

**INSTITUTIONAL AND INDIVIDUAL DETERMINANTS OF  
SECONDARY SCHOOLS MANAGEMENT OF SAFETY AND SECURITY  
IN MANDERA COUNTY, KENYA**

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## DECLARATION

I declare that this is my original work that has not been presented to any institutional for award of any certification. The key findings have been dully supported with referenced sources. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.



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## **DEDICATION**

This thesis is a special dedication to my family: that is my wife Halima Issack and children Shurem and Shamsa for their love and moral support during the study.

May Allah bless them abundantly.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>FGD</b>	Focus Group Discussions
<b>KEMI</b>	Kenya Education Management Institute
<b>MOEST</b>	Ministry of Education Science and Technology
<b>TSC</b>	Teachers Service Commission

## ABSTRACT

The issue of insecurity and safety of educational institutions has aroused scholarly interest globally, regionally and in Kenya recently. This study was aimed at establishing both institutional and individual determinants of secondary schools management of safety and security in public secondary schools in Mandera County. The study addressed the following objectives: establish the relationship between principals' leadership styles and management of safety and security in public secondary schools, establish the relationship between the level of BOM general competency and management of safety and security in public secondary schools, determine the relationship between school security policies and management of safety and security in public secondary school and determine the extent to which school infrastructure relates to safety and security management in public secondary schools in Mandera County. Correlational study design was used as the frame work that anchored the study. The survey targeted a population of 424 teachers, 46 principals, 460 BOM members and 13,387 students in Mandera County which makes a total population of 14,317. The study used stratified simple random sampling to proportionately select respondents involved in the study. The sample size was 201 teachers, 40 principals, 210 BOM members and 373 students and thus narrowing the sample size to 824 respondents. Questionnaires for teachers, semi- structured interview guides for principals and BOM members and focus groups discussions for students were adopted as instruments of collecting data. Two schools located in the area of study and that have similar features with the final sample were used to pre-test the instruments. Content validity was determined using expert judgment. Instrument reliability was established using Cronbach alpha technique. Thematic analysis was used to analyze qualitative data while quantitative data was analyzed using frequencies, means and regression analysis. Results from this research show that for every additional unit in secondary school principals' leadership styles, there was 29.7% increase in management of security; every additional unit in board of management competency, there was 15.5% decrease in management of security and every additional unit in adherence to security policies, there was 44.7% increase in security management; and every additional unit in the development of infrastructure in the schools, there was 56.1% increase in security management in high schools in Mandera County. In conclusion, schools in Mandera should endeavour to implement Ministry of Education guidelines on security and safety measures. The major significance of the research is that it may assist secondary school principals in examining issues of school security and subsequently guide the principals on how to apply leadership styles that best help in the management of security in public secondary schools and come up with suitable mitigation measures. The study recommended that school leadership need to adopt the correct management strategies and involve the community within which the school is situated in matters of student security and safety.

# CHAPTER ONE

## INTRODUCTION AND CONTEXT OF THE STUDY

### 1.0 Introduction

The chapter cover the background information related to the study, problem statement, study purpose, objectives, hypothesis, and significance, conceptual and theoretical frameworks, and study assumptions, limitations and definition of significant terms.

### 1.1 Background to the Study

School security could be broadly defined as “an art of feeling out of danger, a situation in which the learner feels at home, develops confidence, maintains a positive state of mind and does not show any sign of withdrawal,” (Obiamaka, 2015). Security of a school is a key component of the administration. Insecurity at school can have considerable ramification including confusion, uncertainty, fear and anxiety. Security in a school is important in ensuring seamless teaching and learning as a feeling of insecurity can increase students drop out rates, low performance and possibly indulging in activities to protect themselves. According to Trump (2012) insecurity in schools has been an issue of concern among students, teachers, parents, and the community. Therefore, security management is a fundamental determinant of good management of schools.

According to Bastia (2011), secondary school security is a widespread problem, necessitating a global forum for discussions on strategies of offering security in schools and the surrounding environment. In the US, for example, it is quite

common to read and hear of students who shoot teachers, educators or other students. The capacity of education managers to deal with the thorny situation throughout the world is directly affected by these issues. Leadership is therefore demanded of school principals who are also administrators in their respective schools. The leadership style of a principals in terms of security management may serve to describe the best practices that school leaders may use to mitigate against any difficulty (Leithwood & Jantzi, 2007).

Mbiti (2007) posits that conducive environment can only be actualized through effective leadership styles; be it authoritative leadership, bureaucratic leadership, laissez faire leadership, transformational and participatory leadership styles. It includes the installation of policies and decisions that are in tandem with the set objectives including school security. Cheloti, Obae and Kanori (2014) opine that management and leadership styles used by principals and board of management (BOM) members have influence on the running of secondary schools. They found and concluded that school leadership ought to adopt leadership styles that are favorable to the school environment and the host community need to take part in the management of the school in ensuring safety and security of the students.

According to Xaba (2006), institutional factors like school location influences school security; schools in terrorism prone areas have a high likelihood of being prone to attacks as compared to those in isolated areas. Further, Xaba (2006) alludes that the reason for this is that the endemic terrorist attacks and other crimes will always spill into the schools due to their proximity to these insecure areas. Consequently, this research was conceptualized to explain the implications of these

factors on school safety since the selected area of study falls within the confines of the areas vulnerable to terrorism.

It is well known that the present issues in school management require that the school Board of Management (BoM) develop talents and competencies to effectively handle their responsibilities, including security challenges (Mestry, 2004). Provision of information to BOMs about competencies is vital in practicing professionalism and ensuring that management have up-to-date skills needed to run the institution satisfactorily (Gadusova, Mala & Zelenicky, 2008). Such competencies incorporate correspondence, appointment, team building, security management, basic reasoning, coordination and innovation of safety measures and capacity building.

BOM's competence is critical in security management in secondary schools because they are in charge of managing school resources with the goal of achieving all set goals, including school security, and are deeply involved in the daily operations of the institutions in which they work. As a result of this research, the degree of BOM competency and its impact on security management in high schools which are government-owned in Mandera County were determined, as visualized in the research's second objective. Basic Education Act 2013 Article 18 (1) section (l) “states that the BOM shall coordinate with all relevant agencies to ensure that all the barriers to the right to quality education are removed and with National Government to facilitate realization of the right to education within the county.” In terms of security, Article 59 section (i) states that “BOM shall provide for the welfare and observe the human rights and ensure safety of the pupils, teachers and non-teaching staff at the institution.”

Insecurity has increased by more than half in European Union member nations over the last two decades, according to a study (Hughes, 2004). Regardless of the efforts of the BOM, reports from developed countries including USA, UK, and Australia depicts a difficult situation faced by schools in terms of security management. Medlen (2012) contends that the issues defying schools are diverse relying upon their inclination, refinement, recurrence and intricacy. Hence, setting explicit conduct expectation in schools involves a clear statement of safety policies that would guide students and teachers in understanding what is expected from them and behaviors that are prohibited within school premises. The US has reacted to almost 20 years of prominent acts of mass violence with a shocking school security statistics. From that point forward, there has been a developing worry of this issue of security around the world (O'Malley, 2007). To help make a protected, attractive and secure school climate, Stewart (2006) points out that, schools need to improve their physical security. The school should develop some school infrastructure which includes security gadgets, plans, train staff and execute frameworks, for example, video observation cameras, actual access controls, paging and radio frameworks.

As per Trump (2012), to guarantee security in the school compounds, setting cameras all through the school structures will permit the staff to see, conceive and video tape more movement of anybody inside the camera vicinity which will be advantageous in monitoring the school environment and enhance security in school. Design school buildings and grounds to accommodate physical/social interaction and partnership between students, teachers and the community. The designs should include accessibility and openness while protecting children from

surrounding hazards such as violence (Cohen, 2006). The study recommended the provision of housing for teachers and having double doors opening outwards in dormitories. Others infrastructural considerations were perimeter fences with secure gate, windows in the school with no wire mesh and grills that open to the outside and physical infrastructure developed and occupied with the endorsement of the government for safety among other consideration.

Procedures addressing security issues have been developed around the world (Stucker, 2002). Government bodies around the world have entered into agreements with international bodies that advance the rights of people like the UN Convention on the Rights of the Child (CRC) (1989), the World II Conference in Education for All (1990). For example, in Montana, a stranger with a pistol was seen going through the lobbies of a secondary school, resulting in conditions and incidents of violence in Jonesboro, Arkansas. Insecurity cases in Springfield, Oregon, Littleton and Colorado made schools avoid potential risk just as different measures, some of which were very intrusive to the learners (Stucker, 2002). These safety efforts were planned to give a protected climate to students by dispensing with brutality, weapons, and intruders. Along these lines, usage of security policy in high schools which is a complex process has been a challenge across multiple levels including secondary schools.

In most African countries, Nigeria, South Africa, Uganda and Tanzania among others, the obligation of school management and safety is in the hands of BoM. Akintokumbo (2011) reported that Abuja in Nigeria, experienced incidents of terrorist attacks in 2010 where there was bombing of students at the stadium on

Independence Day celebration in which schools were burnt and many students killed. Akintokumbo (2011) argued and recommended for the development of leadership styles and reforms that would deter attack of students in Nigeria.

According to Khomba (2012), South African education system equally experience safety and security issues including frequent battles on the school property during class hours and on fields; sniffing of vapor like paste and benzene; boisterous conduct; weapons like blades around school security which disturbs the smooth running of school activities. Education stakeholders have the obligation to create and maintain safe and secure learning atmosphere for learners. Every learning institution need to put in place measures that would quell insecurity (Khomba-2012).The 1996 South African School Act (SASA) made bodies governing schools that incorporate head teachers, guardians, instructors, non-teaching staffs and learners. Nombasa (2004) uncovered that most School Governing Bodies (SGBs) in SA needed abilities and SGBs competence in managerial issues Madikela (2006) noticed that recently chosen SGBs individuals' competency is influenced by deficient acceptance on their duties, low training, lacking openness and naivete.

Despite more research findings from Muturi (2013) and Nyandusi (2012) revealing that school principals have critical skills for achieving predetermined school goals, Leithwood and Jantzi (2007) assert that school achievement is dependent on school leadership's inspiration and ability, and that a lack of BOM competencies can be an impediment to school security management. According to Ndahi (2014), Boko-Haram gunmen killed a large number of school personnel and students in Bumi Yadi, while others were kidnapped. This was a well-publicized violent attack on

the institution, which resulted in the deaths of almost 40 students. According to Ndahi (2014), Boko-Haram attacked a young girls' school in Yobe, killing hundreds of pupils. Gunmen numbering more than 50 invaded a secondary school in the early hour of Tuesday 14th of May, 2014 at around 1: 30 am where they had a field day without being neutralized by security forces in Yobe. It was further reported that, that was the fourth attack on a secondary school since the inception of the Boko-Haram sect leading to closure of the schools around. The gunmen also burned classes and bodies of dead students thereby affecting enrolment and school performance leading to the closure of the schools around the locale. It is in the light of this situation that this research tried to explore the impact of school infrastructure as considered in objective four in the management of security.

On matters of insecurity, the Government of Kenya has endeavored to address the issue of safety and security in schools through different school safety rules and guideline documents. "The Safety Standards Manual gives principles and rules to use and execute in every Kenyan schools. Part Six of the manual clearly states aspects of safety that each student and kids in school, regardless of their background and physical challenges, ought to enjoy (Republic of Kenya, 2012).

The Public Health Act Cap 242 lays regulations for all school buildings. Guidance in children protection from harm within school premises is provided by the Children's Act (Chapter 586-2001). It states the standards needed to ensure the safety of building and health of learners. "The Education Act Cap 211 also captures the safety requirements in schools. The Basic Education Act 2013 states the roles played by the BoM in managing the school. Section 59(a-f) of the New

Education Act (2013)", BoM are expected to work and advance the interests of institutions and ensures improvement; and guarantee the provision of appropriate and enough facilities for learners (Republic of Kenya, 2013). The Ministry of Public Works Building Regulations addresses issues of safety public buildings. Lack of enforcement of the safety guideline and provisions may be among the insecurity causes in in Mandera County's public secondary schools. As an institutional factor, this study therefore set out the level of enforcing school security policies and its influence on security.

Present day school management requires that BoM have competencies that help them perform the functions of BOM as spelt out in the Education Act (2013) to manage their obligations successfully including security issues. Such capabilities incorporate correspondence, appointment, team building, project management, basic reasoning, coordination, capacity building, innovations, analyzing budgets and expenditure monitoring exercise (MOEST, 2010). School management including BOMs need to assess the implementation of security measures; identify a solution which is critical in addressing security gaps (Michael, 2013). Most investigations on BoMs have been on institutional administration all in all, for example the examination by Nyandusi (2012) on impact of Board of Governors on the school leadership in Lari District, Kiambu County Kenya, never analyzed the competency of security management and likewise the study by Muturi (2013) did not analyzed the factors that impacted on the competence in Nakuru-North District's public high schools financial management. Instead, the examinations zeroed in on personal dispositions like capabilities, interest, level of training and occupations respectively. To address the issue of BoMs management limit

improvement, the Kenya Education Management Institute (KEMI) was ordered by the Kenyan Government to educate heads of institutions, BoM and other education managers on the general management skills and there has been a positive outcome. The current study therefore established the level of BOM competency in general school management and how it influences safety and security management in Mandera County's public secondary schools and reported that Board of Management (BoM) competencies was vital in the management of secondary school security.

The North Eastern part of Kenya has been facing serious management of security challenges (Wabwire, 2016). These include attacks by the Somali-based terror group Al-Shabaab who target non-locals when they raid. For instance, non-local teachers have been killed in several attacks. Moreover, clan feuds also lead to frequent inter- clan conflicts hindering BoM members from effectively implementing education policies. In 2014/15, Mandera encountered a progression of terrorist assaults focusing on non-local people, security powers and government agents. The recurrence of assaults spiked in April and June 2015 adding up to 39 occurrences, especially in Garissa and Lamu Counties, and furthermore in Mandera and Wajir bringing about the deaths of 186 individuals and injury of 1445. The occurrences and intentional focus on non-Muslims and non-local people have intensified the generally already complicated security situation, bringing about the refusal of numerous non-resident workers including teachers to get back to their work places. This pattern strengthened after the transport assault in Mandera and the death of Kenyan Christian teachers by Al-shabab in July 2015 (KIRA 2015).

There has been a heated debate on the challenges facing school principals, teachers and BoM in their implementation of security measures in secondary schools to yield high quality educational output not only in Kenyan secondary schools but also in most sub-Saharan African countries (Oketch & Ngware, 2012; Orodho, 2014). Gathira (2008) agrees that insecurity does not only affect management of schools but also affects the staff turnover and retention as well which squarely lies on the shoulder of BOM. From the background literature, it is evident that there are leadership, BOM competency, security policies and infrastructural determinants that may influence the management of security. There is need of putting in place measures in mitigating the security threats of bombing and armed insurgency to avoid rampant attacks (Masista, 2011).

There is also a need to establish the gaps that may cause security challenges to school performance, staff retention and enrolment in public secondary schools. The Kenya Government has also tried to solve the problem, but Mandera County bordering the porous Somalia border is always prone to attack from this radical Al-shabab group. The smooth operation of secondary schools in Mandera County has been considerably affected by general insecurity, as well as regular inter-clan disputes (Wabwire, 2016). This study investigated issues surrounding school security in order to discover the extent to which institutional and individual variables influenced safety and security management in Mandera County's public secondary schools.

## **1.2 Statement of the Problem**

Secondary school insecurity is a widespread problem, necessitating a global forum in discussing strategies to provide security in schools and the surrounding environment. Insecurity is prevalent in all educational institutions globally, regionally and in Kenya which not only endanger students and teachers but also prevent the Board of Management from executing their functions. This is despite there being a clear-cut policy that is expected to address the security concern. Even though some security preventive measures have been employed in many schools in Mandera County, the problem of school security threats still persist. Worse still terrorist attacks like Garissa University Campus back in 2015 that resulted in the loss of 142 students and two security guards in 2015 may recur. This call for urgent check on ways of reducing such occurrences especially in the schools. Efforts by the Government of Kenya (GOK) to reduce Clan feuds and state of insecurity in North Eastern region which resulted in frequent inter-clan confrontations has not born fruits. Researchers who have tried to arrest this situation in schools have explored community involvement, government machinery but very little has been done on school and personal determinants to security. This study therefore interrogated both institutional and individual determinants of management of safety and security in Mandera County's public secondary schools.

## **1.3 Purpose of the Study**

The research sought to establish how far the institutional and individual factors have influenced the management of safety and security in Mandera County's public secondary schools with a view of informing Safety policies in the education sector.

#### **1.4 Study Objectives**

- i. To find out the relationship between principals' leadership styles and management of safety and security in public secondary schools in Mandera County.
- ii. To establish the relationship between BOM competency and management of safety and security in public secondary schools in Mandera County.
- iii. To determine the relationship between school security policies and management of safety and security in public secondary schools in Mandera County.
- iv. To find out the extent which school infrastructure relates to safety and security management in public secondary schools in Mandera County

#### **1.5 Hypotheses of the Study**

To find the connection between institutional and individual determinants on management of safety and security in secondary schools, the study followed the null hypotheses that:

H<sub>01</sub>: There is no significant relationship between principals' leadership styles and management of safety and security in public secondary schools in Mandera County.

H<sub>02</sub>: There is no significant relationship between BOM competency and management of safety and security in public secondary schools in Mandera County.

H<sub>03</sub>: There is no significant relationship between school security policies and management of safety and security in public secondary schools in Mandera County.

H<sub>04</sub>: There is no significant relationship between school infrastructure and management of safety and security in public secondary schools in Mandera County.

### **1.6 Significance / Justification of the Study**

This study might assist secondary school principals in examining their security measures and see if their leadership styles and practices help to enhance security in public secondary schools and come up with suggested mitigation measures. The study may also help principals promote a better understanding of security challenges affecting secondary schools and to enlighten administrative mediations to make school directors better prepared to address these difficulties. The research findings may be valuable to different stakeholders in the education field. It may give vital data which will be basic in future formulation and execution of the policies related to management of security which are responsive to both institutional and individual security by showing gaps and inconsistencies that need to be addressed.

The findings may also benefit policy-makers and administrators with regard to identifying policy gaps hindering the management of security in secondary schools in Kenya and offer data and information for scholars, government and education stakeholders (including students, teachers and school BOM) to use in providing solution. The findings may show the nature of barriers which hinder security

management in public secondary schools and suggest the best ways to do more research in the same field.

This research may assist in defining the problems of BoM competency and its impact in the management of security which is persistent in various secondary schools in Mandera County and suggest/generate the effective measures that can be put in place by school management in the quest to secure schools while offering the best learning environment for their learners. This study may also help supplement the current knowledge and literature on management practices that may assist TSC, MOE, KEMI and researchers to compare its findings and others in making scholarly arguments on secondary school security with a view to support or differ with the findings.

## **1.7 Limitations and Delimitations**

### **1.7.1 Limitations**

While trying to address the objectives, the researcher experienced the following limitations:

- i. Due to the sensitivity of security issues in the research location, some respondents were timid and did not complete the surveys, while others provided inaccurate inside information as they feared they may be victimized. To effectively address this issue, the researcher guaranteed them of anonymity and encouraged them to complete and return the surveys anonymously in order to prevent being identified and victimized.
- ii. The data were collected during the third term of school calendar, therefore conducting interviews with secondary school principals during this time

was a challenge as the schools were engaged in examinations and most head teachers were constrained by time because of examination administration. However, the researcher organized with the school administration to collect data at a later date after exams.

- iii. There was wide distribution of the target schools across Mandera County and thus far from one another which subsequently posed huge logistical and environmental challenges. This was however addressed by the researcher seeking research grants and also applied for bank loans to supplement the grants. This assisted the researcher in engaging the research assistants' services to navigate Mandera County's large and hot terrain.

### **1.7.2 Delimitations**

The study had the following delimitations

- i. The study was conducted only in schools within Mandera County and thus application of the findings to schools outside the designated area ought to be done with a lot of caution.
- ii. The study used three research instruments which are focus group discussion, semi structured interview guides and questionnaires leaving out other research instruments.
- iii. The study was confined to institutional and individual determinants influencing management of safety and security in public within Mandera County leaving out other factors that affected security in schools.

## **1.8 Assumptions**

While undertaking the research:

- i. It was assumed that respondents will understand issues of institutional and individual determinants that influence security management in public secondary schools and that they will give honest and reliable responses.
- ii. The study assumed that while responding to the study questions, freedom would be exercised by the participants without coercion or fear.
- iii. Assumed that there are individual and institutional factors that affect security management in Mandera County.

## **1.9 Theoretical and Conceptual Framework**

### **1.9.1 Theoretical Framework**

School Climate Theory by Halpin and Croft was the main theory followed by the study (1963). School climate theory posits that safe school climate has its significant influence on educational outcomes. It posits that secure school environment encourages interpersonal relationship and optimal learning opportunities for all students and reduces disruptive behavior. School climate encompasses behavior, emotions and thoughts as aspects that are influenced by the school environment.

School climate theory stems from the theory of organizational climate. School climate includes both feelings, tone ambience, and atmosphere within the learning institution. The key tenet of the school climate theory is that individuals of various internal school environment influences behavior. According to supporters of school climate theory, school offers an environment that can influence the

members' behavior and thus resulting in values, norms and beliefs. A school climate is said to be sustainable if it offers a chance for youth development and improve learning of student for today and their future lives. The theory identifies many factors that influence schools' security. These are: (individual factors) which include number of interactions between community and students, students and teachers' perception of their school's personality environment, or the school's personality and academic performances; institutional factors (such as the physical building and classrooms and the materials used for instructions), feeling of safeness and school size, feeling of trust and respect for students and teachers.

The other tenet of this theory according Tagiuri (1968) is that school climate theory has four qualities where one is said to be configured to endure features of ecology, milieu, social system, and culture. The theory answers research objective four on infrastructure in that school climate with tranquility provides a healthy, safe and positive learning school atmosphere and this plays an important role in providing the school surrounding community with a chance to teach and learn. It has been found out that secure educational environment enhances smooth running of school activities.

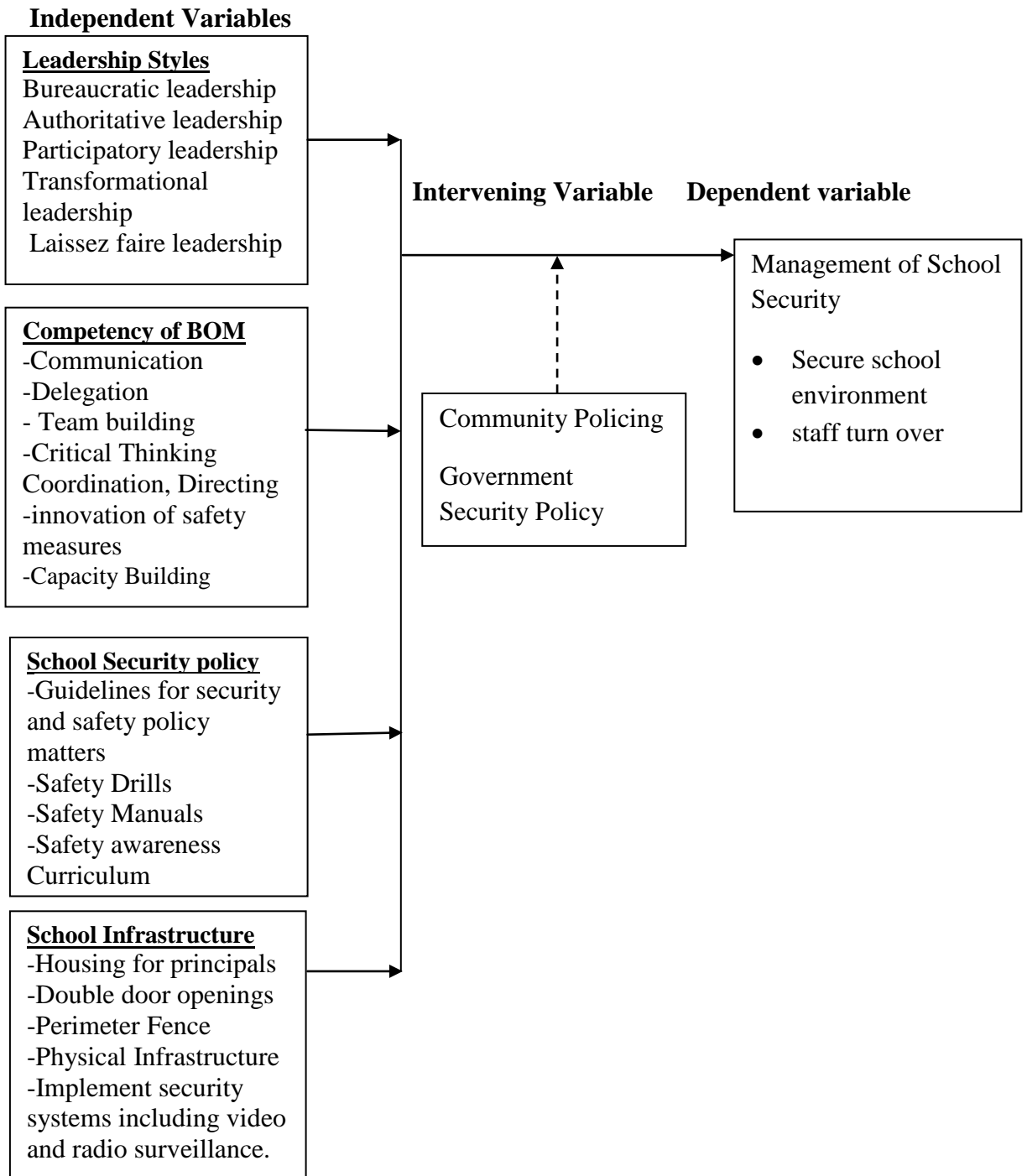
A breakdown of features of school climate theory included four primary distinctions that is environment, milieu, social framework and culture. Moos and Insel (1974) likewise gave extra portrayals of school climate theory, like that of Tagiuri (1968), it explained that it has physical and social components of climate. However, Tagiuri's model is more inclined to teachers and researchers (Anderson, 1982). In the contemporary world, terms including feelings, tone, and setting are

used to communicate the overall concept of school climate (Homana, et al, 2006; Tagiuri, 1968). One weakness of school climate theory is that it lacks a clear common definition and thus educators tend to use subjective experiences within a school to define it and hence its weakness (Cohen, 2006). Initially, researchers and educators described the school climate in terms of physical property such as buildings and their physical state (Cohen et al., 2009). Hoy et al. (1991) argued that even though school climate reflects the general features of a school, personal behavior has been found to shape it. Thus, they summed up and said that the climate of an institution is the same as that of each individual person in that institution (Hoy et al., 1991) and therefore very tricky in its application.

In this study's context, positive school climate can influence the way a school is run by the administration and their performance academically. Conducive environment can only be actualized through effective leadership styles; be it bureaucratic leadership, authoritative leadership, laissez faire leadership, transformational and participatory leadership styles. A secure school climate implies a welcoming school environment devoid of insecurity. School climate according to Halpin and Croft (1963) play a vital role of ensuring a healthy, safe, and conducive learning space. Competent BoM is necessary to ensure professional performance of teachers through ensuring that they have the much-needed up-to-date tools and training programs. They noted that the interaction of various institutional and individual factors can provide safe environment that can enable all people within the school environment to teach and learn to the optimum level.

It has been found out that secure educational environment enhances smooth running of school activities. This is due to the fact that standards and guidelines for security and safety policy matters stimulate a culture and give direction/support to schools to enhance security and safety; safe school climate has its significance influence on educational outcomes as articulated in school Climate Theory. Similarly, a negative school climate that is full of security threats due to safety and security challenges can prevent optimal development and learning. It is concluded that the aspects of school climate, with security measures have significant effects on the performance of educators and learners' as well as teachers.

## 1.9.2 Conceptual Framework



**Figure 1.1: Conceptual framework showing the connection between both individual and institutional factors and management of school security.**

**Source: Researcher 2021**

The conceptual framework above contains two variables of Individual factors and two institutional factors as its independent variables and management of school security as dependent variable.

### **Leadership Styles of principals**

School principals who are administrators in their respective stations are expected to offer this leadership. The conceptual framework outlines the various aspects of leadership styles. Conducive environment can only be actualized through effective leadership styles; be it Bureaucratic, Authoritative leadership, laissez faire leadership, Transformational and participatory leadership styles, it has to do with decisions and policies execution in a manner that would gear all the institutional activities towards achieving its goals including school security. Good leadership styles of a principal to the management of security may help to outline the best practices that can be adopted by school heads to mitigate against any challenge. There is a need to have a working link between leadership style of school heads and the management of security.

### **Competency of BoM**

Modern challenges in schools require that BoM should have competent skills that would help them execute their responsibilities effectively including security challenges. In the conceptual framework, knowledge of competencies is crucial for professionalism among school leaders. Such competencies include communication, delegation, security management, and directing innovation of safety measures. School success depends on the motivation and competence of school leadership

and lack of BOM competencies can be an impediment on the management of security in secondary schools.

### **School Security Policy**

Safe and secure learning environment requires that all stakeholders put on their efforts. As shown in the conceptual framework, minimum standards and guidelines for security and safety policy matters is required, to stimulate a culture and give direction/support to schools to enhance security and safety. Without measures in place, the current threats by bombing and armed insurgency are going to escalate.

### **Infrastructure of the School**

The school has to develop some school infrastructure which includes security devices, plans, train staff and install security systems such as video and radio surveillance. The conceptual framework outlines that security in the school compounds involves the installation of surveillance cameras within the institution to help in seeing and monitoring what is happening across the school compound.

This will be advantageous in monitoring the school environment and enhance security in school. Infrastructural designs of the schools should include accessibility and openness while protecting children from surrounding hazards such as violence. Therefore, proper school infrastructural design is an important component to secure learning environment.

### **School Security Management**

It entails putting in place protection measures that ensures the safety of managers, educators and learners from accidents and crime, using well-drawn and managed

policies. School security is a vital process in school administration. Consequently, this study is conceptualized to explain the implications of these factors on school safety. The four independent variables all have impacts on the dependent variable which includes proper running of school activities, good general performances and secure school environment. These can be actualized through intervention measures using intervening variables.

### **Intervening Variables**

The intervening variables includes: the community policing and government security policies on secondary school safety that may influence decision making by the BOMs in the security management.

### **1.10 Operational Definition of Terms**

**BOM Competency:** This is the ability of BoM members to dispense their responsibilities as required including addressing security issues. Such competencies include communication, delegation, directing, innovation, and budget analysis.

**Individual factors:** refers to personal traits of headteachers and BOM members like leadership styles and competency that affects the management of security

**Institutional factors:** refers to factors from within the institution that may positively or negatively affect the management of security. These include school infrastructure and school security policy.

**Management Challenges:** refers to those factors and issues that may prevent or hinder the smooth running of public secondary schools by the BOMs in the management of security.

**Management of Public Secondary Schools:** refers to those activities and procedures put in place by school BOM to carry out the day-to-day affairs of the schools.

**School security management:** It entails putting in place protection measures that ensures the safety of managers, educators and learners from accidents and crime, using well-drawn and managed policies.

**Security:** refers to a situation in which the learner and staff members within secondary schools feel secure from attacks from any quarter.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The section covers the individual factors and institutional literature that influence management of security globally, regionally and locally. The literature review is organized on the following sub themes guided by the research objectives. It highlights the challenges resulting from insecurity, the policy gaps that causes security challenges and possible measures required to improve security as laid in the study objectives. The chapter also provides summary of literature guided by objectives and the gaps existing in the reviewed literature.

#### **2.1 General Management of School Security**

Insecurity is an inner feeling of being threatened or inadequate in some way. Secondary schools' security is an issue that affects learning and the process of teaching, subsequently secondary school heads and the whole school administration should settle on administrative choices and put in place policies that would address insecurity issues (Borland, 2008). Secondary schools require free and secure environment for productive student progress. Likewise, Scotland School Estate (2003) expressed that schools are regularly viewed as secure grounds for both staff and students and the utmost organization for socialization apart from home. In Netherlands, Cooper (2005) found that there is a significant connection between principal's readiness on security matter and performance in government funded secondary schools. Given that insecurity cannot be totally done away with,

office designers, secondary school head teachers, emergency response teams, should be ready and prepared for emergencies that may arise.

Moe and Pathranarakul (2006) attested that being alert for security emergencies is important in high schools due to threats as seen in sub-Saharan Africa. A study in Morocco, by Danielson, Chung and Shannon (2009), showed a scenario where learning and security emergency readiness are assimilated. An exploration conveyed by IFRC (2000) in Ethiopia revealed a section which states that it is mandatory for secondary schools to include skillful labor forces in different fields and delivery of trainings and exhibitions related to security. Students are informed of different security issues and management of learning together with incorporation of alleviation, readiness, response and recovery (IFRC, 2000).

According to the Fire Fighter Forum (2009) the secondary school BoM should support schools on issues of administration and security enhancement in schools. They also suggested refresher courses for teachers and incorporation of security trainings in teacher training colleges. In their suggestion, they also noted the need to carry out drills in schools at the very least twice in a term. Karanja and Mutua (2011) did an investigation in Kibwezi west and recommended that students, teachers and staff should pay attention to the training drills in light of the fact that these activities help them understand what is expected of them during attack emergencies. They also recommended the need to have stamped escape routes and assembling points and during emergency situation, they argued that everybody ought to stay cool and the accountability of the teachers, workers and students

done. This is a clear indication that modern secondary schools are still facing challenges in the management of security and safety of both students and staff.

## **2.2 Individual factors Influence in the Management of Security**

Individual factors involve correct exploitation of available resources including personnel and equipment to boost the quality of education. With regard to this research, it entails leadership styles and competency of the BoM in secondary schools.

### **2.2.1 Leadership Style and Management of Security**

Principal's leadership style refers to their way of giving guidance, planning and actualizing plans and thus motivating both students and employees in the management of security in secondary schools. Bua (2013) examined the impact of leadership styles, inside school climate, on high school education in Makurdi City, Nigeria. The research involved administering questionnaires to 400 teachers from 20 different government funded schools. The questionnaires, used to gather information, had ten questions with four-point scale. The researchers found a string relationship between the styles of leadership employed by principals and school-local area relationship. From the study, the researcher suggested that school heads need to adopt leadership styles that would enhance the relationship between the school and the local community to ensure effective management of the school climate stand a chance to address security issues. The capability of head teachers to impact and create beneficial relations with school management through leadership is thusly significant. This examination explored the impact of leadership styles inside school environment on the administration, but didn't zero in on its effect on

the security of the school community, a gap that was filled through the current investigation.

Olowoselu, Fauzi and Muhamad (2016) wanted to determine the leadership styles of principals in unity schools in Nigeria. In particular, the researcher focused on understanding the difficulties just as answers for leadership styles of Unity Schools' principals. Interviews were analyzed specifically utilizing NVivo 10 qualitative Programming. The researchers interviewed 10 principals of Unity school sampled purposively and it was found that government policies were largely neglected. Findings of the study proposed that principals' leadership styles ought to be comprehensive to offer acknowledgment to the roles of guardians, staff and students.

Wangai (2015) carried an investigation on principals' leadership practices and teachers' work fulfillment in Nairobi County in Kenya. He sought to establish the link between head teacher's styles of leadership and job satisfaction among teachers. The study targeted a total population of 270 teachers from 45 schools. Of the 270 teachers, 45 of them were principals. Purposive sampling was employed to choose teachers for interview. The findings revealed a strong relationship between principal's way of leading and job satisfaction of teachers. A significant ramification of Wangai (2015) study was an obvious sign that leadership' leadership practices have critical relationship with job satisfaction; however, this investigation clarified the explanation behind the disadvantages of various leadership styles by the principals could impact in the management of security.

### **2.2.2 Competency of Board of Management and Security**

The competency levels for the BOM members is a very fundamental trait in the management of security in secondary schools. A study was carried out by Kiru, Mbagua and Sang (2011) on the main stumbling blocks that head teachers face in security management in school in Kisii County in Kenya. The study was aimed at determining the barriers, faced by principals, which hinder the implementation of security measures in secondary schools. Descriptive survey was employed in the study. Simple random sampling technique was adopted to obtain a sample of 27 principals 35 prefects and 34 security guards resulting in a total of 96 interviewees. Information were gathered using questionnaires. Data was analyzed using Mean and Standard deviation and Pearson product moment correlation was used to test the hypotheses. One key finding shows that public high schools in Kisii were facing security issues including striking learners, thefts and fights among students. The study also revealed that the head teachers and the security guards are not versed with strategies used in keeping the school environment safe and secure. The study is related to the present study as it dealt with the security measures with which to keep the school environment safe. However, the previous study failed to establish the specific competency challenges the head teachers are faced with in managing safety and security of the public schools, including regular inspection of school compound, school safety committee briefs, competency in building motivating climate to enhance teamwork to mention just a few, and the gap the current study filled. Secondly the existing security measures are not current and are scanty; the current study revealed the measures that reflected the educational reality to curb insecurity.

## **2.3 Institutional factor's Influence in the Management of Security**

### **2.3.1 Effects of School Security policy on Management of Security**

Mastisa (2011) conducted a research to explore security in township secondary schools in Free Town in South Africa. He examined the safety and security of teachers and learner in schools within township. The design of the study was exploratory, simple random technique sampling was used in the selection of four out of five education districts all of which 44 secondary schools were selected. The respondents were 44 principals' and 352 teachers which amount to 396 respondents. Questionnaires were used to collect data and analyzed using mean and standard deviation to answer the research questions while t-test was used to calculate the hypotheses. It was revealed that despite numerous laws made to protect the rights of the teachers and learners in South African schools, teachers and learners were still not protected. This is due to the fact that the laws were created but not applied accordingly. It differs from the present study as it suggests that instead of equipping a school with security systems, the staff and students should be guided by a code of conduct set up and implemented to make school environment peaceful for teaching and learning. The current status still shows a high prevalence rate of insecurity including frequent terrorist attacks resulting into loss of life. There is still prevalence of insecurity despite there being policies, Boards of management, school infrastructure among other strategies.

A study was conducted by Ruger (2010) to understand fire outbreak preparedness in schools in Moshi in Tanzania. The study was aimed at checking the level at which schools are prepared to prevent and mitigate fires in case of an emergency. Six research questions were used alongside three hypotheses. Stratified random

sampling technique was employed in the selection of 87 secondary schools and simple random sampling technique employed to select 680 respondents from among the students, principals and the teachers. Data were collected using questionnaires. In the findings, it was observed that there was no disaster management policy and emergency equipment in many public secondary schools. Again, there was no culture of maintenance of school facilities in the school. There was also lack of sound educational facilities found in most of the schools. This scenario is effectively replicated to the present study as it reveals that there are gaps in the security management in most of the schools studied, no emergency plan and disaster management.

Mwenga (2011) carried out a research to determine the safety preparedness of schools in Kyuso District, Kitui County in Kenya. Mwenga chose 8 schools for the study where questionnaires were administered to the respondents using the drop and pick method. The respondents included head teachers, teachers, and students. Quantitative analyses methods were employed where descriptive statistics of frequencies and percentages were used. The quantitative analysis was done using SPSS. One of the key finding was that this district had inadequate firefighting equipment in schools, with 43% of the schools having between 1 and 5 firefighting equipment. Moreover, the size and number of the firefighting equipment were not proportional to the size of the school structures. It also emerged that the schools rarely trained its staff and students on emergency responses in case of fire outbreak. The previous study is slightly different from the current study as this study established both institutional and individual determinants of specifically the security of both students and staff.

Ndeto (2013) sought to establish how schools ensure discipline among students in public secondary schools in Kangundo Division in Machakos County, Kenya. The research wanted to find out the extent to which students take part in the drafting of school rules and regulations. Those who took part in the research included 7 public secondary schools, 140 students, 21 student leaders, 21 class teachers, 7 deputy head teachers and 7 head teachers. It was established that students rarely took part in drafting of school rules and regulations. However, they were actively pushed by the school administration during the implementation of the same. It was further shown by the research that students are very comfortable studying in schools where school rules and regulations are in place and working. This study bridged this gap by establishing the extent to which the BOM involved students through focus group discussion as stakeholders in formulating and effecting school security policies on management of Security.

There are some factors that are institutional based that are critical in influencing the management of security in a school. Ojukwu and Nwanma (2015) analyzed the impact of insecurity of school climate on behavior and conduct of secondary school students in Nigeria. 200 students were targeted by the study. Independent samples t-tests were utilized in analyzing the data. It was determined that Isiala-Ngwa North and South Local Government Areas were significantly different ( $p < .001$ ) with concerning the insecurity of their schools, with northern schools having a higher rate of school insecurity than the south. Besides, the analysis of data revealed no significant difference ( $p > .05$ ) between the insecurity in private and public schools although public schools remained more insecure than the private schools. Also there were no significant differences ( $p > .05$ ) between male and

female learners' behavior due to school insecurity. This justifies the need to establish the extent to which the current school security policies in the Ministry of Education enable school management including conducting safety drills, availability of copies of safety policies in schools and to create awareness of security policy to carry effective supervision and monitoring of the security and safety of public secondary schools in Kenya.

An investigation was led by Monkwe (2010) on techniques and policies that secondary schools can utilize to secure teachers and students in the school climate in Nigeria. The reason for the examination was to research methods of forestalling security dangers which influences teachers and students in the school climate. Five exploration questions were presented alongside two hypotheses. Descriptive study was the main method used. 760 respondents which were comprised of principals and teachers were picked using stratified sampling method. The techniques for data collection were questionnaire. Exploration questions were examined utilizing Mean and Standard deviation while t-test insights were utilized to test the hypotheses. In the study results, Monkwe, found out that students and teachers did not feel secured in the school environment which was full of security dangers. The outcome additionally demonstrated that there were no trained security staff in the schools studied. This could be interpreted to mean that secondary schools that do not have code of conducts that assist to check the behavior of the teachers and the learners, can also lead to security threatening behaviors, hence the need for this study to establish the reality of the same on the ground.

Ducan and Enose (2010) conducted a study to assess safety implementation in public schools in Kisumu County in Kenya. The study investigated the availability and implementation of certain emergency response strategies in public secondary schools. The research sought to address five research questions using three null hypotheses. Stratified random sampling was employed. 54 head teachers and 54 quality assurance and standard officers were included in the study. Questionnaires were employed to collect data. It was established that the schools had safety implementation procedures as evidenced by the following: fire extinguishers, emergency team members available in the schools, dormitories in many schools had emergency doors. Again, most of the dormitories in the schools were fitted with emergency doors. This study is contradictory to the present study because the findings proved that there is proper management of safety and security while the present study is working on the improvement of safety and security in public schools due to the vulnerability of the selected counties.

### **2.3.2 School Infrastructure and Management of Security**

Shannon (2006) did a study investigating the school security practices and how they affect students and school climate in Maryland in the United States of America. The study sought to determine the security devices and infrastructure available in high schools and the level of difference between students in the school that have security devices and the ones that do not have security devices. Descriptive survey was used in this study. 276 public secondary schools were selected to take part in the research. Teachers, students and Head Teachers were the respondents and the total numbers of the respondents were 1104. Shannon found that many public high schools lacked safety and security devices required to

enhance security of the school. It was also noted that schools with enhanced security devices and equipment performed better than those without. Students in schools with less or no security devices were more conscious about their security. This justifies the undertaking of this study which sought to explain the extent to which school infrastructure may affect Security management in public secondary schools.

Mudege, Zulu and Izugbara (2008) investigated how insecurity contributed to school drop outs and absenteeism among children studying in schools found in slums within Nairobi county in Kenya. The study mainly focused on checking how insecurity contributed to low enrolments and attendance. Data were from Korogocho and Viwandani slums. Interviews were administered to individuals and focus groups who explained their feelings and experiences in slums. While these studies suggest that insecure neighborhoods due to lack of infrastructure have a negative impact on schooling, the evidence on policies that address insecurity is weak to improve school attendance and performance.

Leandri (2011) conducted study to investigate safety and security measures at public secondary schools in Tswane, South Africa. Leandri (2011) wanted to examine and evaluate the existing security measures in place at different secondary schools. Descriptive survey was used in the study. Simple random sampling technique was used to select 1685 scholars and 106 educators that form the sample of the study. In the collection of data, interviews and questionnaires were used. The method of data analysis was Mean and Standard deviation answering the research questions and t -test was used to test the hypotheses. From the study, it

was noted that majority of the schools selected were not having emergency response plans which is one of the security strategies needed for school security. The researcher also discovered that most of the schools were not having perimeter fencing and there was nothing like security drills for the learners and educators. That is why this study interrogated the area of barriers to security measures.

#### **2.4 Summary and Research Gaps**

This chapter has reviewed literature on both individual factors and institutional literature that influence management of safety and security. The literature has revealed that in secondary schools, free from any and all harm climate is a prerequisite for effective student progress just as learning and teaching. Security and safety dangers to students, staff and secondary school property may not be totally eradicated nonetheless, there ought to be reaction system to mitigate against insecurity and give the fundamental post-emergency interventions to direct any insecurity. There is a requirement for secondary schools to employ qualified trained staff and have continued security trainings and demonstrations for all stakeholders. Students, teachers and staff should pay attention to the training drills seriously in that through the training they will be knowledgeable with what to do in instances of insecurity.

Individual factor entails principal's leadership styles and competency of the BoM in secondary schools. The reviewed literature showed that leadership style and community relations with the school influences security in school. Principals and other leaders of a school should employ the best leadership styles that would enhance school security while accommodating the host community and

incorporating them in running the school to ensure security of the learners is enhanced. The competency of the BoM is also necessary for the school environment to be secured as failure to ensure BOM competency leads to decrease in security. The literature reveals that School management must show much interest to protect the safety rights of the learners by providing some security devices and rebuilding of school fences. However, there are still high prevalence of insecurity in public secondary schools based on the factors of focus which is the gap the current study filled in the Kenyan context.

Institutional factors entail the infrastructure of the school and the security policies adopted by the schools. The literature revealed that despite numerous laws made to protect the rights of the teachers and learners in secondary schools, they continue to experience high prevalence of insecurity. Although numerous studies have found that there are no proper safety plans made to protect security of secondary schools, staff and the learners, there are suggestions that there is need to have code of conduct for the staff and the learners instead of equipping the schools with security system in order to make school environment peaceful for teaching and learning. There are gaps in school security policies and lack of motivation in supervisory unit in the MoE to enable them take the necessary measures to beef up security in schools. Much of the reviewed literature are from developed nations with a few focusing on Africa and Kenya in particular.

The literature has failed short of explicating the following: First, the existing trends of institutional and individual determinants influencing management of safety and security in public secondary schools is old and scanty. This reviewed literature

established the recent and relevant trends that reflect reality in terror prone areas. Secondly, the institutional and individual based limitations are generalized. Therefore, a meaningful intervention is not easy; and most previous studies relied on qualitative data, but the current study made use of qualitative and quantitative approaches. It sought to establish concrete institutional and individual based limitations that hinder the management of safety and security in Mandera County. Thirdly, the existing security policy on the management of safety and security in public secondary schools is evidently bringing about minimal impact in the management of security of public secondary schools in Mandera County. The goal of this study was to leverage current security and safety policy guidelines and interventions to improve the security and safety management of public secondary schools in Mandera County. Most previous studies relied on cross-sectional design while the current used correlational study design which makes it different from other studies reviewed.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter focuses on “research design, locale, variables, study population, sample size and sample technique, research instruments, validity of research instruments, reliability of research instruments, piloting of instruments, steps used in the study, and how the collected data were analyzed.”

#### **3.1 Research Design**

Correlational research design was employed. The design is useful when finding out how variables relate to each other to the point that a change in one results to a change in the variable (Creswell, 2009). Institutional and individual factors are so crucial and relate highly with the management of organizational security. Further, the researcher adopted a correlational design because the statistical relationship of interest was thought to be causal, but changing the independent variable was difficult, impractical, or unethical (Kothari et al, 2020). The design helped the researcher explain the cause and hence help to describe and explain facts by looking at trends in the study output.

#### **3.2 Variables of the Study**

The study contains three variables: two independent variables of individual factors and institutional factors, the dependent variable that is management of security and intervening variables that included government policies on security management in secondary schools and community policing. The independent variables in the study

were leadership styles, competency of BOM, security policy and school infrastructure. The dependent variable is management of school security.

### **3.3 Study Location**

The study was undertaken in Mandera County in North Eastern part of Kenya. Mandera County borders with Wajir County, to the south, Somalia to the East and Ethiopia to the North (ALRMP, 2003-2006). It is important to consider the issue of religion in Mandera County as this diversity in religious beliefs may influence some decisions in terms of management of safety and security outside or within schools. This location was chosen due to the prevalent attacks by Al-Shabaab, a terror group that targets non-locals in the region mostly non-Muslims leading to mass exodus of non-local teachers and quarry workers from Mandera County citing insecurity in the month of February 2016. These encouraged the researcher to determine institutional and individual factors that could be influencing safety and security management in Mandera County's government funded secondary schools.

### **3.4 Target Population**

This comprises of individuals with similar notable features (Kothari et al, 2020). Forty-six public secondary schools in Mandera County were targeted. The schools were stratified into Boarding, Day and Mixed schools. The schools were further stratified into Girls' Day, Girls' Boarding, Boys' Day, Boys' Boarding and Mixed schools. (Mandera County Education Office NEMIS Data, 2018) as shown below:

**Table 3.1: Target Population Schools**

<b>School Type</b>	<b>Numbers</b>
Boys Boarding	16
Boys day	3
Girls Boarding	12
Girls Day	2
Mixed Schools	13
<b>Total</b>	<b>46</b>

The total population for the study was fourteen thousand three hundred and seventeen (14,317). This included 13,387 students, 460 BOM members, 46 principals and 424 teachers in Mandera County. Table 3.2 shows the population matrix of the respondents.

**Table 3.2: Target Population Respondents**

<b>Population</b>	<b>Numbers</b>
Teachers	424
Principals	46
BOM Members	460
Students	13,387
<b>Total</b>	<b>14,317</b>

### **3.5 Sampling Techniques and Sample Size**

#### **3.5.1 Sampling Techniques**

Sampling refers to the selection of a representative from a large population which allows a researcher to conclude about the entire set (Orodho, 2009). Stratified, proportionate and simple random sampling technique were used in selecting participants. Stratified sampling technique entails division of the target population into groups where the sub-sample is picked from the different sub-groups (Fraenkel & Wallen, 2010). Stratified sampling enabled the researcher to group schools into Boys, girls and mixed schools. Selection of schools from sub-counties was done using proportionate sampling. To get a sample from the strata, simple random sampling was employed. Schools were first put into their respective stratum according to their categories, and then proportionately sampled from each of the six sub-counties; random sampling helped in the selection of principals. After stratification of the schools, the principals, the students, teachers and BOM member were randomly sampled.

#### **3.5.2 Sample Size**

The respondents included teachers, principals, BOM members and students; a total of 824 individuals.

##### **a) Principals**

The study sampled 40 principals from the 46 proportionately since they were few and manageable. Schools were first put into their respective stratum according to their categories, and then proportionately sampled from each of the six sub-counties; principals were selected randomly.

## b) Students/Teachers/BOM Members

Using Krejcie and Morgan table of sampling (Appendix VII), a total of 373 students, 210 BOM members and 201 teachers formed part of the sample. The study used strata, proportionate and simple random sampling to select the individuals who took part in the study. Table 3.3 show samples sizes adopted.

**Table 3.3: Table of sample sizes**

School category	No of principals		No of students		No of teachers		BOM Members		Total Sample
	Popul ation	Sample Size	Popul ation	Sample Size	Popul ation	Sample Size	Popul ation	Sample Size	
Girls Boarding	12	11	2522	70	97	46	120	55	182
Girls Day	2	1	528	15	20	9	20	9	34
Boys Boarding	16	14	4854	135	172	82	170	77	308
Boys Day	3	2	1329	37	28	13	30	14	66
Mixed Day	13	12	4154	116	107	51	120	55	234
<b>Total</b>	<b>46</b>	<b>40</b>	<b>13,387</b>	<b>373</b>	<b>424</b>	<b>201</b>	<b>460</b>	<b>210</b>	<b>824</b>

## 3.6 Research Instruments

Questionnaires, semi- structured interview guides and focus group discussions guides were used in mapping out the required data from various sources.

### 3.6.1 Questionnaires for Teachers

Sampled teachers, taking part in the research, were issued with questionnaires to collect data on institutional and individual factors that embody the schooling experiences of causes of insecurity (Appendix II). The questionnaires provided an opportunity for participants to explain themselves while also elaborating on their

points of view (Creswell, 2009). This allowed the study to bring out a clear picture of the institutional and individual issues that impact on the safety and security management in the public secondary schools. Questionnaires used had two sections; one seeking to obtain demography of the respondents and the second part focusing on Likert type of questions that re related to the research objectives aimed at gaining in-depth information related to teacher's views on the extent to which leadership styles, BOM competency, school security policy and school infrastructure influence management of safety and security in Mandera county's public secondary schools.

### **3.6.2 Interviews for the Principals and Board Members**

Interviews were carried out to get information from principals and BoM members. These informants responded to issues of challenges resulting from insecurity and sought their views on the possible measures required by BoM and the principals to improve security in Mandera county's public secondary schools (Appendix, III and IV). The researcher together with research assistants made appointment with principals and BOM members to have the interview. Interviews were fundamental in understanding the practices used in managing institutional and individual factors influencing public secondary schools' safety and security management, to be able to supplement the information given in teachers' questionnaire. Given the nature of conducting interviews, it allowed the scholar to seek for in-depth data by probing the interviewees (Kombo& Tromp, 2006).

### **3.6.3 Focus Group Discussions for Students**

UNESCO (2005) notes that, FGDs consist of between 6 and 12 individuals who meet and discuss issues raised by the researcher who act as the moderator. During the focus group meetings, the members interact and go an extra mile in discussing and expounding on the problems raised by the researcher (Appendix V). In the current study, one FGD brought together students from all forms to allow easy and comprehensive capturing of information on security. The researcher therefore randomly selected 12 students from the 373 from each category of schools to form a discussion group at a time to get their opinion and discuss specific issues related to institutional and individual factors influencing the management of security in their respective schools; this was successfully actualized with the assistance of research assistants. The justification for choice of focus group discussion for students as an appropriate instrument used in seeking information is that it not only gives answers, but also create an open environment for discussion and exposition of issues. FGD guides were given to students in each of the sampled groups.

### **3.7 Validity of the Study Instruments**

Kombo& Tromp (2006) posit that, “validity entails the extent to which the chosen instrument measures what is designed to do as stated in the study objectives.” Content validity helped the researcher to check and conclude that the tools chosen measure with accuracy what was intended to measure. Notably, content validation helps in the elimination of biasness and it acts as a reliable indicator of whether all the parameters of research are measured. Content experts in the Department were consulted to give their views on the contents validity of research instruments

chosen. The researcher then examined the research instruments by checking how appropriate they were and noting the unclear items. Ambiguous and unclear contents were reconfigured to ensure an easy understanding by the target respondents. To ensure efficiency of instruments chosen, data collection instruments were optimized during the pilot study.

### **3.8 Reliability of the Instruments**

Reliability focuses on measuring the extent of research results remaining consistent during repeated trials. Cronbach's Alpha was utilized to establish the questionnaires' reliability. Cronbach's alpha is appropriate where the questionnaires have Likert questions that have a scale required to be scored by the respondent. The researcher devised a 5- point Likert item from "strongly disagree" to "strongly agree" in determining if the questionnaires consistently measured the same latent variable, then run a Cronbach's alpha test. Alpha coefficients  $\geq 0.7$  and above indicated high internal reliability and was accepted in this study (Creswell, 2009). The researcher therefore ran Cronbach's alpha to establish whether the questions in the questionnaire reliably measured variable statements. Since the alpha coefficient value range from 0 to 1, the findings were as presented in Table 3.4 for all individual items in the questionnaire.

**Table 3.4: Reliability Statistics for Individual Items**

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>Number of Items</b>
Leadership Styles			
Participative	0.842	0.842	5
Bureaucratic	0.732	0.734	5
Authoritative	0.830	0.833	4
Laissez Faire	0.611	0.629	5
Transformational	0.760	0.771	5
BOM Competency	0.831	0.837	8
Infrastructure	0.736	0.765	6
Security Policy	0.822	0.822	8
Security Management	0.848	0.863	9
<b>Total Items</b>			<b>55</b>

The study also ran Cronbach's alpha for all the items and Table 3.5 presents the findings.

**Table 3.5: Reliability Statistics for All Items**

<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>Number of Items</b>
0.911	0.920	55

As shown in Table 3.5 the overall reliability statistics shows that the Cronbach's alpha was 0.920 and thus showing that there was a reliable internal consistency for the scale.

### **3.9 Pilot Study**

In this study, 2 schools that had similar features with the sample schools, but not included in the main research in Mandera County were chosen for the pilot study. Of the two schools, selected for pilot study, one was a Public Day and the other was a Public Boarding school. A pilot test is conducted before the actual exercise as a way of validating study designs so as to avoid waste of resources in case the design does not work (Bille, 2010). Pilot study also allows the researcher to adjust the instruments of research to ensure it gives the desired results. Questionnaires were administered, interview and FGDs conducted. Piloting results assisted the study to understand the expected ambiguities and allowed the researcher to correct them while doing away with inappropriate contents in the research questionnaires. Pre-testing, or piloting, enhances objectivity in scientific studies and this have been underscored in different researches in social sciences. The chosen schools drawn from the same county hence with similar characteristics, but were not used in the main study. In this study minor errors and ambiguities were adjusted and corrected after the pilot study.

### **3.10 Data Collection Procedure**

Data collection procedure was conducted in three logistical phases (Orodho, 2009). The first phase was a pre-field logistic phase where the study confirmed the completeness of actual physical layout, recognizable proof and clear directions of data collection instruments. After which the researcher requested an introduction letter from the Kenyatta University's School of Postgraduate Studies and later a research permit from NACOSTI. Mandera County's director of education and

county authorities also issued authorization. These were important in allowing the gain access to the target schools and thus made appointment booking with the respondents easy without any barriers in the administration of questionnaires and thus conduct interviews to gather essential information for the examination.

The second phase included field work coordination logistics where the researchers made familiarization and observation visits to assess the accessibility of the target group. This was also aimed at building good rapport with the interviewees while organizing to administer the research questionnaires. Once this was done, teachers were presented with the questionnaire, and afterward the researcher talked about the current issue and concurred with them on the most proficient method to fill the surveys. The filled questionnaires were gathered by the researcher following a concurred day. As for the interviews, the researchers met the respondents; presented himself, built a good rapport with them and planned on the convenient dates for meetings. The researcher ensured constant face-to-face meetings with the informants. Before the questionnaires were issued and interview questions administered, the researcher informed the respondents on the need to give sincere responses. FGD guides were administered to the students in every one of the sampled groups from educational zones. One FGD comprised of a combination of students from all the levels of forms 1 to 4. Blending students from different levels made it possible to capture their different perspectives or views. The final phase which according to Orodho (2009) is referred to a post-field logistics phase, involved collection, assembling and sorting of all the data collection instruments ready for analysis.

### **3.11 Data Analysis**

Quantitative data was coded and placed in categories based on the responses and points of references using SPSS version 21. “Descriptive statistics representing various research items were generated in frequencies and percentages in response to all items in questionnaire using the five-point Likert scale.” A correlational coefficient test was done to assess the interrelationship between two variables. Regression analysis was also done to ascertain the association between variables. Qualitative data that were collected, summarized and transcribed under common themes then triangulated with quantitative data to validate the study findings.

### 3.12 Data Analysis Plan

Below is the summary of the statistical test analysis

**Table 3.6: Statistical test analysis**

<b>Objective</b>	<b>Nature of Data</b>	<b>Statistical Tools</b>	<b>Mode of presentation</b>
“To establish the relationship between principals’ leadership styles and management of security in public secondary schools in Mandera County	Quantitative data	Frequencies, percentages, Means, Standard deviation Correlation coefficient Regression analysis	Graphs and Pie Charts
To establish the relationship between BOM competency and management of security in public secondary schools in Mandera County.”	Quantitative data	Frequencies, percentages, means, standard deviations Correlation coefficient Regression analysis	Graphs and Pie Charts
To determine the relationship between school security policies and security management in Mandera County public secondary schools	Qualitative data	Narrative-themes	Verbatim quotation
To determine the extent which school infrastructure relates to security management in public secondary schools in Mandera County	Quantitative data	Frequencies, percentages Means, Standard deviation Correlation coefficient Regression analysis	Pie and Graphs
	Qualitative data	Narrative-themes	Verbatim quotation

### **3.13 Logistical and Ethical Considerations**

#### **3.13.1 Ethical Considerations**

To maintain anonymity, the respondents were not asked to reveal personal information that would identify them, such as names and contacts, during the study or FGD meetings, either verbally or recorded as a hard copy. Affirmation was given to the respondents with respect to the most extreme secrecy appended to the exploration. Their actual personalities were kept hidden during the exploratory engagement, and they were guaranteed that no personal victimization would occur from the information they provided. They were also given the option of withdrawing from meetings whenever they wanted.

#### **3.13.2 Logistical Considerations**

Preceding visitation of the schools chosen for interviews, a written permit was obtained from graduate school. The researchers additionally applied for research license from the NACOSTI and seek clearance from County Director of Education, Mandera County. After clarifying to the interviewees, the objectives of the study, they were issued with both forms and asked to read. If in agreement, they were asked to sign and hand over one copy while keeping the other. All these were pointed toward guaranteeing that the researcher and the respondent are 'colleagues' in creating the data required for the investigation.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF THE FINDINGS**

#### **4.0 Introduction**

The chapter presents the analysis, interpretation and discussion of the findings regarding institutional and individual determinants of secondary schools' management of security in Mandera County in Kenya. The analyses were guided by these objectives.

- i. To establish the relationship between principals' leadership styles and management of safety and security in public secondary schools in Mandera County.
- ii. To establish the relationship between BOM competency and management of safety and security in public secondary schools in Mandera County.
- iii. To determine the relationship between school security policies and management of safety and security in public secondary schools in Mandera County.
- iv. To determine the extent which school infrastructure relates to safety and security management in public secondary schools in Mandera County.

The first part captures questionnaire return rate, analysis, interpretation and discussion of demographic characteristics of the principals, teachers and board of management members which include gender, marital status, age, level of education, experience, type of schools and management experience for the BOM members and administrative experience for the teachers and the principals. The

second section entails the analysis, interpretation and discussion of various aspects of the study as laid down in the research objectives to obtain the descriptive statistics. The final part presents the statistical analyses of both the manipulated and the response variables to establish the inferential statistics, that is both correlational and regression analyses. The chapter also explains how the data obtained from questionnaires, focus group discussions and key informant interviews were analyzed.

#### **4.1 Questionnaire Return Rate**

From the study, 201 questionnaires were issued to the teachers out of which 193 were completed and submitted back to the researcher; giving a return rate of 96.0%. As for the principals, 34 out of the targeted 40 representing 85.0% participated in the interviews; 169 out of the 210 targeted BOM representing 80.5% participated in the interview and 300 out of 373 students participated in the focus group discussions making a response rate of 80.4% as shown in Table 4.1

**Table 4.1: Questionnaire Return Rate**

<b>Population</b>	<b>Instrument Distributed</b>	<b>Instrument Returned</b>	<b>Return Rate</b>
<b>Principals</b>	40	34	85.0%
<b>Teachers</b>	201	193	96.0%
<b>BOM</b>	210	169	80.5%
<b>Students</b>	373	300	80.4%
<b>Total</b>	<b>824</b>	<b>696</b>	<b>84.5%</b>

Overall research instrument return rate stood at 84.5% which according to Mugenda and Mugenda (2013) is deemed fit for data analysis. The authors further noted that “a return rate of 50.0% and above is satisfactory” enough to give a credible result; however, a response rate of 70.0% and above is the best and ideal for good results. This high response rate was attributed to a constant complete follow up on each and every distributed questionnaire by the researcher.

## **4.2 Demographic Information**

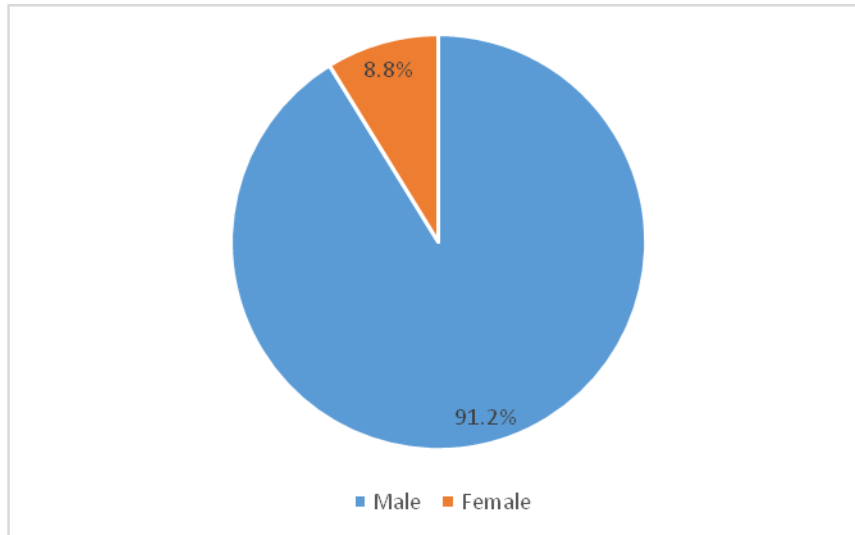
In this study a set of personal information including education level, age, marital status, gender, experience, type of schools and management experience for the BOM members and administrative experience for the teachers and the principals were established as explained below.

### **4.2.1 Gender Distribution**

The study focused on both male and female respondents as it was important to capture the perceptions of both gender regarding institutional and individual determinants influencing secondary schools’ management of security in Mandera County.

#### **4.2.1.1 Gender of the Principals**

The secondary school principals reported their genders and Figure 4.1 illustrates the results

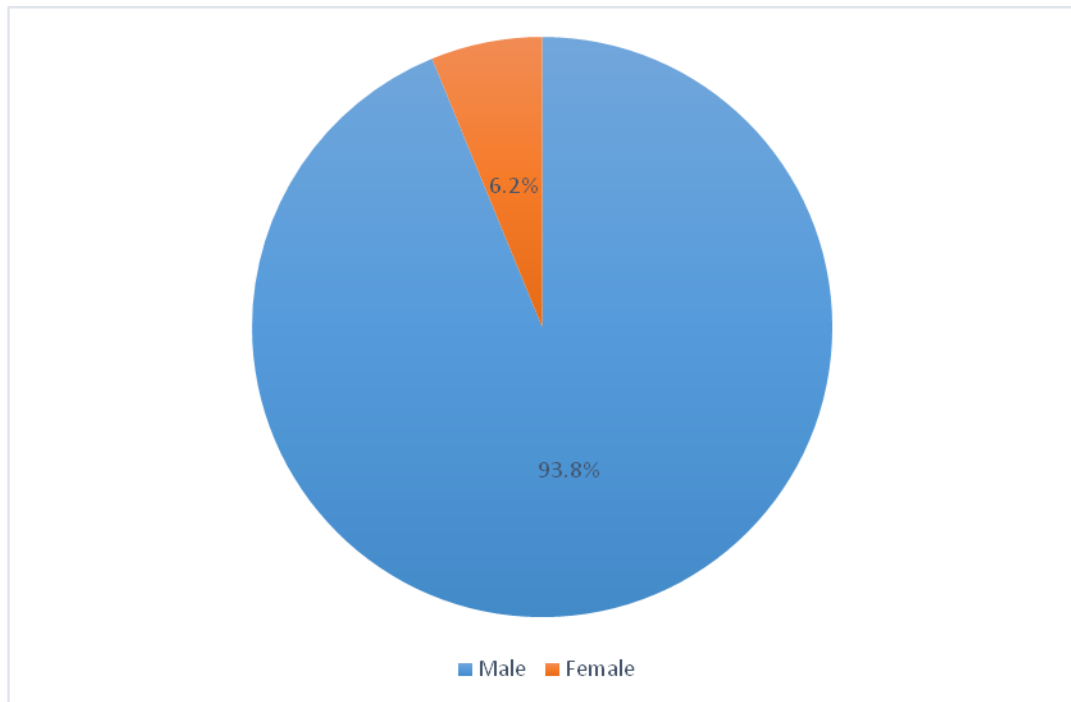


**Figure 4.1: Gender Distribution for Principals**

Figure 4.1 shows that there were 31 (91.2%) male and 3 (8.8%) female principals. The presence of more male principals than female shows that Mandera County is male dominated. The domination of male principals in Mandera County could be attributed to the mass exodus of many non-local teachers due to security concerns and the vulnerability of women. In terms of leadership in schools, Kenyan government has been committed in ensuring equal gender representation in the country by putting in place legislations, policies and using executive directives (Kibui, Athiemoolam & Mwaniki, 2014). The Kenyan government has put measures in place in support of achieving gender equality in leadership including secondary schools. These include the Ministry of Gender, Children and Social Development's establishments which are aimed at setting up efficient means to support gender parity in line with the requirement of international requirements related to gender equity and equality (Kariuki, 2011).

#### 4.2.1.2 Gender of the Teachers

In the collection of data, gender responding teachers were captured and Figure 4.2 shows the findings.

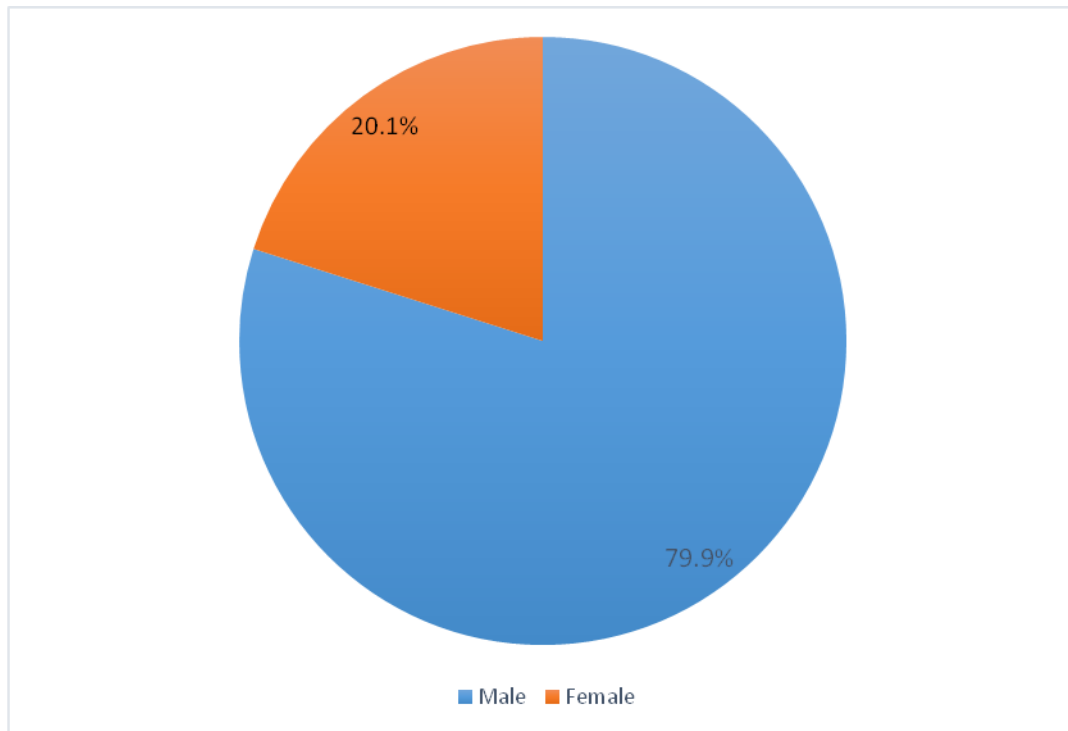


**Figure 4.2: Gender Distribution for Teachers**

Figure 4.2 shows that 180 (93.8%) were male while 12 (6.2%) were female which shows inclusive gender participation in the study, male teachers were more than female teachers in Mandera County. Just like the case of secondary school principals, the presence of more male teachers than female shows that Mandera County is male dominated. Secondly the domination of male teachers in Mandera County could be attributed to the mass exodus of many non-local teachers due to security concerns and the vulnerability of women.

#### 4.2.1.3 Gender of BOM Members

The gender of the BoM members was recorded and Figure 4.3 has the results



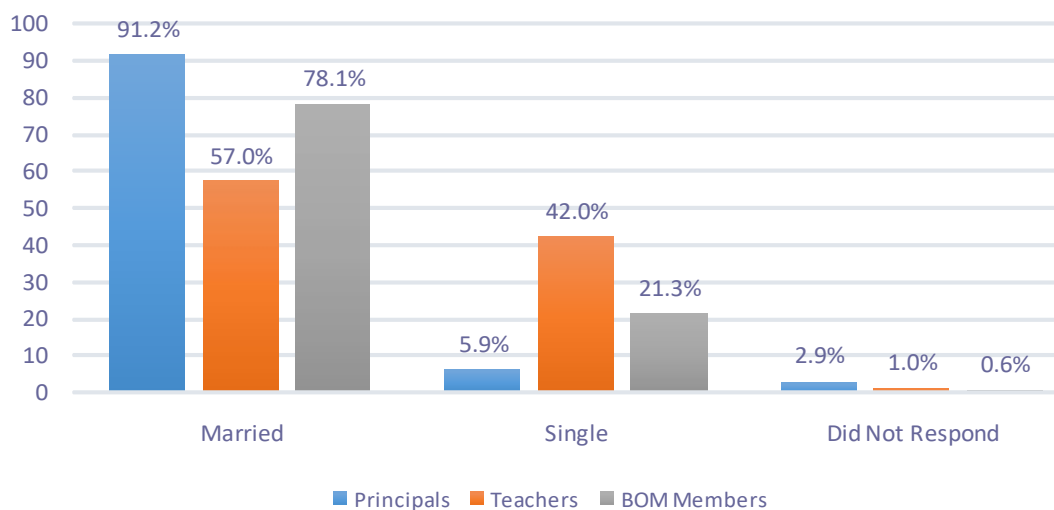
**Figure 4.3: Gender Distribution of BOM Members**

As shown in Figure 4.3, the study results revealed that 135 (79.9%) of BOM members were male while 34 (20.1%) were female. Since North Eastern part of Kenya is a patriarchal society, the school management board membership was male dominated; however, the finding was in line with the researcher's interest that both genders participate in the study which is also stipulated in the new rules on appointment to BOM. In Papua New Guinea, BoM members must be broadly representative and must have suitable representation by women; if not 50% female to 50% male representation, all BoMs should aim to have 30 - 50% either gender membership (Board of Management Hand Book, Papua New Guinea, 2015). In Kenya, this finding on the gender composition of BOM members in secondary

schools in Mandera County contravenes the 2010 Kenyan constitution Sections 27(8) and 81(b) which requires that in cases of elective and appointed posts, no single gender should be more than two-thirds majority in public offices.

#### 4.2.2 Marital Status

The respondent that is the principals, teachers and BOM members stated their marital status and Figure 4.4 shows the findings.



**Figure 4.4: Marital Status**

Figure 4.4 shows that for principal 31 (91.2%) were married, 2 (5.9%) were single and 1 (2.9%) did not respond; for teachers, 110 (57.0%) were married, 81 (42.0%) were single and 2 (1.0%) did not respond. The study further revealed that 132 (78.1%) of BOM members were married, 36 (21.3%) were single while 1 (0.6%) did not respond. The presence of high number of principals who were married could be attributed to their age and hence stability as a family unit; this could also be the case of the BOM members and this may help them in terms of experience to handle security matters. Consequently, the majority of teachers were single and

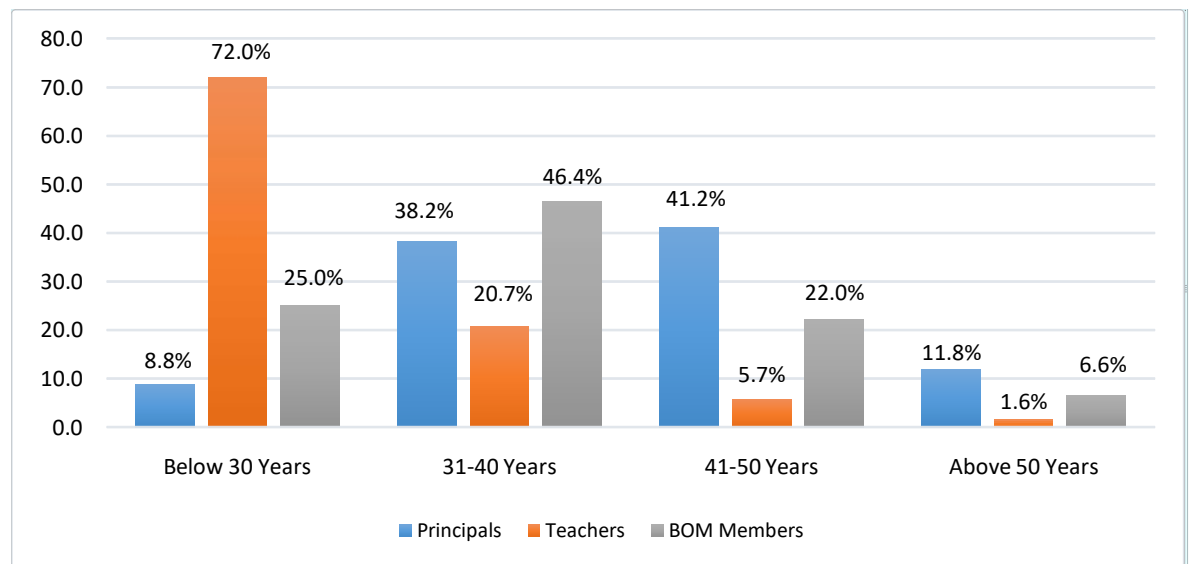
this could be attributed to the youthfulness as illustrated in (Table 4.2) on age distribution. This group is likely to have little experience to handle security matters as majority had no more than 5 years of experience (Figure 4.7).

Cole (2012) noted that married people tend to concentrate in their jobs better than young employees' and that single people keep on looking for greener pastures and have little family responsibilities to offer security to. This could also explain why married people with families are likely to concentrate on ensuring the security of their environment as they ensure the security of their families.

### 4.2.3 Ages of the Respondents

The respondent that is the principals, teachers and BOM members stated their ages.

Figure 4.5 shows the findings.

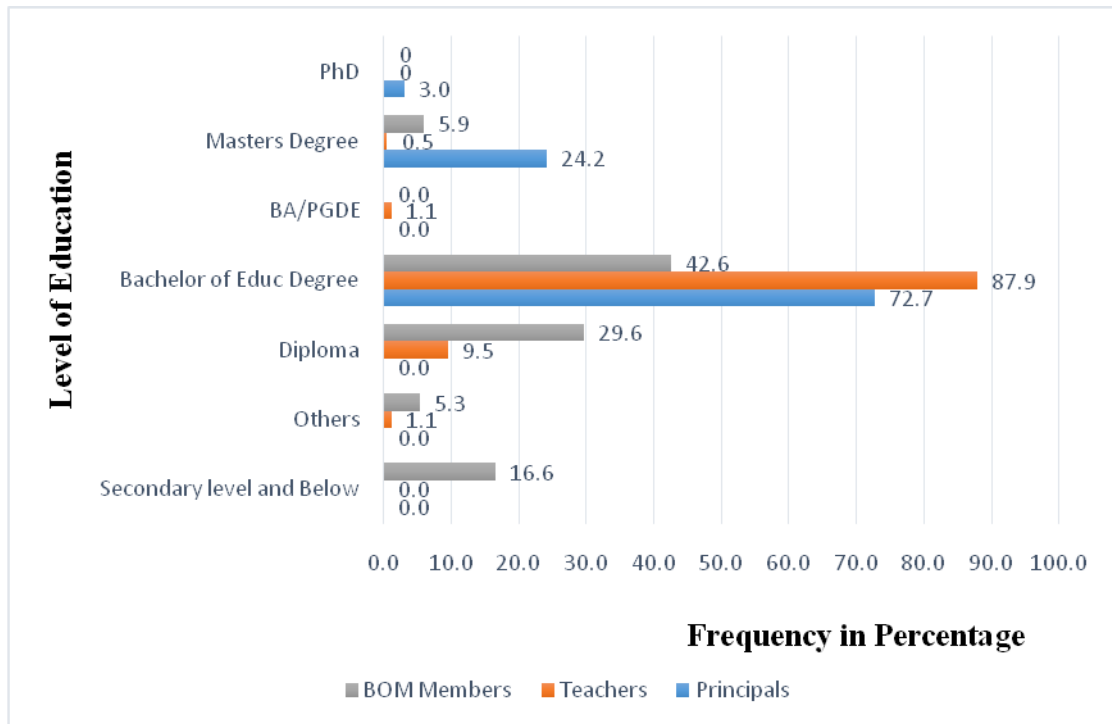


**Figure 4.5: Ages of the Respondents**

Majority 14 (41.2%) of the principal were 41-50 years old, followed by 13 (38.2%) who were 31-40 years old, 4 (11.8%) were 50 years old and above while 3 (8.8%) were 30 years and below; for teachers, majority 139 (72.0%) were 30 years and below, 40 (20.7%) were 31-40 years old and 11 (5.7%) were 41-50 years old while only 3 (1.6%) being 50 years and above. The study further revealed that 78 (46.4%) of BOM members were 31-40 years old, 42 (25.0%) were below 30 years, 37 (22.0%) were 41-50 years old and 11 (6.6%) were above the age of 50 years. Majority of teachers were below 30 years, majority of the principals were 41-50 years and majority of the BOM members were 31-40 years. This finding implies that there was a blend of both youthful and moderately senior respondents who could give divergent views and perception regarding security management in Mandera County high schools. Age of the respondents is a critical factor in determining experience in management of security as older people may have more opportunity to face security related challenges. The researcher was therefore interested to get the views of all age groups on institutional as well as individual determinants of security management.

#### **4.2.4 Level of Education**

The respondent that is the principals, teachers and BOM members stated their levels of education and findings represented in Figure 4.6.



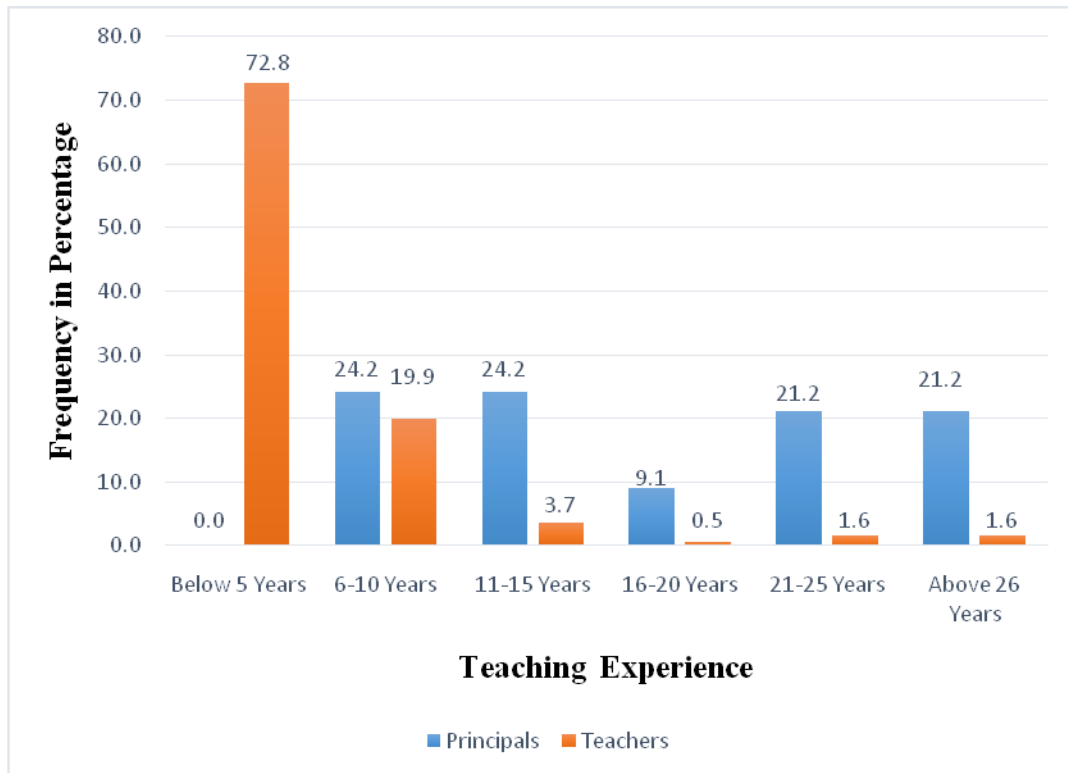
**Figure 4.6: Level of Education**

Figure 4.6 shows that majority 24 (72.7%) of principal had bachelor of education degree, 8 (24.2%) with master’s degree and 1 (3.0%) had doctorate degree; for teachers, majority 167 (87.9%) had bachelor of education degree, followed by 18 (9.5%) with diploma in education, 2 (1.1%) with bachelor of arts degree/ post graduate diploma in education and others being just undergraduate students who were employed by BOM respectively and 1 (0.5%) with master’s degree. It was also revealed that 72 (42.6%) of BOM members had bachelor’s degree, 50 (29.6%) had diploma level of education, 28 (16.6%) had form four certificate and while 10 (5.9%) had master’s degree and 9 (5.3%) with certificate level of education. Notably, majority of all category of respondents; principals, teachers and BOM members had bachelor of education degrees (87.9% of teachers, 72.7% of principals and 42.6% of BOM members). Notably, majority of respondents had

bachelor degree and this therefore implies that the majority had the appropriate levels of education that could help the study in determining both institutional and individual factors influencing secondary schools' management of security. For the BOM members, this result is in line with requirements for BoM for educational institutions which states that a member should have a minimum qualification of KCSE (MOEST, 2014). According to TSC (2005), the level of education is a key criterion used to make decisions on who gets to management positions and this could as well be applied on the management of security in Mandera County. Therefore, level of education determines how a worker can address issues and challenges including security management. Levels of education may also assist secondary school principals in translating security policy recommendations into reality through implementation, which is why they are needed. This also shows that secondary schools principals are going for further studies to pursue post graduate degrees with the hope of being tasked with more challenging tasks like management of security particularly in hardship areas like Mandera County and this may be the reason for higher education.

#### **4.2.5 Experience**

Both principals and the teachers stated their levels of experience in teaching and the figure below shows the results.

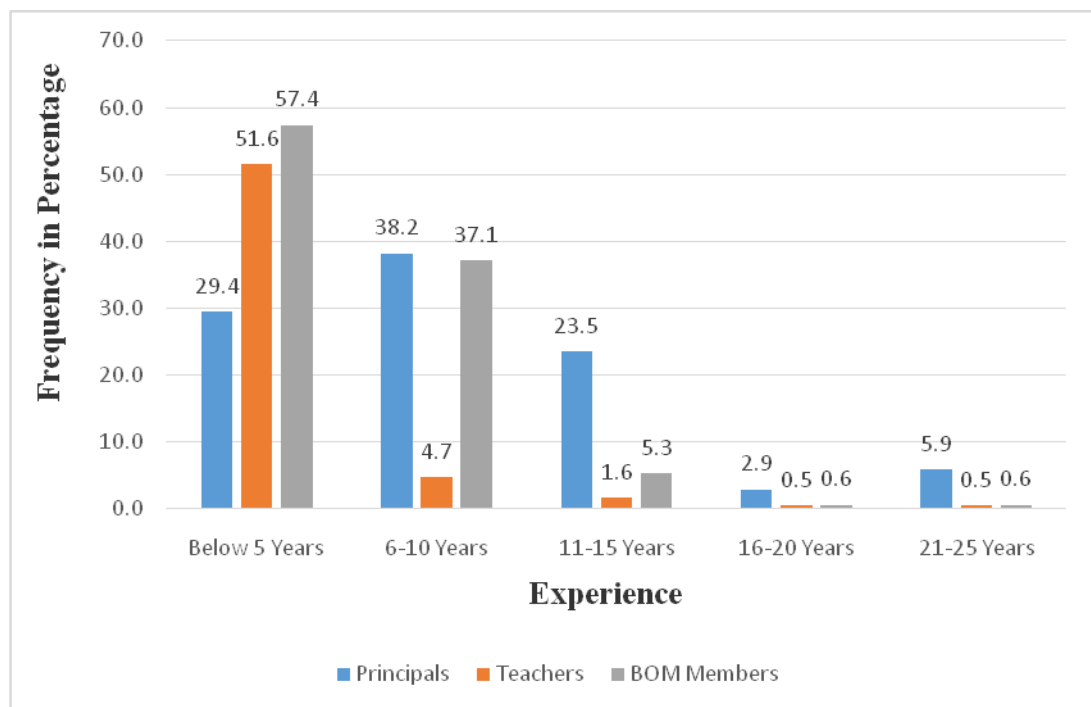


**Figure 4.7: Teaching Experience**

Figure 4.7 shows that 8 (24.2%) of principal had 6-10 years and 11-15 years of teaching experience respectively, 7 (21.2%) with 21-25 years and 26 above years of teaching experience while 3 (9.1%) had 16-20 years' experience; for teachers, majority 139 (72.8%) had below 5 years teaching experience, followed by 38 (19.9%) with 6-10 years teaching experience, 7 (3.7%) with 11-15 years' experience, 3 (1.6) % with 21-25 years and above 25 years respectively and only 1 (0.5%) with 16-20 Years' experience in teaching. The study revealed that majority 72.8% of teachers had less than 5 years experience as compared principals where the highest was 24.2% who had 6-10 years and 11-15 years' experience. This implies that secondary school principals who had many years of experience as compared to the teachers were in a position to manage security matters due to

many years in the field. Kimeu (2013) found that teaching is highly dependent on governance practices and that the best teaching skills are acquired from the accumulated experience and skills in security management is not exceptional.

The principals and teachers were asked about their administrative experience while the BOM members were asked to state their management experience level. Figure 4.8 shows the findings.



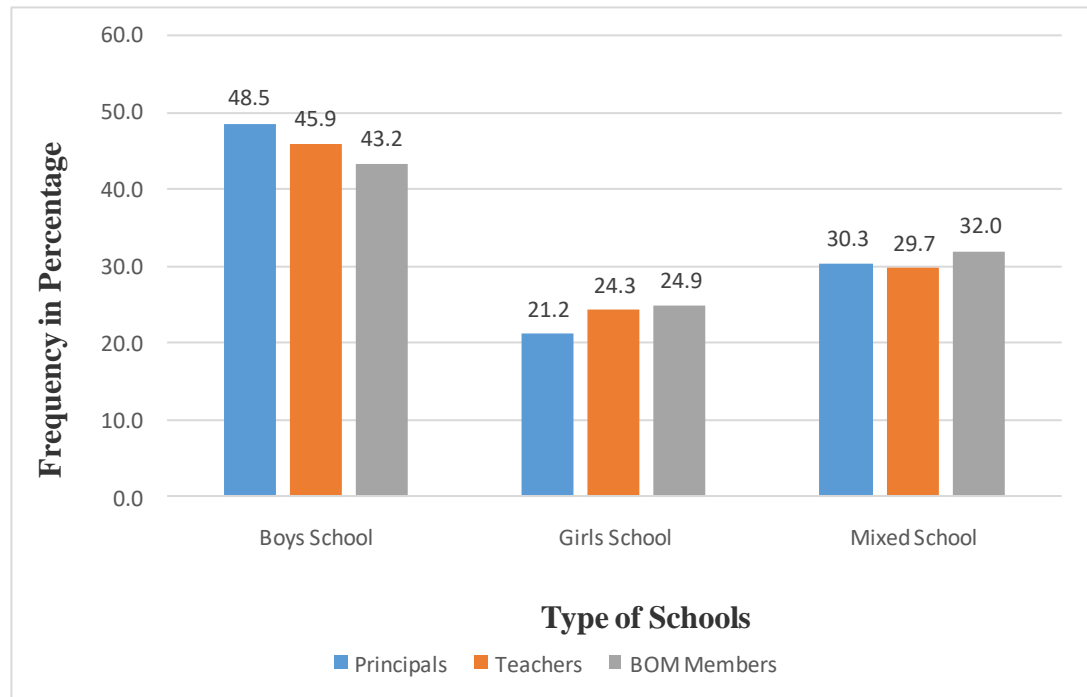
**Figure 4.8: BOM Members level of management experience**

Figure 4.8 shows that majority 13 (38.2%) of principal had 6-10 years' administrative experience, 10 (29.4%) were had below 5 years' experience, 8 (23.5%) with 11-15 years' experience and 2 (5.9%) with 21-25 years' experience while 1 (2.9%) had 16-20 years' administrative experience; for teachers, majority 99 (51.6%) had below 5 years' administrative experience, followed by 9 (4.7%)

with 6-10 years' experience and 1 (0.5%) with 21-25 years and above 25 years' administrative experience respectively. The majority 97 (57.4%) of BOM members had below 5 years' management experience, followed by 61 (36.1%) with 6-10 years' experience, 9 (5.3%) with 11-15 years' experience and 1 (0.6%) with 16-20 years and 21-25 years' management experience respectively. The study shows that majority of both teachers and BOM members had below 5 years' experience in administrative work and management at 51.6% and 57.4% respectively; while majority 38.2% of principals had 6-10 years' administrative experience. This therefore implies that principals were more likely to have experience on the management of security as they had stayed longer in managing their respective secondary schools. Respondent characteristics play an important impact in the expression of responses connected to the study issue in social science research. Demographic information is important in determining whether generalizations from the study are okay or not as it helps the researcher to understand the representation of the whole population by the sample chosen (Goldberg, et al, 2008). It is also important as it guides the researcher in determining whether one is actually reaching the target audience and whether or not the study is gathering the information that is effectively being sought.

#### 4.2.6 Type of Schools

Respondents stated the type of school they were from and Figure 4.9 shows the findings.



**Figure 4.9: Type of Schools**

Figure 4.9 shows that majority 16 (47.1%) of principal were in boys' school, 10 (29.4%) were in mixed schools and 7 (20.6%) in girls' schools; for teachers, majority 85 (45.9%) were in boys' schools, followed by 55 (29.7%) in mixed schools and 45 (24.3%) in girls' schools. The study also revealed that 73 (43.2%) of BOM members were in boys' schools, 54 (32.0%) in mixed schools and 42 (24.9%) in girls' schools. The study shows that most respondents were from pure boys' schools followed by mixed schools and this implies that there are more boys' schools in Mandera County. This could be attributed to their religious background which is predominantly Islam which tends to separate males from female in any social institution where possible.

In terms of security management, there was a less security vulnerability as most schools were boys' schools. Pure girls' schools are likely to be more vulnerable to security attacks due to their feminine nature as compared to pure boys' schools. It was therefore critical for this study to establish how different types of schools responded to security management practices. Day schools were more likely to experience less security challenges as compared to boarders as they operate from their respective homes. This view is supported by Waihenya (2016) who notes that day scholars in public schools do not experience frustrations witnessed by their counterparts in boarding. In terms of influence of school infrastructure in the management of security, Waihenya (2016) adds that dormitories in most boarding schools are cluttered, putrid, and filthy and that is why they are seen as eternal symbol of bondage and most likely to go in flames in case of fire disaster hence security risk.

### **4.3 Principals' Leadership Styles and Management of Security**

Objective one of the study sought to establish how principals' leadership styles and security management in Mandera County's public secondary schools were associated. The teachers rated the extent of agreement with various statements regarding principals' leadership styles. The identified indicators upon which teachers monitored the leadership styles included: the extent to which the following leadership styles: participative, bureaucratic, authoritative, laissez faire and transformational leadership influenced the security management in Mandera County's secondary schools.

### 4.3.1 Principals' Participative Leadership Style

The teachers rated the extent of agreement, they agreed with some statements regarding relationship of principals' participative leadership styles and management of security. They responded using Likert scale of 1-5 and results tabulated in Table 4.2.

**Table 4.2: Principals' Participative Leadership Style**

<b>Statement</b>	<b>Strongly Disagreed</b>	<b>Disagreed</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agreed</b>	<b>Mean</b>	<b>SD</b>
Involving other staff when making decisions help to manage security.	3.7%	3.7%	3.7%	29.9%	59.0%	<b>4.36</b>	<b>0.99</b>
Embracing team building help to manage security.	2.6%	3.2%	9.5%	35.8%	48.9%	<b>4.25</b>	<b>0.94</b>
Leadership that is open to suggestions help to manage security.	3.2%	3.7%	8.0%	51.1%	34.0%	<b>4.09</b>	<b>0.92</b>
Leadership that is empowering help to manage security.	1.6%	4.3%	11.9%	48.1%	34.1%	<b>4.09</b>	<b>0.88</b>
Leadership that encourages and rewards creativity helps to manage security.	2.7%	2.2%	15.7%	37.8%	41.6%	<b>4.14</b>	<b>0.94</b>
<b>Total</b>	<b>2.8%</b>	<b>3.4%</b>	<b>9.8</b>	<b>40.5</b>	<b>43.5</b>	<b>4.2</b>	<b>0.93</b>

Table 4.2 shows that principals involved other staff when making decisions to help them manage security (M=4.35, SD=0.99), they embraced team building help to manage security (M=4.25, SD=0.94) and showed leadership that was open to

suggestions help to manage security (M=4.09, SD=0.92). The study further revealed that principals showed leadership that was empowering other members of staff to help them manage security (M=4.09, SD=0.88) and also encouraged and rewarded those with creativity to help them manage security (M=4.14, 0.94). From the study, the key finding is that secondary school principals had succeeded in involving other staff members when making decisions to help them manage security with a variation of (0.99). On the other hand, the principal performed fairly well in embracing leadership style that is open to suggestions that can help to manage security and Leadership that is empowering help to manage security respectively. This portrayed a participative type of leadership.

From the above findings, it is notable that participative form of leadership assumes that knowledge and expertise is well distributed among staff, BoM and students. The principals through interviews were asked to state how participative leadership styles affect management of security in secondary schools and these were the responses:

*“In democratic and participative leadership, decisions on security is made by all stakeholders and therefore compromise and agreement is made before a decision is made and this makes it easy to establish security related issues. Lack of information from different organs can also affect the management of security”* (Principal, Rhamu).

*“Good participative leadership helps in easy security policy implementation and this determines the preparedness to the occurrence of insecurity by schools. Participative leadership also helps in foreseeing possibility of insecurity happening and this can prompt the school leadership to adequate security personnel”* (Principal Mandera Town).

*“Participatory leadership helps in tackling emerging security issues as it facilitates the involvement of all stakeholders and this helps in effective decision making in managing security”* (Principal Mandera West).

*“A democratic and participative leader consults employees on issues of security and can incorporate those views to make an informed decision”*  
(Principal Rhamu Town).

These statements confirm the quantitative result that secondary school principals had succeeded in involving other staff members when making decisions to help them manage security. This finding confirms what Bua (2013) in his investigation on “the influence of leadership styles within a school on the management of secondary school security,” found that school-community relations and participative leadership in schools had a significant influence. Saleem et al. (2020) in their study on principals’ leadership styles and teacher job performs concurs that participatory leadership style had positive impact on teacher’s job performance as they encourage the continued performance improvement of their subordinates. This is also confirmed by Koutsiai, and Ioannidou (2018) that “participatory model of administration, in regards to the teachers’ council’s contribution in the Greek educational system, was relatively satisfying way in schools throughout.” Ogunyinka and Adedoyin (2013) however through Pearson product moment correlation coefficient disagrees as they indicated that there is no leadership style that is superior to one another.

Correlation Analysis was done to determine the existing link between principal’s leadership styles and management of security. The direction and strength measure between the two variables measured on an ordinal scale, the study applied Pearson correlation coefficient test. The findings were as presented below.

**Table 4.3: Correlation between Principals’ Participative Leadership Styles and Management of Security**

		<b>Participative Leadership Style</b>	<b>Management of Security</b>
Participative Leadership Style	Pearson Correlation	1.000	.501**
	Sig (2-tailed)	.	.000
	N	183	166
Management of Security	Pearson Correlation	.501**	1.000
	Sig (2-tailed)	.000	.
	N	166	175

\*\*Correlation is Significant at the 0.05 Level (2 tailed).

The findings illustrate that the correlational coefficient for participative leadership style and management of security is .501. The number of respondents in the sample is 166 and P-value for this correlation is .000. The two variables showed positive correlation. Participative leadership is important in an institution as it influences the behavior of staff members. For instance, when a principal does not involve members in decision making, the aftermath is staff members withdraw which will likely affect the management of security in the school.

A principal through interview indicated that through participative leadership, the *“schools increase awareness among stakeholders to counter security threats; and this can be done through linking with the area chiefs and other security agencies on mitigation measures”* (Principal, Mandera East).

This therefore shows that school leadership style plays a pivotal role in security management in secondary schools especially when both community leaders and Government entities are involved.

### **4.3.2 Bureaucratic Leadership Styles**

The teachers gave their views with regard to agreement or disagreement regarding principals' bureaucratic leadership styles.

The statistical analysis was done by comparing means, standard deviation and percentages of the variables describing principals' bureaucratic leadership styles in the security management in Mandera County's secondary schools. The responses given were based on scoring on a scale of 1-5 as guided in the questionnaire to establish the rating on the extent to which bureaucratic leadership styles influenced management of security in public secondary schools in Mandera County and any rating more than 3 is considered to be high enough to make inference. Table 4.4. indicates the findings

**Table 4.4: Bureaucratic Leadership Styles**

<b>Statement</b>	<b>Strongly Disagreed</b>	<b>Disagreed</b>	<b>Neutral</b>	<b>Agreed</b>	<b>Strongly Agreed</b>	<b>Mean</b>	<b>SD</b>
Decisions in this school are made as per the rules and regulations of the school.	5.4%	5.4%	4.3%	28.3%	56.5%	<b>4.25</b>	<b>1.12</b>
School leadership follows numerous written procedures and policies	4.7%	5.7%	9.4%	44.3%	35.9%	<b>4.05</b>	<b>1.01</b>
School leadership imposes strict and systematic discipline on the staff.	5.4%	12.4%	17.3%	43.2%	21.6%	<b>3.63</b>	<b>1.12</b>
Staff are promoted based on their ability to conform to rules of the office	13.4%	8.1%	16.1%	31.2%	31.2%	<b>3.59</b>	<b>1.36</b>
Leaders are empowered via the office they hold	6.5%	10.8%	13.4%	46.8%	22.6%	<b>3.68</b>	<b>1.13</b>
<b>Total</b>	<b>7.2</b>	<b>8.5</b>	<b>12.1</b>	<b>38.8</b>	<b>33.6</b>	<b>3.8</b>	<b>1.1</b>

**M= Mean    SD= Standard Deviation**

As shown in Table 4.4, principals made decisions in their schools as per the rules and regulations (M=4.25, SD=1.12), principals ensured school leaderships follow

numerous written procedures and policies (M=4.05, SD=1.01). The study further revealed that school leadership had strict disciplinary systems that demand business-like conduct of staff in school (M=3.63, SD=1.12); the principals ensured that staff were promoted based on their ability to conform to the rules of the office (M=3.58, SD=1.36) and they ensured that leaders are empowered via the office they hold (M=3.68, SD=1.13). From the study findings, the principals succeeded in ensuring that decisions made in their respective schools were as per rules and regulation which is an attribute of bureaucratic leadership style with a variation of (SD= 1.12). On the other hand, fairly ensured that staff are promoted based on their ability to conform to rules of the office with a variation of (SD =1.36). The results seem to indicate that bureaucratic leadership framework in secondary schools was based on specific competencies of the school leadership and was premised on clear structure of command, which is enabled by specific and strict rules. The adherence to rules and regulation is important which an aspect of bureaucratic leadership is necessary to manage security cases in schools as it inculcates systematic discipline.

One principal during interviews had this to say:

*“Bureaucratic leadership styles embrace team building to avert cases of insecurity in schools by imposing strict and systematic discipline through rules and regulation to curb the rate of insecurity and this makes all parties to be responsible”* (Principal, Mandera North).

This therefore implies that following rules and regulation in secondary schools where the information flowing from top to down and authority is concentrated generally at the top management. This helps encourage a school culture where focus is on command and control and operational processes are closely supervised and rigidly controlled and this is necessary in the management of security. Overall,

3.8 mean shows that participants agreed with the statements leading to a relationship between bureaucratic style and management of security. The small standard deviation shows that most of the respondents were of similar opinion.

Pearson correlation coefficient test was run to assess the links between principal's bureaucratic leadership styles and management of security and Table 4.5 presents the findings.

**Table 4.5: Correlation between Bureaucratic Leadership Styles and Management of Security**

		<b>Bureaucratic Leadership Style</b>	<b>Management of Security</b>
Bureaucratic Leadership Style	Pearson Correlation	1.000	.488**
	Sig (2-tailed)	.	.000
	N	175	163
Management of Security	Pearson Correlation	.488**	1.000
	Sig (2-tailed)	.000	.
	N	163	180

\*\*Correlation is Significant at the 0.05 Level (2 tailed).

The findings in Table 4.5 show that the correlational coefficient for bureaucratic leadership style and management of security is. 488. The number of respondents in the sample is 163 and P-value for this correlation is.000. This indicated that bureaucratic leadership influenced management of security positively. An increase in bureaucratic leadership increased level of management of security. This is a surprise finding because ordinarily one would expect an increase in bureaucratic to affect negatively management of security. However as seen by Wangai (2015) in

her study on principals' leadership behaviors in public secondary schools, Nairobi County confirms that there instances when bureaucracy has to be instilled to make things happen. In such cases, staff members understand why the rule should be rigid and especially when dealing with security matters.

### **4.3.3 Authoritative Leadership Styles**

The teachers indicated their level or agreement with principals' authoritative leadership styles in relation to management of security.

Correlation analysis was carried by comparing means, standard deviation and percentages of the variables relating principals' authoritative leadership styles with the security management in Mandera County's secondary schools. The responses given were based on the Likert scale 5 as guided in the questionnaire Table 4.6. indicates the outcomes

**Table 4.6: Authoritative Leadership Styles**

<b>Statement</b>	<b>Strongly Disagreed</b>	<b>Disagreed</b>	<b>Not Sure</b>	<b>Agreed</b>	<b>Strongly Agreed</b>	<b>Mean</b>	<b>SD</b>
The school leadership make decisions on their own.	25.3%	33.9%	10.2%	15.1%	15.6%	<b>2.62</b>	<b>1.41</b>
The school leadership embraces little or no input from other staff members	28.1%	40.5%	9.7%	13.5%	8.1%	<b>2.33</b>	<b>1.24</b>
School leadership dictates all the work methods and processes.	30.8%	34.3%	8.3%	18.3%	8.3%	<b>2.39</b>	<b>1.31</b>
School leadership do trust other staff members with decisions or important task	8.7%	12.4%	4.3%	30.4%	44.1%	<b>3.89</b>	<b>1.33</b>
<b>Total</b>	<b>23.2</b>	<b>30.3</b>	<b>8.1</b>	<b>19.3</b>	<b>19.1</b>	<b>2.8</b>	<b>1.32</b>

As revealed in table 4.6 above, majority disagreed that schools made decisions on their own without consulting anyone (M=2.62, SD=1.41), they also disagreed that some school leadership embraced little or no input from other staff members (M=2.33, SD=1.24) and that some school leadership dictated all the work methods and processes (M=2.39, SD=1.31). The respondents however strongly agreed that school leadership did trust other staff members with decisions or important task (M=3.89, SD=1.33). From these findings it is imperative to note that management of security is different from other operations where authoritative style would be discouraged. To manage security, the leader requires to command otherwise action

will delay. This may have positive or negative repercussions in that when consultation lacks, some people may feel left and especially relevant stakeholders and therefore may fail to share information regarding security risks. On the other hand, authoritative leadership ensures actions on security risk are taken without delay.

As shown in the study findings, authoritarian leaders are independent on matters of decision making and no other option is considered apart from their decision which may be risky especially in the management of security as it requires the cooperation of all stake holders within and out of school administration. These findings confirm Nzioki (2018) who found that majority of secondary school principals who applied authoritative leadership styles in their decision making did not influence the performance of both teachers and students in Kiambu County. Natasha (2012) concurs that leaders of special education are very authoritative when dealing with their staff. However, collaborative style is slowly taking over due to the counter productiveness of authoritarian leadership styles.

To determine the relationship between principals' authoritative leadership styles and management of security, Pearson moment correlation coefficient test was run and Table 4.7 demonstrates the results.

**Table 4.7: Correlation between Authoritative Leadership Styles and Management of Security**

		<b>Authoritative Leadership Style</b>	<b>Management of Security</b>
Authoritative Leadership Style	Pearson Correlation	1.000	-.246**
	Sig (2-tailed)	.	.006
	N	175	125
Management of Security	Pearson Correlation	-.246**	1.000
	Sig (2-tailed)	.006	.
	N	125	140

*\*\*Correlation is Significant at the 0.05 Level (2 tailed).*

The findings in Table 4.7 show that the weak negative correlation between principals' authoritative leadership styles and management of security  $r = -.246$  for 125 respondents and the P- value was .006.  $P \leq .006$ . This finding was expected since authoritarian leadership in secondary schools are not inclusive and lacks delegation of duties to subordinates. As a result, anger, frustration, despair, and a lack of motivation to participate in school activities, including the management of security issues, may occur. This leadership style is characterized by decision making solely by the school leadership as other members of staff and students are excluded from the process of making crucial decisions. Authoritarian styles exercise dominance and does not acknowledge differing views.

#### **4.3.4 Laissez Faire Leadership Styles**

In this leadership style, secondary school leadership offers little to other members and decision making is left in the hands of the juniors.

An analysis was carried by comparing means, standard deviation and percentages of the variables describing principals' laissez faire leadership styles in Mandera County secondary schools' security management. The responses given were based on the Likert scale on a scale of 1 – 5 scale as guided in the questionnaire. The basis for using Likert scale was that it is an orderly scale where participants can select the option best supporting their opinion. The scale also centers on a neutral option so respondents can uncover the different degrees of opinion they have. The findings were as below:

**Table 4.8: Laissez Faire Leadership Styles**

<b>Statement</b>	<b>Strongly Disagreed</b>	<b>Disagreed</b>	<b>Not Sure</b>	<b>Agreed</b>	<b>Strongly Agreed</b>	<b>Mean</b>	<b>SD</b>
The school decision making involve the group members.	2.2%	4.3%	10.8%	41.4%	41.4%	<b>4.16</b>	<b>0.93</b>
The school is embracing democratic leadership	4.3%	6.5%	9.8%	44.0%	35.3%	<b>3.99</b>	<b>1.05</b>
The staff receive very little guidance from leaders.	17.1%	31.0%	12.8%	26.7%	12.3%	<b>2.86</b>	<b>1.32</b>
School leadership allows complete freedom for followers to make decisions.	12.8%	17.6%	16.6%	35.3%	17.6%	<b>3.27</b>	<b>1.30</b>
School leadership hands power to followers	16.7%	17.8%	17.8%	31.7%	16.1%	<b>3.13</b>	<b>1.34</b>
<b>Total</b>	<b>10.6</b>	<b>15.4</b>	<b>13.6</b>	<b>35.8</b>	<b>24.6</b>	<b>3.5</b>	<b>1.2</b>

Table 4.8 shows that the school decision making involved the group members (M=4.16, SD=0.93), Schools were also adopting a collaborative approach, according to the respondents (M=3.99, SD=1.05) and the staff received very little guidance from leaders (M=2.86, SD=1.32). It was reported that school leaderships allowed complete freedom for followers to make decisions (M=3.27, SD=1.20) and school leaderships handed power to juniors and subordinates. But those in leadership remains to make key decisions and actions of the group (M=3.13, SD=1.34). The key finding in this study was that secondary school principals succeeded in involving school members in decision making with a variation of (0.93). The school principals however performed poorly in ensuring that the staff receive guidance from school leadership (SD =1.32). As established in the findings, this style of leadership is good in delegating duties to ensure smoothing running of the school. The principal might use this style to manage security issues when he or she is not in a position to tackle certain security related tasks due to overwhelming duties. Through interviews, one principal had this to say:

*“Through Laissez Faire Leadership Styles, we can access the right information on insecurity at the right time as all stakeholders are allowed to coordinate with government security organs freely” (Principal Manderu Central).*

To determine the relationship between laissez faire leadership styles and management of security in secondary schools, Pearson correlation coefficient test was run and Table 4.9 shows the findings.

**Table 4.9: Correlation between Laissez Faire Leadership Styles and Management of Security**

			<b>Laissez Faire Leadership Style</b>	<b>Management of Security</b>
Laissez Faire Leadership Style	Pearson Correlation		1.000	.114
	Sig (2-tailed)		.	.147
	N		175	162
Management of Security	Pearson Correlation		.114	1.000
	Sig (2-tailed)		.147	.
	N		162	178

*\*\*Correlation is Significant at the 0.05 Level (2 tailed).*

The findings in Table 4.9 show that there was a weak positive correlation between principals' laissez faire leadership styles and management of security but without statistical significance  $r(175) = .114, p = 0.147. p > 0.05$  with 175 degree of freedom at 95% confidence level. This was because  $p (.147)$  was greater than  $(0.05)$  therefore did not have statistical significance. As shown in this finding, secondary school principals must acquire leadership and management abilities to inspire teachers, direct the school board of management, and meet the legitimate demands of school security.

#### **4.3.5 Transformational Leadership Styles**

The teachers stated the extent to which they agreed with some statements regarding principals' transformational leadership styles. In this leadership styles, the secondary school leadership encourage, inspire and motivate other employees, BOM members and students to be innovative and shape the future success of the school in management of security. The study carried an analysis by comparing

means, standard deviation and percentages of the variables describing principals' transformational leadership styles in the management of security in Mandera County's secondary schools. Table 4.10. tabulates the results

**Table 4.10: Transformational Leadership Styles**

<b>Statement</b>	<b>Strongly Disagreed</b>	<b>Disagreed</b>	<b>Not Sure</b>	<b>Agreed</b>	<b>Strongly Agreed</b>	<b>Mean</b>	<b>SD</b>
The school leadership has the ability to take risk.	4.8%	8.6%	9.1%	44.4%	33.2%	<b>3.93</b>	<b>1.10</b>
School leadership keep their ego in check.	6.3%	10.6%	20.1%	47.1%	15.9%	<b>3.56</b>	<b>1.08</b>
School leadership is proactive and adaptable	2.2%	3.3%	10.3%	50.0%	34.2%	<b>4.11</b>	<b>0.87</b>
School leadership leads with vision	4.3%	0.5%	8.1%	30.8%	56.2%	<b>4.34</b>	<b>0.97</b>
School leadership shares collective organizational consciousness	2.7%	3.8%	11.0%	55.5%	26.9%	<b>4.00</b>	<b>0.87</b>
<b>Total</b>	<b>4.1</b>	<b>5.4</b>	<b>11.7</b>	<b>45.6</b>	<b>33.2</b>	<b>4.0</b>	<b>0.98</b>

As shown in Table 4.10, the school leadership had the ability to take risk (M=3.93, SD=1.10), the study findings also revealed that some school leadership kept their ego in check by embracing transformational leadership (M=3.56, SD=1.08) and

some school leadership were proactive and adaptable to opinions and views (M=4.11, SD=0.87). It was further reported that school leadership led with vision (M=4.34, SD=0.97) and principals and leadership in some schools shared collective organizational consciousness (M=4.00, SD=0.87). The findings clearly showed that secondary school leadership exhibited leadership that stimulated and inspire both staff, BOM members and students to achieve their level best and subsequently growth their leadership skills while trying to promote the achievement of school objectives.

From the findings, it is evident that transformational leadership was determined based on qualities such as leading with vision and responsibilities. This concurs with Barth-Farkas and Vera (2014) who established that transformational leader lead by creating vision that would guide their followers while inspiring and motivating them. Transformational leaders are also set examples for their followers whom they can be emulated. These leaders also inspire others by encouraging them to engage in self-efficacy and in that manner motivate them to perform beyond the expected levels. Even though Alvesson and Karreman (2016) agrees that transformational Leadership in any institution constitutes the positive leadership tradition, (Ibid) acknowledge it has been criticized by scholars due to its reliance on ideas without scientific backup. This may pose a challenge in the management of security particularly in secondary by principals who may not have capacity in providing intellectual stimulation and collective responsibilities. Alvesson and Einola (2019) also supports the fact that overemphasis on the benefits associated with transformational leadership is also one of its shortcomings, a fact that can be counterproductive in secondary schools' security management.

Pearson correlation coefficient test was run to ascertain how transformational leadership styles and security management in secondary schools relate and Table 4.11 shows the findings.

**Table 4.11: Correlation between Transformational Leadership Styles and Management of Security**

		<b>Transformational Leadership Style</b>	<b>Management of Security</b>
Transformational Leadership Style	Pearson Correlation	1.000	.450**
	Sig (2-tailed)	.	.000
	N	175	163
Management of Security	Pearson Correlation	.450**	1.000
	Sig (2-tailed)	.000	.
	N	163	180

*\*\*Correlation is Significant at the 0.05 Level (2 tailed).*

The findings in Table 4.11 show that there was a statistically significant positive correlation between principals' transformational leadership styles and management of security  $r(180) = .450, p = 0.000 < 0.05$  with 175 degree of freedom at 95% confidence level. Implying that in the context of leadership style to manage security in Kenyan secondary schools, transformational leadership style has some impact as already supported by Barth-Farkas and Vera (2014) who established that transformational leadership helps in creating visions that would guide followers in achieving the institutional goals. Barth-Farkas and Vera (2014) also opined that transformational leaders are good at setting examples for their followers to

emulate. This study therefore follows these findings and confirms that transformation leaders in Mandera County enhanced management of security.

To respond to the hypothesis that there is no significant relationship between leadership style and management of security, a multiple linear regression was conducted. Table 4.12. has the results

The study established regression model summary for the relationship between leadership style and management of security. Linear regression analysis described by the model below was used to make inferences between the variables. The study used the regression model:

$$“Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5.”$$

Where Y = Management of Security

$\beta_0 + \beta_1$  = coefficients of the independent variables and  $X_1, X_2, X_3, X_4$  and  $X_5$ = indicators of leadership styles.

The model was represented by Table 4.12, 4.13 and 4.14

**Table 4.12: Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.650 <sup>a</sup>	.423	.397	.572

a. Predictors: (Constant), Transformational Leadership Style, Laissez Faire

Leadership Style, Authoritative Leadership Style, Bureaucratic Leadership Style,

Participative Leadership Style

As shown in Table 4.12, the **R Square** column represents the  $R^2$  value (also called the coefficient of determination), which is the proportion of variance in the dependent variable that can be explained by the independent variables (technically, it is the proportion of variation accounted for by the regression model above and beyond the mean model). As shown in Table 4.12, the value of 0.397 that the independent variables that is different leadership styles explain 39.7% of the variability of the dependent variable management of security. In other words, 39.7% of the variability on leadership styles ( $R^2=.397$ ) explained the management of security in Mandera County's secondary schools while rest of the issues that determined the management of security in secondary schools may be explained by other factors.

**Table 4.13: ANOVA Table**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	26.152	5	5.230	15.991	.000 <sup>b</sup>
	Residual	35.653	109	.327		
	<b>Total</b>	<b>61.805</b>	<b>114</b>			

a. Dependent Variable: Security Management

b. Predictors: (Constant), Transformational Leadership Style, Laissez Faire Leadership Style, Authoritative Leadership Style, Bureaucratic Leadership Style, Participative Leadership Style

Table 4.13 indicates that the dependent variable is predicted significantly well by the regression model. The Table shows,  $p < 0.000$ , which is less than 0.05, and illustrates that the outcome variable is statistically significantly predicted by the regression model. In other words, there was statistically significant linear link between leadership styles and Mandera County schools' security management as p

(0.000) was less than 0.05 for it to have statistical significance ( $F = 15.991$ ,  $p .000 < .05$ ).

**Table 4.14: Regression Analysis of Principals' Leadership Styles and Management of Security.**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.016	.526		1.931	.056
Participative Leadership style	.325	.095	.340	3.432	.001
Bureaucratic Leadership style	.195	.087	.218	2.237	.027
Authoritative leadership style	-.063	.089	-.056	-.703	.484
Lessez faire leadership style	.077	.083	.074	.925	.357
Transformational leadership style	.187	.087	.190	2.154	.033

**a. Dependent Variable: Management of Security**

As presented in Table 4.14,  $Y = (1.016) + (0.325) X_1 + (0.195) X_2 + (0.063) X_3 + (0.077) X_4 + (0.187) X_5 + \varepsilon$

Where: Y = Management of Security.

$X_1$  = Principals' Participative Leadership Styles

$X_2$  = Principals' Bureaucratic Leadership Styles

$X_3$  = Principals' Authoritative Leadership Styles

$X_4$  = Principals' Lessez Faire Leadership Styles

$X_5$  = Principals' Transformational Leadership Styles

$\varepsilon$  = error term

Table 4.14 shows a prediction that for every unit increase in principals' participative leadership style, there was 32.5% increase in management of security, every unit increase in principals' bureaucratic leadership style, there was 19.5% increase in management of security. Interestingly, it was discovered that for each unit increase in principals' authoritative leadership styles, there was 6.3% decrease in management of security in schools; implying that authoritative leadership style was not effective in the management of security and hence should not be applied. The study also revealed that for every unit increase in principals' application of laissez faire leadership styles, there was only 7.7% increase in management of security. It was noted that for every unit increase in application of principals' transformation leadership styles, there was 18.7% increase in the management of security in Mandera County's secondary schools. Looking at the direction of the relationship and the statistical significance of the variables. The study showed that authoritative and laissez faire leadership styles at  $\alpha = 0.05$ , were not statistically significant. In the context of this study, regression was suitable as it helped in determining which leadership style mattered most and which was to be ignored, and how those leadership styles interacted with each other in the Secondary schools security management. The findings revealed that participative bureaucratic and transformational leadership styles were significant in the management of security while authoritative and laissez faire were not. In this respect, out of all leadership styles, participative leadership style comes out as the best style to manage security challenges in secondary schools in Mandera County.

## Hypothesis Testing

**H<sub>01</sub>: There is no significant relationship between principals' leadership styles and management of safety and security in public secondary schools in Mandera County.**

To test if there is a significant relationship between principals' leadership styles and management of security in public secondary schools, all the indicators relating to principals' leadership styles and management of security were combined and a multiple linear regression was applied on the variables and results summarized in Table 4.15.

**Table 4.15: Association between principals' leadership styles and management of security.**

Model	Coefficients					
	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.	
1	(Constant)	.375	.506		.740	.461
	Leadership Styles	.974	.136	.558	7.154	.000

a. Dependent Variable: Security Management

The Equation is presented as: Management of Security = 0.375 + 0.974 (Leadership Styles).

As shown in Table 4.15, the regression analysis test revealed that there was association between principals' leadership styles and Mandera County secondary schools' security management which was also statistically significant ( $p=0.000<0.05$ ) based on critical alpha value of (0.05). Comparing the current and the expected findings based on the null hypothesis demonstrates the existence of

relationships between leadership styles and management of security, where there was a prediction that for every unit increment in principals' leadership styles, there was 97.4% increase in management of security. The study therefore did not accept the null hypothesis.

Leithwood and Jantzi (2007) agrees with the findings that relating leadership styles of a principal to the management of security may help to outline the best practices that can be adopted by school heads to mitigate against any challenge. Mbiti (2007) also concurs that conducive environment can only be actualized through effective leadership styles; be it authoritative leadership, bureaucratic leadership, laissez faire leadership, transformational and participatory leadership styles. In their study, Cheloti, Obae and Kanori (2014) opine that management and leadership styles used by principals and BOM members have influence in the management of secondary schools. Akintokumbo (2011) concludes that there is need for improvement in school leadership styles. This study there concludes that the leadership style that a principal use influences the way security is managed in Mandera county.

#### **4.4 BOM Competency and Management of Security**

Objective two of the study wanted to establish how BOM competency and Mandera County public secondary schools' security management.

To address this objective, teachers were asked to rate various statements regarding BOM competency in their respective secondary schools in relation to the management of security. The responses were as presented in Table 4.16.

**Table 4.16: Board of Management Competency Levels**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>SD</b>
BOM competency in regular inspection of school compound influence management of security	3.1%	5.8%	12.0%	48.2%	30.9%	<b>3.98</b>	<b>0.97</b>
BOM competency by regularly inviting resource persons talk to the students and staff helps in management of security	3.1%	12.4%	14.0%	42.0%	28.5%	<b>3.80</b>	<b>1.08</b>
BOM competency through safety committee, inform the principal on security matters	2.6%	6.3%	19.9%	45.5%	25.7%	<b>3.85</b>	<b>0.96</b>
BOM ensures parents, students and teachers feel that the environment is secure and safe for learning	2.6%	7.3%	9.9%	47.6%	32.5%	<b>4.00</b>	<b>0.97</b>
BOM ensures all people visiting school should undergo screening before they enter the school premises using electronic gadgets.	14.5%	14.5%	17.6%	29.5%	23.8%	<b>3.34</b>	<b>1.37</b>
BOM competency in security management contribute to decrease in insecurity in schools	5.2%	4.7%	13.5%	53.1%	23.4%	<b>3.85</b>	<b>1.00</b>
BOM competency in security management contribute to overall learner safety in schools	1.6%	7.4%	12.2%	47.6%	31.2%	<b>3.99</b>	<b>0.94</b>
BOM competency in security management contribute schools implementing security measures	2.1%	6.9%	23.8%	44.4%	22.8%	<b>3.79</b>	<b>0.94</b>
<b>Total</b>	<b>4.4</b>	<b>8.2</b>	<b>15.4</b>	<b>44.6</b>	<b>27.4</b>	<b>3.82</b>	<b>1.03</b>

Table 4.16 shows that BOM competency in regular inspection of school compound influenced management of security (M=3.98, SD=0.97), BOM competency influenced management of security by regularly having seminars with people who have knowledge and experience about safety and security of students (M=3.80, SD=1.08). It was reported that BOM competency through safety committee, briefed the principals of the school about safety situation (M=3.85, SD=0.96) and BOM also ensured parents, students and teachers felt that the environment was secure and safe for learning (M=4.00, SD=0.97). It was also noted that BoM have ensured that every visitor is screened at the entrance (M=3.34, SD=1.37), BOM competency in security management contributed to reduced insecurity in schools (M=3.85, SD=1.00). The key findings from this study was that the principals had succeeded in making the BOM to ensure parents, students and teachers feel that the environment is secure and safe for learning with a variation of (0.97) but failed to ensure that all people visiting school should undergo screening before they enter the school premises using electronic gadgets with a variation of (SD=1.37).

As stated in the study findings, BoM are tasked with the role of ensuring that personnel and physical resources are organized in a manner that ensures smooth management and good results for the school. However, the BOM must have competencies that will help them manage security issues. Madikela (2006) notes that new BoM members tend to be incompetent due to lack of induction, low education level and lack of exposure and experience. Leithwood and Jantzi (2007) however disagrees that proper school management does not only depend on competencies of BOM members but success depends also on the motivation.

The study revealed that it is important that BOMs committees be competent in controlling public education and govern schools in conjunction with other statutory bodies including ensuring the security and safety of the school. The findings concur with Gadusova, Mala and Zelenicky (2008) who established that knowledge of competencies is vital in professional efficiency and performance of those in leadership position in schools. It also acts as a link through which schools and the immediate surrounding communicate. These findings agree with those of Mestry (2004) who argued that with the modern problems, there is need to have competent BoM who can execute their roles well including handling security matters. Kiru, Mbagua and Sang (2011) on the challenges that principals face in ensuring security management concurs that head teachers and security guards are not versed with strategies used in keeping the school environment safe and secure. Thus, BOM competency is of paramount importance.

The teachers had the feeling that BOM competency in security management contributed to overall learner safety in schools ( $M=3.99$ ,  $SD=0.94$ ), BOM competency in security management contributed to awareness of secondary schools together with the implementation of security measures that promote safety of learners ( $M=3.79$ ,  $SD=0.94$ ). The competency of BOM members is very vital as they are tasked with maintaining standards set for the secondary school education under the policies outlined by the Education Act or the national and county government departments of education and this includes maintenance of security. The researcher's voice is that BoM works through teamwork where they form special teams that are tasked with the role of tackling major issues regarding the running of the school including security of both staff and students. Prinsloo (2005)

agrees that school management that have not shown much interest to protect the safety rights of the learners by providing some security devices due to incompetence risks the life of students. The current study established that there are specific competency challenges the head teachers and the BOM members are faced with in managing safety and security of the public schools. Some of the principals through interviews stated as follows regarding role and competency of BOM members on security management:

*“The BOM members play very important role in security management particularly those with education and experience in school management. The knowledge and experience of BOM members highly influence the management of security”* (Principal, Mandera East).

*“The BOM membership that is competent has the capacity and means to perform the roles as stipulated in the Education Act to help schools anticipate and manage security issues”* (Principal Rhamu Town).

*“A competent BOM is that which knows its mandate and satisfactorily meets them. Competent BOM conducts routine checks in the school compound to ensure safety and security of the school. It establishes the security committee whose primary aim is to ensure that students, the staff and all workers are safe by more often sensitizing them on safety and security protocols”* (Principal Mandera Central)

*“Competent BOM will promote peaceful coexistence and discipline in schools and this helps in the management of security as well”* (Principal Mandera North).

Some BOM members had this to say:

*“We rarely invite experts from safety department to enlighten students and staff on security management issues”* (BOM, Mandera Town).

*“The competency of BOM members greatly influence the management of security since they are the major decision making body of the schools. BOM members periodically visit schools, conduct checks and recommend security measures to be implemented”* (BOM, Mandera Central).

*“BOM ensures that teachers, students and parents are in a secure and safe for leaning by employing good number of security guards. The school has been inviting security officers in the Sub County to address security issues in the school. Such persons include the Kenya Police and the DCIO. The use of Kenya Red Cross members has also helped to enhance security” (BOM, Mandera South).*

*“BOM members in this school are well versed with security issues. Their knowledge helped in improving security matters as they regularly organize support staff meetings especially for the guards and brief them on how to secure the school environment and the best ways to respond should any emergency arise” (BOM, Mandera West).*

### **Hypothesis Testing**

**H<sub>02</sub>: There is no significant relationship between BOM Competency and management of safety and security in public secondary schools in Mandera County.**

To test if there is a significant relationship between BOM competency and management of security in public secondary schools, all the indicators relating to BOM competency and management of security were combined and a multiple linear regression was applied on the variables and results summarized in Table 4.17.

**Table 4.17: Association between BOM Competency and Management of Security**

Model		Coefficients <sup>a</sup>		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients	Std. Error			
1	(Constant)	2.533	.270		9.385	.000
	BOM Competency	.380	.069	.396	5.520	.000

a. Dependent Variable: Security Management

The Equation is presented as: Management of Security = 2.533 + 0.380 (BOM Competency)

As shown in Table 4.17, the regression analysis test revealed that there was association between BOM competency and Mandera County secondary schools' security management which was also statistically significant ( $p=0.000<0.05$ ) based on critical alpha value of (0.05). Comparing the current and expected findings based on the null hypothesis indicates the existence of relationships between BOM competency and management of security. The finding shows that there was a prediction that for every unit increase in BOM competency, there was 38.0% increase in management of security. The study therefore did not accept the null hypothesis. The implication of this finding is that competent BOM members in secondary school administration plays a very pivotal fundamental role in the management of security and therefore must be active participants. The study confirmed that there is correlation BOM competency levels and management of security; therefore, as suggested by Michael (2013), school management including BOMs need to assess the implementation of security measures by identify solutions which are critical in addressing security gaps.

#### **4.5 Security Policies and Management of Security**

The third objective was to determine how school security policies and Mandera County secondary schools' security management associate. The participants indicated their agreement level with various statements regarding the relationship between school security policies and Mandera County secondary schools'

security management. The responses given were on a scale of 1-5 as guided in the questionnaire. The findings were as presented in Table 4.18.

**Table 4.18: Security Management Policies**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>SD</b>
School conduct safety drills once a month	14.4%	25.0%	29.8%	23.9%	6.9%	<b>2.84</b>	<b>1.15</b>
Safety standards policy manual from the MoE is available in our school.	5.8%	7.9%	41.9%	30.9%	13.6%	<b>3.39</b>	<b>1.01</b>
Copies of safety policies are available in school library.	11.7%	19.1%	29.8%	28.2%	11.2%	<b>3.08</b>	<b>1.18</b>
Guest speakers are regularly invited to train and sensitize us.	9.7%	28.0%	10.2%	41.9%	10.2%	<b>3.15</b>	<b>1.22</b>
Teaching on security and safety awareness to constitute the curriculum in our school	11.2%	23.4%	14.4%	37.8%	13.3%	<b>3.19</b>	<b>1.25</b>
Generally, I have adequate information on school security and safety policies	5.3%	16.5%	13.8%	48.4%	16.0%	<b>3.53</b>	<b>1.11</b>
The efforts to create awareness of Security Policy is supported by the teaching staff	1.6%	7.3%	12.0%	55.0%	24.1%	<b>3.93</b>	<b>0.89</b>
Mechanisms to secure the school	6.7%	8.0%	24.5%	38.7%	22.1%	<b>3.61</b>	<b>1.12</b>
<b>Total</b>	<b>8.3</b>	<b>16.9</b>	<b>22.0</b>	<b>38.1</b>	<b>14.7</b>	<b>3.34</b>	<b>1.11</b>

As presented in Table 4.18, schools conducted safety drills once a month as a measure to security management policy (M=2.84, SD=1.15), in some schools, the Ministry of Education’s safety standards policy manual was sent (M=3.39, SD=1.01). The study findings showed that safety policy copies were available in

school library (M=3.08, SD=1.17), schools invited guest speakers regularly train and sensitize students and teachers on safety (M=3.15, SD=1.22) and schools included teaching on security and safety awareness as part of the curriculum (M=3.19, SD=1.25). It was reported that generally, schools had adequate information on school security and safety policies (M=3.53, SD=1.11); the efforts to create awareness of Security Policy was supported by the teaching staff (M=3.93, SD=0.89) and the study also revealed that schools had mechanisms to secure their respective schools (M=3.61, SD=1.12). The key finding in this study was that secondary school principals had succeeded in making efforts to create awareness of security policy and also made sure that it was supported by the teaching staff with a variation of (0.89); the principals however performed poorly in ensuring that secondary schools conduct safety drills at least once per month with a variation of (1.15). This results concurs with Ducan and Enose (2010) whose findings showed that implementing some safety policies was to a large extent satisfactory in the schools studied as evidenced by the following: fire extinguishers, emergency team members available in the schools, dormitories in many schools had emergency doors. Again, most of the dormitories in the schools were fitted with emergency door. The above descriptive analysis, however contradicts Mbithi (2007) who still insist that there is a need for policy implementation to ensure that institutional goals are met including school security. As reported in the study, school safety is very crucial as it is one component that ensures that teaching and learning objectives are achieved. The school administration and teachers require training to impart in them safety measures and how to implement them via security management policy issued by the MoE in

Kenya. It was thus important to determine the issues of management and security in school to establish the extent of the implementation of underlying in secondary schools. School leadership need to ensure proper enactment of school safety policies through the coordination of all programme implementation phases.

### Hypothesis Testing

**H<sub>03</sub>: “There is no significant relationship between School Security Policies and management of safety and security in public secondary schools in Mandera County.”**

In a bid to test if there was a significant relationship between school security policies and management of security in public secondary schools, all the indicators relating to secondary school security policies and management of security were combined and a multiple linear regression was applied on the variables and results summarized in Table 4.19.

**Table 4.19: Association between School Security Policies and Management of Security**

Model		Coefficients <sup>a</sup>		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients	Std. Error			
	B			Beta		
1	(Constant)	2.175	.214		10.145	.000
	Security Policy	.541	.062	.599	8.754	.000

a. Dependent Variable: Security Management

The Equation is presented as: Management of Security = 2.175 + 0.541 (Secondary school Security Policies)

As shown in Table 4.19, the regression analysis test revealed that there was association between implementation of security policies and management of

security in Mandera County' secondary schools which was also statistically significant ( $p=0.000<0.05$ ) based on critical alpha value of (0.05). Comparing the observed and expected findings based on the null hypothesis indicates the existence of relationships between security policies and management of security. The finding show that there was a prediction that for every unit increase in implementation of security policies, there was 54.1% increase in management of security. The study therefore did not accept the null hypothesis. Ojukwu and Nwanma (2015) also justified the need of establishing the extent to which the school security policies in the Ministry of Education enable school management including conducting safety drills, availability of copies of safety policies in schools and to create awareness of security policy to carry effective supervision and monitoring of the security and safety of public secondary schools.

Due to strong correlation between security management policies and management of security, the Government of Kenya has attempted addressing the issue of safety and security in schools through various school safety guideline documents. The Safety Standards Manual guides all schools in Kenya. This however contradicts Rugar (2010) who found out that there were no disaster management policy and emergency equipment in many public secondary schools. Again, there was no culture of maintenance of school facilities in the school. Mwenga (2011) also confirmed that schools do not train their students on different safety measures and thus learners do not have the required skills of handling emergencies in schools. Mastisa (2011) however noted that despite numerous laws made to protect the rights of the teachers and learners in South African schools, teachers and learners were still not protected. It suggests that there is need to have code of conduct for

the staff and the learners instead of equipping the schools with security system in order to make school environment peaceful for learning and teaching. Some principals and BOM members through interviews had this to say:

*“It is useful and there is a need as well to fully implement policy of safety standard guidelines in schools and it should be adequately resourced”* (Principal, Mandera North).

*“Where there is no policy, there is no roadmap to follow hence it becomes difficult to implement the measures to manage security issues. It is therefore important to implement policy since it gives firm base for stability and wellbeing in the school”* (Principal, Mandera South).

*“In schools there are different categories of learners that require diverse approach, some safety and security policies set by some schools may be inappropriate to particular students”* (BOM Member, Rhamu Town).

*“Designing of windows and doors in secondary schools needs to be revisited as it attracts burglary, some equipment for safety measures are too expensive for secondary schools and government should financially facilitate the procurement for the schools to adequately implement safety and security policy”* (Principal, Mandera East).

#### **4.6 Infrastructure and Security Management**

The fourth study objective was to determine the extent which school infrastructure relates to Mandera County public secondary schools’ security management. Besides personal threats, insecurity can also stem from school infrastructure such as classrooms, toilets, dormitories, playground equipment school fence/perimeter wall, enhanced grills on the doors and windows, among others. Secondary school teachers rated the extent they agreed with various statements regarding extent to which school infrastructural development relates Mandera County public secondary schools’ security management as presented in Table 4.20.

**Table 4.20: Role of infrastructure in Management of Security**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>SD</b>
Provision of housing for principal and teachers within school can influence management of security.	3.6%	4.7%	6.8%	35.9%	49.0%	<b>4.22</b>	<b>1.02</b>
Double doors opening outwards in dormitories can influence safety and security.	2.6%	2.1%	7.3%	40.3%	47.6%	<b>4.28</b>	<b>0.89</b>
Perimeter fence with secure gate and watchman to help to keep away unauthorized entrants into the school premises.	1.6%	2.1%	2.6%	38.1%	55.6%	<b>4.44</b>	<b>0.79</b>
The school infrastructure is repaired, maintained and serviced to secure school.	3.1%	2.1%	8.4%	48.7%	37.7%	<b>4.16</b>	<b>0.90</b>
School structures were built and occupied following the Government safety standards.	5.3%	3.2%	12.7%	47.6%	31.2%	<b>3.96</b>	<b>1.02</b>
Windows in the school are without grills and wire mesh.	17.2%	18.2%	12.0%	31.3%	21.4%	<b>3.21</b>	<b>1.42</b>
<b>Total</b>	<b>5.6</b>	<b>5.4</b>	<b>8.3</b>	<b>40.3</b>	<b>40.4</b>	<b>4.05</b>	<b>1.01</b>

Table 4.20 shows that provision of housing for principal and teachers within school can influence management of security (M=4.22, SD=1.02), the fixing of double doors that opens outwards in dormitories influenced safety and security in secondary schools (M=4.28, 0.89) and the presence of perimeter fence with secure gate and watchman help in keeping away unauthorized individuals from entering the school premises (M=4.44, SD=0.79). The respondents agreed that most schools had their infrastructure repaired, maintained and serviced to secure school

(M=4.16, SD=0.90); the school structures were built and occupied following the Government safety standards. (M=3.96, SD=1.02) and the study was also informed that windows in some school lacks security grills and wires mesh (M=3.21, SD=1.42). Based on the results, it is clear from correlational analysis that school security is an important aspect in teaching and learning. Shannon (2006) observed that majority of public secondary schools lack security infrastructures and measures needed to keep a school safe. The study confirms findings by Stewart (2006) who posited that schools need of enhancing the physical security of a school environment. The school has to develop some school infrastructure which includes video cameras and radio receivers. Trump (2012) further suggested that schools improve infrastructure by placing video cameras and radio receivers throughout the school buildings. This allows the personnel to see and possible video tape more motion of anyone within the camera field view to enhance security in school compounds.

Indeed, learning and teaching cannot take place in an insecure school. Good infrastructure makes it easy to monitor what is going on in all corners of the school compound. Notably, the safe infrastructure building needs the input of the available stakeholder including teachers, parents, and BoM. Some of the principals and BOM members during interviews indicated as follows:

*“The existence of secure perimeter fence, availability of exit door, adequacy of available space and structures are all imperative for school security management”* (Principal, Mandera North).

*“Poor infrastructure particularly the fencing of perimeter contributes immensely to insecurity of mainly boarding schools. A properly well laid perimeter fence deters the entry of unauthorized persons”* (BOM Member, Rhamu Town)

*“Inadequate infrastructure can greatly affect security of secondary schools particularly where dormitories are few may lead to congestion hence risking the lives of students. Housing teachers within school compounds greatly improves security and safety of secondary school” (BOM Member, Elwak).*

*“If the roofs are leaking, rain waters disrupt learners’ attention; very old and dilapidated structures and susceptible to accidents thus compromising the safety and security of students” (Principal, Mandera North).*

*“Repair of infrastructure, following school safety guidelines when constructing buildings in the schools, erecting a perimeter wall that is well manned will help reduce insecurity level in the school” (Principal, Mandera West).*

### **Hypothesis Testing**

**H<sub>04</sub>: “There is no significant relationship between school infrastructure and management of safety and security in public secondary schools in Mandera County.”**

In a bid to test if there was a significant association between school infrastructure and management of security in public secondary schools, all the indicators relating to secondary school infrastructure and management of security were combined and a multiple linear regression was applied on the variables. Table 4.21. summarizes the findings.

**Table 4.21: Association between School Infrastructure and Management of Security**

<b>Coefficients<sup>a</sup></b>					
<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
1	(Constant)	1.270	.256	4.964	.000
	Infrastructure	.673	.062	.643	.000

a. Dependent Variable: Security Management

The Equation is presented as: Management of Security = 1.270 + 0.673 (school Infrastructure).

As shown in Table 4.21, the regression analysis test revealed that, school infrastructure and management of security in Mandera County secondary schools related statistically significant ( $p=0.000<0.05$ ) based on critical alpha value of (0.05). Comparing the observed and expected findings based on the null hypothesis indicates the existence of relationships between school infrastructure and management of security. The finding show that there was a prediction that for every unit increase in improvement of school infrastructure, there was 67.3% increase in management of security. The study therefore did not accept the null hypothesis. From the findings, it's important and imperative for secondary school leaderships to address the real security needs within schools, many of which lie in physical infrastructure. Old infrastructural development can be soft targets for insecurity hence can be threats that could result in mass casualties.

#### **4.7 Security Management**

The main dependent study variable was management of security in secondary schools in Mandera County. The teachers indicated the extent of agreement with some statement regarding security management. The responses given were based on the Likert scale on a scale of 1 – 5 as laid in the questionnaire. The scale centers on a neutral option so respondents can uncover the different degrees of opinion they have. Table 4.22 presents the findings.

**Table 4.22: Security Management in Secondary schools**

Statement	Strongly Disagreed	Disagreed	Neutral	Agreed	Strongly Agreed	Mean	SD
There is an effective security and Safety committee for school security and safety of both students and staff	6.8%	16.2%	20.4%	37.7%	18.8%	<b>3.46</b>	<b>1.17</b>
School leadership believes in open and honest communication	1.6%	5.8%	8.4%	48.4%	35.8%	<b>4.11</b>	<b>0.90</b>
The school administration communicates to us when there is a problem	2.6%	4.2%	5.3%	45.5%	42.3%	<b>4.21</b>	<b>0.92</b>
The school is embracing democratic leadership	4.8%	7.0%	7.5%	46.0%	34.8%	<b>3.99</b>	<b>1.07</b>
Authoritarian management style breeds hatred between the administration and the students	6.3%	9.5%	11.6%	36.3%	36.3%	<b>3.87</b>	<b>1.19</b>
Principal's skills on matters of security minimize injuries.	3.8%	3.3%	8.7%	49.5%	34.8%	<b>4.08</b>	<b>0.95</b>
Principal's skills in security management increases the safety of learners.	3.2%	2.6%	3.2%	56.3%	34.7%	<b>4.17</b>	<b>0.86</b>
Principal's experience in security management leads to reduction in injuries.	3.2%	2.6%	8.4%	56.8%	28.9%	<b>4.06</b>	<b>0.87</b>
<b>Total</b>	<b>4.0</b>	<b>6.4</b>	<b>9.2</b>	<b>47.1</b>	<b>33.3</b>	<b>4.00</b>	<b>0.99</b>

As presented in Table 4.22, there was need for an effective security and Safety committee for the school security and safety of both students and staff (M=3.46, SD=1.17), most school leadership believed in open and honest communication as

means of efficient security management (M=4.11, SD=0.90) and this was confirmed by majority of secondary schools who indicated that their school administration communicated to them when there was a problem (M=4.21, SD=0.92). The respondents confirmed that most schools embraced democratic leadership (M=3.99, SD=1.07), the study was also informed that authoritarian management style was not effective in the management of security as it bred hatred between the administration and the students hence lack of cooperation (M=3.87, SD=1.19). The descriptive analysis agrees with Sterns and Lennie (2006) who points out that school security is a crucial component in teaching and learning in school. Therefore, the security management is important to the school's effective management. This is also in line (Borland, 2008) who postulated that secondary school principals and the entire management should be able to make decisions that would boost the security of a school. The respondent reported that the security management skills of the principal had a contribution to a reduction in injuries within the school premises (M=4.08, SD=0.95), the security management skills of the principal also enhance safety of learners in schools (M=4.17, SD=0.86) and the security management skills of the principal had a contribution to a reduction in injuries in schools (M=4.06, SD=0.87).

This correlational analysis supports Cooper (2005) observation that “the existence of an essential relation linking the daily principals’ preparedness on security management in public secondary schools is paramount for effective management of security.” On the other hand, Danielson, Chung and Shannon (2009) observed that security preparedness awareness should be assimilated in teacher training institutes and secondary school teaching syllabuses. In conclusion, IFRC (2000)

suggested that schools should be able to make use of competent professionals in preparedness for security emergencies where teachers and students need to be trained on various security emergency protocols and steps that can be followed. There is also need to have information regarding prevention, mitigation, reaction, and recovery from security breach in the school. Karanja and Mutua (2011) noted that drills are important in preparing students, teachers, and non-teaching staff in case of security emergencies. During focus group discussions, majority of students informed this study that the general security status of their respective schools were good, however they admitted that no security drills had even been conducted in schools.

During focus group discussions, students admitted that they experienced challenges in detecting insecure zones however they would respond to security issues through the reaction other students screaming and running. Most of students learn about security matters through television programmes, social media and orally from teachers and were generally comfortable studying in their respective schools. The following were the general comments made by some of the students:

*“Security status in our school is sometimes wanting as the school fencing is dilapidated and worn out. The school management has never repaired the perimeter fence since I joined form one and now in form three. This therefore exposes the school community to intruders and unwanted guests” (FGD, Form Three Student).*

*“Since some of us joined this secondary school, no security drill has ever been conducted here. I therefore have no idea on how to protect myself in case of an attack or faced with security threats. It is a concern that we have raised with*

*our class representatives and sometimes with our deputy school principal but unfortunately nothing has been done to date” (FGD, form two Student).*

*“There are many insecure zones in this secondary school, particularly school dormitories where the perimeter fence adjacent to the dormitories is completely worn out and dilapidated. There are also no surveillance cameras at the main gate, so there is no easier way of tracking an intruder or unwanted person” (FGD, Form three Student).*

*“I have heard of the Ministry of Education's security and safety standards document, but I've never seen or read it. This has made it difficult to respond in the event of a security danger or alarm. The school has never talked with us about security issues because as we only watch it on school televisions and read about security issues the library. This fear causes some students to consider transferring to another school” (FGD, Form Two Student).*

#### **4.7.1 Regression Model Summary for Institutional and Individual factors Influencing Security Management**

This section provides R square value for regression model summary, F statistics for regression ANOVA and t-test statistics for regression coefficient for linear relationship between institutional and individual determinants and management of security in Mandera County secondary schools. In the context of this study, regression was suitable as it helped in determining which factors mattered most, which was to be ignored, and how those factors interacted with each other in the Secondary schools' security management. It also provided a powerful statistical method allowing secondary schools to investigate how two or more variables of interest that deal with school security relate. Table 4.23 presents model summary

for regression analysis for Institutional and Individual Determinants influencing Secondary schools' management of safety and Security in Mandera County.

**Table 4.23: Regression Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.825 <sup>a</sup>	.680	.664	.463

a. Predictors: (Constant), Infrastructure, BOM Competency, Leadership Styles, Security Policy

The findings in Table 4.23 indicate that 68.0% of the variability on institutional and individual determinants ( $R^2=.680$ ) explained the management of security in secondary schools in Mandera County while rest of the issues that determined the management of security in secondary schools may be explained by other factors.

Linear regression F statistics was as presented in Table 4.24.

**Table 4.24: Statistics for Regression ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	37.388	4	9.347	43.550	.000 <sup>b</sup>
Residual	17.599	82	.215		
Total	54.987	86			

a. Dependent Variable: Security Management

b. Predictors: (Constant), Infrastructure, BOM Competency, Leadership Styles, Security Policy

Table 4.24 shows that institutional and individual factors and management of safety and security in Mandera County secondary schools had a statistically significant linear relationship as  $p(0.000)$  was less than 0.05 for it to have

statistical significance ( $F = 43.550, p .000 < .05$ ). The study therefore rejected null hypothesis.

To examine how well institutional and individual factors predicted the level of Mandera County secondary schools' security management, a multiple linear regression was conducted. The study used the regression model:

$$“Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4.”$$

Where Y = Management of Security

$\beta_0 + \beta_1$  = coefficients of the independent variables and Table 4.25 presents the findings.

**Table 4.25: Regression Analysis of Institutional and Individual Determinants and Management of Security in Secondary schools in Mandera County**

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	-.312	.443		-.704	.484
Principals' Leadership Styles	.297	.138	.164	2.144	.035
BOM Competency	-.155	.080	-.141	-1.930	.057
Security Policies	.447	.081	.431	5.546	.000
Infrastructure	.561	.093	.481	6.020	.000

a. Dependent Variable: Security Management

$$Y = (-.312) + (0.297) X_1 - (0.155) X_2 + (0.447) X_3 + (0.561) X_4 + \varepsilon$$

Where: Y = Security Management

$X_1$  = Secondary school Principals' leadership styles

$X_2$  = Board of management competency levels

$X_3$  = Security policies

$X_4$  = Schools' infrastructural development

$\varepsilon$  = error term

The findings in Table 4.25 note a prediction that for every unit increment in secondary school principals' leadership styles, there was 29.7% increase in management of security; interestingly, the findings disclosed that each unit increase in board of management competency, there was 15.5% decrease in management of security. As per the researchers' voice, the decrease in management of security could be attributed to fact that competency levels of the BOM members may not have been in tandem with the unique security needs of the area. The BOM members may have been academically competent to handle administrative issues but not unique security requirements.

The study also revealed that for every unit increase in adherence to security policies, there was 44.7% increase in security management; and every unit increase in the development of infrastructure in the schools, there was 56.1% increase in Manderla County secondary schools' security management. The model summary Table 4.24 shows differences in the association between different independent variables and dependent variable. The model shows that BOM competency influenced security management negatively while all the other variables influenced positively. These could mean that increase in the competency of BOM reduced the ability of principals to manage security issues in the school. Further, if the institutional and individual factors are rated as zero, then the management of security will be -.312.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **5.0 Introduction**

This chapter presents the summary of research findings, conclusion and recommendations both for policy implementation and recommendation for further studies.

#### **5.2 Summary of the Research Findings**

The central problem of the study was to identify both institutional and individual determinants influencing management of security in secondary schools. This study adopted a correlational study design on a population including teachers, principals, BOM members and students in Mandera County. The respondents were stratified, proportionately and randomly sampled. Various research instruments namely questionnaires for teachers, semi- structured interview guides for principals and BOM members and focus group discussions guides for students was developed to map out the data needed from a variety of sources in this study. Qualitative data were analyzed thematically while Quantitative data were analyzed using descriptive in terms of frequencies, means and inferential statistics in terms of correlation coefficient determination and regression analysis. Below is the summary of the main findings as per objective.

##### **5.2.1 Influence of Leadership Styles in the Management of safety and Security**

Objective one of the study sought to establish the relationship between principals' leadership styles and management of security in public secondary schools in

Mandera County. The identified indicators upon which respondents monitored the leadership styles included: participative, bureaucratic, authoritative, laissez faire and transformational leadership styles. There was a statistically significant positive correlation between principals' participative leadership styles and management of security. The study revealed that principals involved other staff when making decisions and embraced team building including being open to suggestions help to manage security. The study further revealed that principals showed leadership that was empowering other members of staff and also encouraged and rewarded those with creativity. Participative leadership therefore promotes both effectiveness and efficiency in running the daily affairs of learning institutions. In participatory leadership, decisions on security is made by all stakeholders and therefore compromise and agreement is made before a decision is made and this makes it easy to establish security related issues.

Principals made decisions in their schools as per the rules and regulations and ensured school leaderships follow numerous written procedures and policies. The study further revealed that school leadership imposed strict and systematic discipline on the staff and demand business-like conduct in the workplace; the principals ensured that staff were promoted based on their ability to conform to the rules of the office and they ensured that leaders are empowered via the office they hold. Some principals made authoritarian decisions on their own without consulting anyone, with little or no input from other staff members and some school leadership dictated all the work methods and processes. The study further revealed that some school leadership did not trust other staff members with decisions or important task. Some schools embraced decision making that involved

the group members, the respondents also indicated that schools were embracing democratic leadership and the staff received very little guidance from leaders. It was reported that school leaderships allowed complete freedom for followers to make decisions and school leaderships handed power to followers, yet leaders still took responsibility for the group decisions and actions.

As established in the findings, this *lessez faire* style of leadership is applied in management of a school through delegation of duties. Some school leadership had the ability to take risk, by keeping their ego in check by embracing transformational leadership and some school leadership were proactive and adaptable to opinions and views. In terms of hypothesis, the regression analysis test revealed that there was association between principals' leadership styles and management of security in secondary schools in Mandera County which was also statistically significant. The study therefore did not accept the null hypothesis that there is no significant relationship between principals' leadership styles and management of security in public secondary schools.

### **5.2.2 Influence of Board of Management Competency in Management of safety and Security**

Objective two of the study sought to establish the relationship between BOM competency and management of security in public secondary schools in Mandera County.

BOM competency in regular inspection of school compound influenced management of security by regularly inviting resource persons from different

safety departments to come and talk to the students and staff about safety helped in management of security. It was reported that BOM competency through safety committee, briefed the principals of the school about safety situation and also ensured teachers, students and parents felt that the environment was secure and safe for learning. The findings revealed that BOM ensured that all people getting to the undergo screening and therefore contributed to reduced insecurity in schools. The teachers informed the study that BOM competency in security management contributed to overall learner safety in schools, and contributed to awareness of secondary schools implementing policies aimed at enhancing the security of students. The BOM members play very important role in security management particularly those with education and experience in school management. The knowledge and experience of BOM members highly influence the management of security. The BOM membership that is competent has the capacity and means to perform the roles as stipulated in the Education Act to help schools anticipate and manage security issues.

Even though ordinarily the high competency level should also increase the level of security, there were decrease levels according to the findings of this study. According to the researcher's voice, the drop in security management could have been attributed to the fact that the skill levels of the BOM members may not have been in sync with the area's particular security demands. The BOM members may have been intellectually qualified to manage administrative concerns, but they did not have the necessary security intellect that could manage the unique security concerns of the area. In terms of hypothesis, the study found out that there was association between BOM competency and management of security in secondary

schools in Mandera County. The study therefore did not accept the null hypothesis that there is no significant relationship between BOM competency and management of security in public secondary schools.

### **5.2.3 Influence of School Security Policies in Management of safety and Security**

The third objective of the study was to determine the relationship between school security policies and management of security in public secondary schools in Mandera County. There was a statistically significant positive correlation between security management policies and management of security. In summary, schools conducted safety drills once a month as a measure to security management policy, in some schools, safety standards policy manual from the Ministry of Education was sent. The study findings showed that copies of safety policies were available in school library and schools always invite trainers to talk to students about safety and schools included teaching on security and safety awareness as part of the curriculum. It was reported that generally, schools had adequate information on school security and safety policies and the efforts to create awareness of Security Policy was supported by the teaching staff including schools having mechanisms to secure their respective schools. It was therefore necessary to examine issues of management of secondary school security with a view of establishing the extent to which the underlying policies have been implemented in schools in Mandera County in order to develop a safety implementation model. It is the responsibility of school leadership to ensure proper implementation of school safety policies by coordinating all phases of programme implementation. The findings of hypothesis

testing revealed that there was association between implementation of security policies and management of security in secondary schools in Mandera County. The study therefore did not accept the null hypothesis that there is no significant relationship between BOM competency and management of security in public secondary schools

#### **5.2.4 Influence of Infrastructure in Management safety and Security**

The fourth objective of the study was to determine the extent which school infrastructure relates to security management in public secondary schools in Mandera County.

The study established that provision of housing for principal and teachers within school can influence management of security, the fixing of double doors that opens outwards in dormitories influenced safety and the presence of perimeter fence with secure gate and watchman deterred unauthorized entry into the compound were very vital in fixing security issues. The respondents agreed that most schools had their infrastructure repaired, maintained and serviced to secure school; the school physical infrastructure were constructed and occupied in consultation with approval of the Government for safety and the study was also informed that windows in some school were without grills and wire mesh. The hypothesis test showed the existence of relationships between school infrastructure and management of security. The finding shows that there was a prediction that for every unit increase in improvement of school infrastructure, there was increase in management of security. The study therefore did not accept the null hypothesis that

there is no significant relationship between infrastructure and management of security in public secondary schools.

### **5.3 Conclusion of the Study**

Based on study findings, the study made the following conclusions:

#### **Influence of Leadership Styles in Management of safety and Security**

In conclusion, it is imperative to note that participative leadership style assumes that knowledge and expertise are widely distributed throughout both secondary schools' staff, BOM member and students; that decisions are best made by those close to or most conversant with the participation problem addressed which in this case, management of security. This is very relevant as secondary school principals can influence the behavior of other staff members through leadership skills. It has been noted from the study that when a principal exhibits negative attitude towards other members of staff or students, they become withdrawn and unmotivated thereby affecting their level participation in the management of security in school. Therefore, school leadership should adopt the most appropriate leadership style based on school situation for effective management of their school environment and that schools host communities be considered in the running of schools, especially in matters concerning students' security and safety. In secondary schools in Mandera County, results seem to indicate that bureaucratic leadership framework in secondary schools was based on specific competencies of the school leadership and was premised on clear structure of command, which was enabled by specific and strict rules and on specific schools.

It is important to note that authoritarian (autocratic) leadership in secondary schools prevents delegation of responsibilities. As a result, subordinates are angered, frustrated, despaired, and some withdraw from school activities which may include the management of security issues. Authoritarian leaders make independent decisions and does not allow the input and suggestions of other people in school. A principal in a school can apply Lessez Faire leadership style to manage security issues when they have numerous tasks to complete and thus have not time to stand and make all decisions and implement them. To be able to motivate the teaching staff, guide the school board of management and satisfy the legitimate needs of school security, secondary school principals need to develop skills of leadership and management that can enable them to execute the same. The clearly study showed that secondary school leadership exhibited leadership that stimulated and inspire both staff, BOM members and students to do their best and achieve beyond the expected levels. In conclusion, it is evident that transformational leadership was determined based on qualities such as providing and collective responsibilities.

### **Influence of Board of Management Competency in Management of Safety and Security**

In conclusion, it is the responsibility of the BOMs to effectively manage the human personnel, physical and material resources for smooth running of secondary schools and for better results. However, the BOM must have competencies that will help them manage security issues. BOM members' competency is hindered by inadequate induction, low level of education and lack of experience. Proper school

management does not only depend on competencies of BOM members but success depends also on the motivation. Therefore, competence of school leadership and lack of BOM competencies can be an impediment to the management of security in secondary schools. It is important that BOMs committees be competent in controlling public education and governs schools in conjunction with other statutory bodies including ensuring the safety and security of the school. Knowledge of BOM competencies is necessary for efficient professional performance of a school leadership. It also acts as a link through which the public and the schools relates. Modern problems require BoM to be competent to be able to handle their responsibilities better including security challenges as some head teachers and the security guards may not be vast with strategies used in keeping the school environment safe and secure.

The competency of BOM members is very vital as they are tasked with maintaining standards set for the secondary school education under the policies outlined by the Education Act or the national and county government departments of education and this includes maintenance of security. As shown in the study findings, board of management therefore work as a team for the greater good of their respective schools by providing special teams and committees designed to handle specific objects or aspects of the major issues from time to time including security of both staff and students. School management that have not shown much interest to protect the safety rights of the learners by providing some security devices due to incompetence risks the life of students. A competent BOM is that which knows its mandate and satisfactorily meets them. In conclusion, a competent BOM conducts routine checks in the school compound to ensure safety and

security of the school. It establishes the security committee whose primary aim is to ensure that students, the staff and all workers are safe by more often sensitizing them on safety and security protocols.

### **Influence of School Security Policies in Management of safety and Security**

In conclusion, implementation of some safety policies in secondary schools including things like fire extinguishers, emergency team members available in the schools, dormitories in many schools and emergency doors is necessary to enhance security measures. Again, most of the dormitories in the schools were fitted with emergency door. There is need to implement policies to ensure that these challenges are addressed to ensure security of students. It is imperative to note that school safety is a fundamental component in learning and teaching, therefore school administrators and teachers require the skills needed to install safety measures required by security management policy issued by the MoE in Kenya. Despite the Government of Kenya attempting to address the issue of safety and security in schools through various school safety guideline documents including provision of Safety Standards Manual, there is still lack of awareness. The study found out that there were no disaster management policy and emergency equipment in many public secondary schools.

### **Influence of school infrastructure in Management of safety and Security**

Besides personal threats, insecurity in school can stem from inappropriate school infrastructure including classrooms, toilets, library, playground equipment, school fence/perimeter wall, enhanced grills on the doors and windows, among others. From the study findings, it is clear from descriptive analysis that school security is

an important consideration in teaching and learning environment. Majority of public secondary schools lacks security installations that are need to make learning and teaching environment safe. The schools have to develop some school infrastructure which includes security devices, plans, train staff and implement systems such as video surveillance cameras and radio calls. Schools should improve infrastructure by placing cameras throughout the school buildings as this allows the personnel to see and possible video tape more motion of anyone within the camera field view to enhance security in school compounds.

Indeed, teaching and learning cannot take place in an insecure learning environment. Thus, there is need to regularly inspect school environment and correct any problem that might contribute to insecurity. Good infrastructure, allows easy and effective monitoring by school security personnel. Notably, the right infrastructure can only be installed through the support of all school stakeholders including parents, teachers, and BoM. The existence of secure perimeter fence, availability of exit door, adequacy of available space and structures are all imperative for school security management. Poor infrastructure particularly the fencing of perimeter contributes immensely to insecurity of mainly boarding schools; therefore, a properly well laid perimeter fence deters the entry of unauthorized persons.

#### **5.4 Recommendations of the Study**

From the key findings, the following recommendations were made:

##### **Recommendations to Individual Member of Schools**

School leadership ought to adopt the right leadership style depending on the school situation, and thus stand a chance to effectively manage the school environment. The leadership style adopted also should be able to accommodate the host community in running the school affairs that would enhance security. In order to offer a peaceful environment for teaching and learning, secondary school management should adopt a code of conduct for staff and students rather than just equipping schools with security equipment. Secondary school administration should ensure that secondary school windows and doors are constructed in such a way that thieves are discouraged from entering.

##### **Recommendation to Policy Makers**

Depending on the security situation on the ground, policymakers should put in place policy frameworks that emphasize on bureaucratic and participative leaderships based on a clear chain of command, with precise and stringent restrictions. Policies that guarantee that school leaders avoid using authoritarian leadership styles because they generate anger, discontent, and withdrawal of followers from school activities, which may involve the handling of security issues.

### **Recommendation to Policy Implementers**

Policy implementers should inculcate Participative leadership which helps in easy security policy implementation and this determines the preparedness to the occurrence of insecurity by schools. Participative leadership also helps in foreseeing possibility of insecurity happening and this can prompt the school leadership to employ adequate security personnel. The Ministry of Education should enforce policies that provide effective supervision and monitoring of the security and safety of public secondary schools. This can be achieved by the officials from the Ministry of Education and Public Health Officers, inspecting school facilities on a regular basis to assist address any deficiencies and therefore improve security.

### **Recommendation to Individual Schools and Stakeholders**

BOM members must have skills that will help them handle security problems, and successful school management is based not just on BOM members' ability, but also on their willingness to help with security. Because it also serves as a link between the public and the schools, this is important to provide effective and successful school leadership. To strengthen security measures in secondary schools, secondary school leadership must implement different safety regulations, such as fire extinguishers, emergency team members available in the schools, dormitories in many schools, and emergency doors. The infrastructure including electronic surveillance should be robust, effective and strong that does not compromise the security of both the staff and students.

## **5.5 Suggestions of Further Research**

Based on the findings, limitations and delimitations of the study, the study suggests the following recommendations for further research:

- i A replica study may be conducted elsewhere preferably areas prone to insecurity.
- ii A multiple linear regression showed how well institutional and individual determinants influenced secondary schools' management of security; another purely qualitative or quantitative survey may be conducted to validate the mixed method findings.

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## APPENDECES

### Appendix I: Introduction Letter

Dear Sir/Madam

**RE: REQUEST TO PARTICIPATE IN RESEARCH**

I am a Doctor of Philosophy (Education) student in the School of Education at Kenyatta University undertaking a doctorate research project entitled **‘Institutional and Individual Determinants of Secondary Schools Management of safety and Security in Mandera County, Kenya’**.

I would be grateful if you could answer truthfully and as accurately as possible the questions in the questionnaire so that you share your experiences with me. This research is purely for academic purposes and your responses will not be used for any other purposes. Your input and support towards this research would be highly appreciated. For any clarification on this matter, I can be reached on 0720 450 934  
Your assistance and cooperation shall be highly appreciated.

Yours faithfully,



Adan Hussein Ibrahim

Doctorate Student,

Department of Educational Management, Policy and Curriculum Studies

## Appendix II: Questionnaires for Teachers

This questionnaire is aimed at collecting data on Institutional and Individual Determinants of management of security in public secondary schools in Mandera County. Kindly spare a few minutes to fill in this questionnaire. Kindly spare a few minutes to fill in this questionnaire. The information will be used for the sole purpose of this study. You are reminded not to indicate your name anywhere in this questionnaire.

### SECTION A: Demographic Information

Please use a tick (✓) to indicate the appropriate response from the following items:

1. Gender. Male  Female
  
2. Please indicate your marital status  
Married  Single  Others specify \_\_\_\_\_
  
3. Age Below 30Years  31-40 Years   
41-50Years   
51 and Above Years
  
4. Level of education:  
Diploma  Graduate B.Ed   
BA/PGDE  M.Ed   
PhD  Others Specify.....
  
5. Teaching Experience:  
Below 5Yrs  6-10Yrs  11-15Yrs   
16-20Yrs  21-25Yrs   
26Yrs and Above
  
6. Type of School:  
Boys School  Girls School  Mixed School

7. Administrative experience

- Below 5Yrs [ ] 6-10Yrs [ ] 11-15Yrs [ ]  
 16-20Yrs [ ] 21-25Yrs [ ] 26Yrs and Above [ ]  
 None [ ]

**SECTION B: Leadership Styles and Management of Security**

This section seeks to generate information on leadership styles and its influence on the management of security. The following are statements on leadership styles that may influence the management of security. This section uses five point Likert Scale to measure the level of agreement on variables that determine leadership styles and management of security. Tick the corresponding number in the spaces provided to indicate your level agreement on the statements (1-Strongly Disagree) (2-Disagree) (3-Not sure) (4-Agree) (5-Strongly Agree).

<b>Statement on Leadership Styles</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Participative:</b> <input type="checkbox"/> Involving other staff when making decisions help to manage security <input type="checkbox"/> Embracing team building help to manage security <input type="checkbox"/> Leadership is open to suggestions help to manage security <input type="checkbox"/> Leadership that is empowering help to manage security <input type="checkbox"/> Leadership that encourages and rewards creativity helps to manage security					
<b>Bureaucratic:</b> <input type="checkbox"/> Decisions in this school are made as per the rules and regulations of the school <input type="checkbox"/> School leadership follows numerous written procedures and policies <input type="checkbox"/> School leadership impose strict and systematic discipline on the staff and demand business-like conduct in the workplace <input type="checkbox"/> Staff are promoted based on their ability to conform to					

<p>the rules of the office</p> <p><input type="checkbox"/> Leaders are empowered via the office they hold</p>					
<p><b>Authoritative:</b></p> <p><input type="checkbox"/> The school leadership make decisions on their own</p> <p><input type="checkbox"/> The school leadership embraces little or no input from other staff members.</p> <p><input type="checkbox"/> School leadership dictates all the work methods and processes.</p> <p><input type="checkbox"/> School leadership do not trust other staff members with decisions or important task.</p>					
<p><b>Laissez Faire:</b></p> <p><input type="checkbox"/> The school decision making involve the group members</p> <p><input type="checkbox"/> The school is embracing democratic leadership</p> <p><input type="checkbox"/> The staff receive very little guidance from leaders</p> <p><input type="checkbox"/> School leadership allows complete freedom for followers to make decisions</p> <p><input type="checkbox"/> school leadership hands power to followers, yet leaders still take responsibility for the groups decisions and actions</p>					
<p><b>Transformational Leadership</b></p> <p><input type="checkbox"/> The school leadership has the ability to take risk</p> <p><input type="checkbox"/> School leadership keep their ego in check</p> <p><input type="checkbox"/> School leadership shares collective organizational consciousness</p> <p><input type="checkbox"/> School leadership leads with vision</p> <p><input type="checkbox"/> school leadership is proactive and adaptable</p>					

In your opinion, to what extent does principals' leadership style influence management of security in this school?.....

.....

.....

Do the head teachers influence and develop productive relations with school management through leadership? Explain your answer? .....

.....

**SECTION C: BOM Competency and Management of Security**

The following are statements on BOM competency that may influence the management of security. This section uses five-point Likert Scale to measure the level of agreement on variables that determine BOM competency and management of security. Tick the corresponding numbers in the spaces provided and tick them in the order in which you disagree or agree (1-Strongly Disagree) (2-Disagree) (3-Not sure) (4-Agree) (5-Strongly Agree).

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
BOM competency in regular inspection of school compound influence management of security					
BOM competency by regularly inviting resource persons from different safety departments to come and talk to the students and staff about safety helps in management of security					
BOM competency through safety committee, briefs the principal of the school about safety situation					
BOM ensures teachers, students and parents feel that the environment is secure and safe for learning					
BOM ensures all visitors are screened before entry into the compound					
BOM competency in security management contribute to reduced insecurity in schools					
BOM competency in security management contribute to overall learner safety in schools					
BOM competency in security management contribute to awareness of your high school implementing or having in place security measures intended for student safety					

In your opinion, to what extent do competency of BOM members influence management of security in this secondary school?.....

.....

**SECTION D: Infrastructure and Management of Security**

The following are statements on infrastructure that may influence the management of security. This section uses five-point Likert Scale to measure the level of agreement on variables that determine influence of infrastructure on the management of security. Write the corresponding numbers in the spaces provided and tick them in the order in which you disagree or agree (1-Strongly Disagree) (2-Disagree) (3-Not sure) (4-Agree) (5-Strongly Agree).

Statement	1	2	3	4	5
Provision of housing for principal and teachers within school can influence management of security.					
Double doors opening outwards in dormitories can influence safety and security					
Perimeter fence with secure gate and watchman to deter unauthorized entry into the compound					
The school infrastructure is repaired, maintained and serviced to secure school					
The school physical infrastructure are constructed and occupied in consultation with approval of the Government for safety.					
Windows in the school are without grills and wire mesh					

How does school infrastructure influence the management of security in this secondary school?.....

.....

.....

**SECTION E: Impact of Security Policy on Management of Security**

This section uses five-point Likert Scale to measure the level of agreement on variables that determine influence of security policy on management of security. Write the corresponding numbers in the spaces provided and tick them in the order in which you disagree or agree (1-Strongly Disagree) (2-Agree) (3-Not sure) (4-Agree) (5-Strongly Agree).

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
School conduct safety drills once a month					
Safety standards policy manual from the Ministry of Education was sent to our school.					
Copies of safety policies are available in school library for teachers and students					
Guest speakers are regularly invited to give talks on safety in our school					
Teaching on security and safety awareness as part of the curriculum in our school					
Generally, I have adequate information on school security and safety policies					
The efforts to create awareness of Security Policy is supported by the teaching staff					
Mechanisms to secure the school					

What is the impact of security policy on the management of security in this secondary school?.....  
 .....  
 .....

**SECTION F: Management of Security**

The following are statements on management of security. This section uses five-point Likert Scale to measure the level of agreement on variables that determine management of security. Write the corresponding numbers in the spaces provided and tick them in the order in which you disagree or agree (1-Strongly Disagree) (2-disagree) (3-Not sure) (4-Agree) (5-Strongly Agree).

Statement on Security management	1	2	3	4	4
There is an effective security and Safety committee in charge of school security and safety of both students and staff					
School leadership believes in open and honest communication					
The school administration communicates to us when there is a problem					
The school is embracing democratic leadership					
Authoritarian management style breeds hatred between the administration and the students					
Principal's skills in security management contribute to reduced injuries in schools					
Principal's skills in security management contribute to overall learner safety in schools					
Principal's experience in security management contribute to reduced injuries in schools					
Principal's experience in security management contribute to overall learner safety in schools					

**THANK YOU**

### Appendix III: Interviews for Principals

#### SECTION A: Demographic Information

Please use a tick (√) to indicate the appropriate response from the following items:

1. Gender. Male  Female
  
2. Please indicate your marital status  
Married  Single  Others specify.....
  
3. Age  
Below 30Years  31-40Years   
41-50Years  51 and Above Years
  
4. Level of education:  
Diploma  Graduate B.Ed   
BA/PGDE  M.Ed   
PhD  Others Specify.....
  
5. Teaching Experience:  
Below 5Yrs  6-10Yrs   
11-15Yrs  16-20Yrs   
21-25Yrs  26Yrs and Above
  
6. Type of School:  
Boys School  Girls School   
Mixed School

7. Administrative experience

- |            |     |                 |     |
|------------|-----|-----------------|-----|
| Below 5Yrs | [ ] | 6-10Yrs         | [ ] |
| 11-15Yrs   | [ ] | 16-20Yrs        | [ ] |
| 21-25Yrs   | [ ] | 26Yrs and Above | [ ] |

**SECTION B: Interview Schedule**

The purpose of this interview is to gather information related to institutional and individual determinants influencing management of security in public secondary schools in Mandera County. The information will be used for the sole purpose of this study. You are reminded not to indicate your name anywhere in this questionnaire.

1. In your opinion, does leadership style influence management of security in secondary schools?
2. Please explain three ways the leadership style affect management of security
3. How do you involve your staff on Security matters?
4. What is the level of education of BOM members?
5. What is your understanding of competent BOM?
6. How often are BOM trained on school security issues?
7. To what extent does BOM competency influence management of security?
8. Have you installed security and Safety committee in your school? If yes, what is their role?
9. Do you have security and safety activities in your school? Explain
10. How often do you conduct drills in your school?
11. Is the feedback communicated to the school community as a whole?
12. How do you encourage integration of safety lessons in the curriculum?
13. How often are students and staff trained on security and safety?
14. How do school security policy influence management of security in this secondary school?
15. Suppose you have insecurity alert, how would you respond.
16. Does the school have a copy of safety standards manual (2008) for school in Kenya?

17. What is your opinion on the implementation of the government policy of safety standards and guidelines?
18. What are the prevalence of organizational barriers affecting the management of insecurity?
19. How does school infrastructure affects security in public secondary schools?

**THANK YOU**

## Appendix IV: Interview for BOM Members

### SECTION A: Demographic Information

Please use a tick (√) to indicate the appropriate response from the following items:

- 1 Gender. Male  Female
  
- 2 Please indicate your marital status  
Married  Single   
Others specify .....
  
- 3 Age Below 30Years  31-40Years   
41-50Years  51 and Above Years
  
- 4 Level of Education: Diploma  Degree   
Masters  PhD   
Others Specify .....
  
- 5 Type of School: Boys School  Girls School   
Mixed School
  
- 6 Management experience as BOM member  
Below 5Yrs  6-10Yrs   
11-15Yrs  16-20Yrs   
21-25Yrs  26Yrs and Above

## **SECTION B: Interviews for BOM Members**

1. What is the level of education of BOM members?
2. What is your understanding of competent BOM?
3. How often are BOM trained on school security issues?
4. To what extent does BOM competency influence management of Security?
5. Does BOM competency in regular inspection of school compound influence management of security?
6. How often does BOM regularly invite resource persons from different safety departments to come and talk to the students and staff about safety helps in management of security? Explain
7. Is there BOM safety committee in the school? If yes does it brief the principal of the school about safety situation?
8. What is your opinion on the implementation of the government policy of safety standards and guidelines?
9. To what extent does the BOM ensures teachers, non -teaching staff, students and parents feel that the environment is secure and safe for learning?
10. What are the prevalence of organizational barriers affecting the management of security?
11. To what extent does the BOM ensure that a school enhances awareness of implementing or having security measures intended for student safety?
12. In your opinion, to what extent do competency of BOM members influence management of security in this secondary school?

**THANK YOU**

## **Appendix V: Focus Group Discussions for Students**

1. In your opinion, what is the security status of this school?
2. Has any security drill been conducted in this school? Probe
3. How would you detect an insecure zone?
4. How would you respond to a security alert?
5. How is security matters communicated to you?
6. Given an opportunity, would you transfer to another school?
7. What security challenges do you face in this school?
8. Have you ever seen or heard about security and safety standards manual?

**THANK YOU**

### Appendix VI: Public Secondary Schools in Mandera County

NO	Sub-County		Name of the School	Category	Number of students			Teachers		
					Boys	Girls	Total	Male	Female	Total
1	Mandera-North									
		1	Sheikh Ali High School	Boys Boarding	534	0	534	24	0	24
		2	Rhamu Day Secondary School	Mixed	329	161	490	10	1	11
		3	Rhamu Girls Secondary School	Girl Boarding	0	243	243	6	1	7
		4	Alshabito Boys Secondary	Boys Boarding	150	0	150	9	0	9
		5	Alshabito Girls Secondary school	Girls Boarding	0	71	71	7	0	7
		6	RhamuDamtu Boys Secondary school	Boys Boarding	230	0	231	8	0	8
		7	Libin Girl Secondary school	Girls Boarding	0	196	196	6	0	6
		8	Olla Secondary School	Boys Boarding	120	0	120	5	0	5
	9	Gololbia Girls Secondary	Girls Boarding	0	135	135	3	0	3	
2	Mandera-East									
		1	Mandera Secondary School	Boys Boarding	1022	0	1022	23	1	24
		2	Moi Girls Secondary School	Girls Boarding	0	826	826	17	7	24
		3	Khadija Girls Secondary School	Girls Day	0	434	434	11	3	14
		4	Buruburu Secondary school	Boys Day	632	0	632	10	2	12
		5	Barwaqo Secondary School	Boys Day	435	0	435	8	1	9
		6	Kamor Secondary school	Mixed Day	382	106	488	10	3	13
		7	Duse Secondary school	Boys Day	262	0	262	7	0	7
		8	ManderaDimtu Girl Secondary Sch.	Girls Day	0	94	94	6	0	6
		9	Khalallo Boys Secondary school	Boys Boarding	166	0	166	7	0	7
		10	Khalallo Girls Secondary	Girls Boarding	0	126	126	5	2	7
		11	Aresa Girls Secondary School	Girls Boarding	0	159	159	2	0	2
	12	Hareri Mixed Secondary school	Boys Boarding	170	27	197	3	0	3	

NO	Sub-County		Name of the School	Category	Number of students			Teachers		
		13	Neboi Secondary school	Boys Boarding	318	0	318	11	1	12
		14	Arabia Secondary School	Boys Boarding	320	0	320	7	0	7
		15	Arabia Girls Secondary school	Girls Boarding	0	72	72	3	1	4
3	Mandera West									
		1	Takaba Secondary School	Boys Boarding	284	0	284	17	0	17
		2	Takaba Girls Secondary School	Girls Boarding	0	333	333	10	2	12
		3	Tabaco mixed Day Secondary School	Mixed Day	270	114	384	13	3	16
		4	Dandy Secondary School	Boys Boarding	202	0	202	7	0	7
		5	Darwed Mixed Secondary School	Mixed Day	194	50	244	8	1	9
		6	Burduras Secondary School	Boys Boarding	70	8	78	10	0	10
4	Mandera-South									
		1	Elwak Secondary School	Boys Boarding	380	0	380	13	0	13
		2	Elwak DEB Mixed Secondary School	Mixed Day	391	253	644	13	1	14
		3	Elwak Girls Secondary school	Girls Boarding	0	137	137	7	1	8
		4	Elhagarsu Day Secondary School	Mixed Day	154	72	226	6	0	6
		5	Borehole 11 Secondary School	Mixed Day	167	38	205	3	0	3
		6	Chief Mohamed Jari Sec. School	Boys Boarding	153	46	199	7	0	7
		7	ShimpirFatuma Secondary School	Mixed Day	192	66	258	3	0	3
		8	Kutulo Girls Model Secondary sch.	Girls Boarding	0	107	107	2	5	7
		9	Wargaduud Secondary School	Boys Bording	193	57	250	9	0	9
5	Banisa									
		1	Wayam Secondary School	Boys Boarding	424	0	424	9	0	9
		2	Banisa Mixed Secondary	Mixed Day	363	128	491	12	0	12
		3	Banisa Girls Secondary School	Girls Boarding	0	117	117	10	0	10

NO	Sub-County		Name of the School	Category	Number of students			Teachers		
		4	Malkamari Secondary School	Boys Boarding	162	0	162	6	0	6
		5	Kiliweheri Secondary	Boys Boarding	90	0	90	4	0	4
6	Lafey									
		1	Lafey Boys Secondary School	Boys Boarding	281	0	281	5	0	5
		2	Gaari Secondary School	Boys Boarding	171	0	171	6	0	6
				Total	9,211	4,176	13,387	388	36	424

### Summary

School category	Number
Boys Boarding	16
Girls Boarding	12
Boys Day	3
Girls Day	2
Mixed	13
<b>Total</b>	<b>46</b>

**Appendix VII: Krejcie and Morgan (1970) Guide for Sample Sizes**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

N = Population Size

S = Sample Size

**Appendix VIII: Research Authorization Letter from Kenyatta  
University Graduate School**



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean\\_graduate@ku.ac.ke](mailto:dean_graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

**OUR REFERENCE/CE/27698/13**

Date: 14<sup>th</sup> January, 2020

The Director General,  
National Commission for Science, Technology & Innovation  
P.O. Box 30623-00100,  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MR ADAN H. IBRAHIM REG.NO. DS3/CE/27698/13**

I write to introduce Mr. Adan who is a Postgraduate Student of this University. He is registered for Ph.D. Degree programme in the Department of Educational Management Policy & Curriculum Studies in the School of Education.

Mr. Adan intends to conduct research for Ph.D. Thesis entitled, "Institutional and Individual Determinants Influencing Secondary School Management of Security in Mandera County, Kenya"

Any assistance given will be highly appreciated.


Yours faithfully,

  
**PROF. ELSHIBA KIMANI  
DEAN, GRADUATE SCHOOL**

RM/c/10

*Committed to Creativity, Excellence & Self-Reliance*

**Appendix IX: Research Approval Letter from Kenyatta University  
Graduate School**

  
**KENYATTA UNIVERSITY**  
GRADUATE SCHOOL

Email: [info@graduate-school.ac.ke](mailto:info@graduate-school.ac.ke) P.O. Box 43844, 00100  
Website: [www.ku.ac.ke](http://www.ku.ac.ke) NAIROBI, KENYA  
Tel. 810901 Ext. 57550

**Internal Memo**

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FROM: Dean, Graduate School DATE: 14<sup>th</sup> January, 2020

TO: Mr. John H. Irithim REF: IS/S/CE/274/19/13  
School of Education, Mgt. Policy & Curr. Studies  
Kenyatta University

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**SUBJECT: APPROVAL OF RESEARCH PROPOSAL**

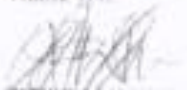
We acknowledge the receipt of your revised Research Proposal entitled "Institutional and Individual Determinants Influencing Secondary School Management of Security in Mandera County, Kenya" as per recommendations raised by the Graduate School Board of 6<sup>th</sup> November, 2019.

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking and Progress Report Forms. The Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the Registrar (Academic) is hereby requested to grant you substantive registration for your PhD studies.

Thank you

  
**RUBEN MUDI KI**  
FOR: DEAN, GRADUATE SCHOOL

c.c. Registrar (Academic) / Mr. Lucy Njeru  
Chairman, Department of Educ. Mgt. Policy & Curr. Studies

Supervisor

1. Dr. Peter Nyaga  
C/o Dept of Educ. Mgt. Policy & Curr. Studies  
Kenyatta University
2. Dr. Heleen Caranta  
C/o Dept of Educ. Mgt. Policy & Curr. Studies  
Kenyatta University
3. Dr. Xavier F. Ihami  
C/o School of Sec., Diplomacy & Security Studies  
Kenyatta University

RM/.../20

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*Committed to Creativity, Excellence & Self-Reliance*

## Appendix X: Approval Letter from Ministry of Education

# MINISTRY OF EDUCATION

## STATE DEPARTMENT OF BASIC EDUCATION

Telephone: Mandera 2018/2239  
When replying please quote

REF: EDM/MCT/2.01/VOL I (203)



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

DATE: 16<sup>th</sup> November, 2020.

*TO WHOM IT MAY CONCERN*

**RE: ADAN IBRAHIM HUSSEIN**  
**NACOSTI LICENCE No: /P/20/4155**

This is to introduce to you the above named who hails from Kenyatta University and National Commission for Science, Technology and Innovation (NACOSTI) and intending to carry out research on **"Institutional and Individual determinants influencing Secondary Schools Management of security in, Mandera County, Kenya."** for a period ending 16<sup>th</sup> March, 2021.

Please accord Mr. Adan Ibrahim Hussein assistance and co-operation to conduct the research accordingly.

Thank you.

  
A M ROBLE  
COUNTY DIRECTOR OF EDUCATION  
MANDERA  
P.O. BOX 30-70300, MANDERA  
mandera@mandera-county@gmail.com

**Appendix XI: Research Authorization Letter from Ministry of Interior  
and Coordination of National Government**

**THE PRESIDENCY**



**MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT**

Telegraphic Address: "County"  
Email: [ccmandera@hotmail.com](mailto:ccmandera@hotmail.com)  
When replying please quote

The County Commissioner  
P. O. Box 77 - 70300  
**MANDERA**

Ref No: CC/MDR/RM.71/ VOL 1 (143)

16<sup>th</sup> November, 2020

Deputy County Commissioners  
**MANDERA COUNTY**

**RE: RESEARCH AUTHORISATION- ADAN IBRAHIM HUSSEIN**

- \* Reference is made to license no. NACOSTI/P/20/4155 dated 16<sup>th</sup> March, 2020 from the Director General's Office, National Commission for Science, Technology and Innovation on the above subject matter.

Mr. Adan has been authorized to carry out research on the "*Institutional and Individual determinants influencing secondary schools management of security in Mandera County*" for the period ending 16<sup>th</sup> March, 2021.

Kindly be informed.

  
SOLOMON CHEROTON  
FOR: COUNTY COMMISSIONER  
**MANDERA COUNTY**

Cc:  
The Director General/CFO  
National Commission for Science, Technology and Innovation  
**NAIROBI**

## Appendix XII: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 857954	Date of Issue: 16/March/2020
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Mr. ADAN IBRAHIM HUSSEIN of Kenyatta University, has been licensed to conduct research in Mandera on the topic: institutional and individual determinants influencing secondary schools management of security in mandera county for the period ending : 16/March/2021.</p>	
License No: NACOSTI/P/20/4155	
857954 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Send the QR Code using QR scanner application.</p>	