, the theory suggested safety monitoring and evaluation by alerting schools. There could have been improvement in stakeholders' participation in safety matters in schools.

Influence of Stakeholders' Contribution on Security Management Outcomes in Schools

Participation by stakeholders means sharing a common understanding and involvement in the decision-making process. Participation by stakeholders leads to empowerment and to joint ownership of the project. Stakeholder engagement, from the outset, helps build involvement and a sense of continuation to a new future. Adequate time and planning to include all relevant parties and to allow them to discuss, understand and internalize each project milestone or step in the process, are all vital issues. Stakeholders could include people, organizations and institutions which at that moment or permanently, have an interest in participating in a policy, programme, activity or organization. In education, the term stakeholder typically refers to anyone who is interested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents *et cetera* (Sabo, Inuwa, Sanchi and Alhassan, 2021).

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

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

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

Stakeholders' contribution was necessary since insecurity always had an impact on education. The impact was confirmed by parents, being stakeholders, as they had to retain their children home for protection. Insecurity can be best controlled by good neighborhood collaborations among the stakeholders. Stakeholders such as the national government and the school administrators should

ensure that once children and youths are in schools they are protected. They should be assured that they are safe in order to concentrate on education along with their teachers (Ibrahim, 2018).

There is need to review the school employee's performance against their provided duties from time to time. Further, the security policy of the school should be reviewed every two years by the school managers and stakeholders in order to assess its effectiveness. At the same time the management should have a plan in place to implement the security standards as tasked by the board of directors in line with the schools' safety standards manual. Lulua (2018) explains that in Uganda, the implementation of the Safe Schools Contract has seen the stakeholders such as parents, teachers and past students be more involved in the safety of the learners and with the safety of the learners, the quality of education has been improved.

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

In Africa, the condition is alike. Dinker, Kemp, Baum and Syder (2019) noted that schools found in Africa used various methods and events to improve security in the school grounds. There were supervised and protected entrances, metallic sensors, drug sweeps and security photographic cameras, each of them projected to encourage security whereas restricting admittance of crooks to institutions. Others assist monitor and limit hazardous behavior in the schools. There is necessity for administrations and other private investors to give adequate resources to guarantee security equipment and devices were bought for a harmless atmosphere.

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

In Kenya, there are investigations that have addressed this topic, for example, Omolo (2018) saw that school managers had a few approaches that they utilized to progress security in schools counting: making security events part of routine in schools, educating staffs on safety emergency readiness, consistent checks of the school grounds, purchasing satisfactory security apparatus and frequently doing emergency drills. In a study done in Nandi North Sub County stakeholders actively participated in the adherence of school safety standards. All principals indicated that the Board of Management actively approved and monitored the safety of schools. The Ministry of Health officials inspected institutions every year. Nevertheless, the findings indicated that various stakeholders were comprehensively involved in overseeing the adherence to safety standards at schools (Sugut, 2020).

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

METHODOLOGY

The research method used in the study was mixed methodology approach whereby 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 about stakeholders' contribution on security management outcomes. The research instruments were piloted in 2 schools in neighboring County of Wajir County.

Table 1 Sampling grid

Category Population	Total population	Sampling procedure	Sample size
Principals	57	Random	36
Teachers	324	Random	120
Total	**381**		**156**

Source: The researcher, 2022

RESEARCH FINDINGS AND DISCUSSIONS

The data was analyzed according to the study objective. This research examined how stakeholders' contribution was implemented in handling safety in public secondary schools in Mandera County.

Descriptive Statistics Analysis

Data were presented in tables, frequencies and percentages. Table 2 below summarizes the results.

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Table 2: Stakeholders' Contribution on security management outcomes

Statements	A (1)	SA (2)	U (3)	D (4)	SD (5)
It is true that the stakeholders do security planning to safeguard schools in Mandera and enhance shared stakeholders' security decision making	f56 57.73 %	f22 22.68 %	f10 10.31 %	f09 9.28 %	f00 0.00 %
Your school community has laid down policies for security to safeguard the students and enhance shared stakeholders' security decision making	f50 51.55 %	f33 34.02 %	f08 8.25 %	f05 5.15 %	f01 1.03 %
There is security coordination from the school all the way to the security officers in Mandera which enhances shared stakeholders' security decision making	f41 42.27 %	f29 29.90 %	f13 13.40 %	f10 10.31 %	f04 4.12 %
Students know the chain of command to follow when security issues arise hence enhancing shared stakeholders' security decision making	f43 44.33 %	f35 36.08 %	f10 10.31 %	f06 6.19 %	f03 3.09 %
The BoM in your school is involved in security matters in the institution to enhance shared stakeholders' security decision making	f48 49.48 %	f36 37.12 %	f05 5.15 %	f05 5.15 %	f03 3.10 %
The BoM has laid strategies to combat insecurity in your school to propel shared stakeholders' security decision making	f53 54.64 %	f27 27.84 %	f08 8.25 %	f06 6.18 %	f03 3.09 %
Teachers, students and school workers are all involved in security issues to secure your school and enhance shared stakeholders' security decision making	f51 52.58 %	f37 38.15 %	f05 5.15 %	f02 2.06 %	f02 2.06 %
The school community is fully sensitized on fire outbreaks and they do fire drills often times to enhance shared stakeholders' security decision making	f36 37.11 %	f15 15.46 %	f19 19.59 %	f21 21.65 %	f06 6.19 %

Source: The researcher, 2022

Examining the table, it was clear that one contribution on security management outcomes of the stakeholders was to get involved in security planning as 78 (80.41 %) indicated with a minority of 9 (9.28 %) in disagreement and another 10 (10.31 %) were not decided. There were also policies

laid down by the school community as stakeholders to improve security management outcomes as 83 (85.57 %) seemed to agree leaving only 6 (6.19 %) in disagreement and 8 (8.25 %) were not decided.

Another angle of stakeholders' contribution on security management outcomes was seen in the coordination of security from the school level to the security officers in Mandera County as 70 (72.16 %) seem to agree. However, 14 (14.43 %) were not in agreement and 13 (13.40 %) were not decided. This was a perfect arrangement to ensure that students were safe especially inside the institutions. Whenever safety issues arose, it was necessary for the students to know the chain of command all the way to the concerned stakeholders and this improved security outcomes. This was the case as 78 (80.41 %) seemed to agree leaving a minority of 9 (9.28 %). This enabled stakeholders like the security team to be informed whenever problems arose. Stakeholders' contribution on security management outcomes was seen from the BoMs who down strategies as 80 (82.47 %) were of the opinion with only 9 (9.28 %) in disagreement. The BoMs were key in ensuring that students were safe in schools as stakeholders who contributed significantly. Other stakeholders' contribution was from teachers, students and non-teaching staff who were well informed and involved in security issues as 88 (90.72 %) of the teachers were in agreement. Only an insignificant figure of 4 (4.12 %) could not agree. This kind of participation was quite vital if there was going to be security management outcomes among the schools. The school community was sensitized on fire outbreaks so that it could contribute towards safety as stakeholders. This happened as advocated by 51 (52.58 %) with 27 (27.84 %) in disagreement. This disagreeing number may not be ignored as stakeholders are supposed to give full support to secure students.

Stakeholders' contribution on security management outcomes needed improvement to enable better safety. The findings from the teachers in this objective were echoed by Sabo, Inuwa, Sanchi and Alhassan (2021) who were of the opinion that contribution by stakeholders on security outcomes embraced a shared understanding and participation in the process of decision-making. Contribution by stakeholders led to empowering and cooperative ownership of the security matters' responsibilities. Stakeholder engagement, from the beginning, helped in building involvement and continuation to a new dimension. All concerned parties should be allowed contribute and discuss safety of students.

Thematic Analysis

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

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

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

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

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

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

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

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

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

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

From the interview results, stakeholders' contribution on security outcomes needed to be beefed up to enable safety. The discussions among principals were supported by Lulua (2018) in Uganda that the implementation of the Safe Schools Contract (S.S.C) had seen various stakeholders such as parents, teachers and the alumni being more entangled in the safety of students resulting to better quality of schooling. Schools had to ensure workable partnerships with parents and teachers to enable safe environment to all learners. To attain safety in schools, the principals need to encourage and model responsible and respectful behaviors among students and stakeholders so that the learning atmosphere could be secure.

CONCLUSIONS AND RECOMMENDATIONS

From the findings, it was concluded that the stakeholders were very much involved in security planning as their part of participation but there was room for improvement.

Recommendations

The boards of management as stakeholders should propel safety efforts in schools by conducting regular safety inspections and provision of the safety gadgets like school fence, CCTV cameras, and fire extinguishers. The BOMs through the principals should set safety committees activities to make sure their schools are disaster compliant and prepared.

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