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AN INVESTIGATION OF INFLUENCE OF PRINCIPAL'S ATTITUDE ON SECURITY MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN NZAUI SUB-COUNTY, MAKUENI COUNTY, KENYA

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Abstract:-

Despite the inclusion of security management in the safety and standards manual in Kenyan schools, insecurity is still being experienced in schools. Many of the secondary schools have had threats to safety from within originating from fires, insect bites, loose and sharp objects, poorly constructed buildings inadequate and poorly ventilated rooms all these among others makes the learner, the teacher and the workers insecure while in school. The study investigated influence of the principal's attitude on safety management in the public schools in Nzaui sub-County, Makueni County Kenya. Mixed methods were used consequently applying the concurrent triangulation strategy. Purposive sampling was used to pick principals from the selected schools considering schools which had reported cases of insecurity. Descriptive statistics were used to 51nalyse quantitative data and inferentially using ANOVA Test Analysis. (SPSS 23) and expressed in tabulation form. It was evident from the findings that insecurity was on the rise in many secondary schools in Nzaui Sub-county. It further revealed that principals' attitude has not been positive in security management in public secondary schools. The study recommends that the principals ought to develop positive attitude towards security management since it is first step towards mitigating the security challenges.

Key Words:-*Principals' Attitude, Security Management and Public Secondary Schools*

1. INTRODUCTION

Principals' readiness consists of the managerial decisions and the setting of policies and operative actions pertaining to the different points of insecurity (Borland, 2008). In Institutes of higher learning, like secondary schools, safe and secure atmosphere is a requirement for efficient learner progress as well as learning and teaching. Accordingly, Scotland School Estate (2003) stated that schools are commonly considered to be secure grounds for all and workers learners and the utmost institution for socialization a part from the home.

The current incidences of terrorism, ordinary catastrophes, fires out breaks, threats due to diseases such as cholera and HIV aids validates the need for schools to be prepared for all vulnerability crisis risks all over the world. A study carried out in the Netherlands, Cooper (2005) established the existence of an essential relation linking the daily principals' preparedness on security management in most of the public secondary schools. A study by Cooper (2005) revealed the security and safety threats to students, workers and school property as result of natural happenings like, floods, storms and earth tremors or even from human activities such as destruction, torching, and ferocity. In line with these affirmations, disastrous activities and human catastrophe may not be completely eradicated however, facility designers, secondary principals, emergency response teams need to alert and ready for mitigating insecurity and provide the necessary post-crisis intervention to moderate any negative impact. A study conducted in Czech Republic, by Downs (2010), indicated that secondary schools ready for a specific disaster concerning their workers and learner's security will be probably prepared for multiple and complicated cases of insecurity.

According to Downs (2010) there is a pronounced concern for the role played by the school in preparing atmospheres conducive to learning. Learners in safe learning settings perform to the best of their ability as revealed by (Downs, 2010). Accordingly, an unsafe secondary school atmosphere creates great peril and nervousness in learners, workers and teachers in schools and may result to destruction of schooling system and learning facilities. Moe and Pathranarakul (2006) asserted that being ready for an emergency is very essential in secondary schools because of several concerns in sub-Saharan Africa, which includes safety preparedness and awareness in the schools. A research conducted at KwaZulu Natal Province in South Africa.

Roender (2003) exposed numerous reporting's from schools on fire outbreaks and violence all over the country. As demonstrated by this information, secondary schools are not immune to insecurity and other forms of violence. Schools therefore not safe, thus reactive and responsive strategies and programs must be put in place to counteract any form of violence and disturbing actions including insecurity that may happen (Roeder, 2003). From his studies Roeder (2003), showed that most violent circumstances can be evaded if training of community skills becomes part of hands-on safety measures. Accordingly, school principals and managers are therefore obligated to ascertain a conducive for learning and teaching environment in their schools.

This can only be as a result of establishing very clear security management guidelines and processes. In line with this FEMA (2010) in a study conducted in Tanzania noted students mainly affected in cases of insecurity, leading to disruption of schooling systems, hence interfering with the basic right of the students. The revelations attest to the fact that safety leaner's and workers in schools is therefore an isolated ability and needs to be, be handled analytically, frequently revised and inspected more often. Guidelines for applicable security procedures regarding the diverse forms of insecurity and emergencies in secondary schools are therefore a pre-requisite for adaption in the secondary school setting and the neighboring environments. Choices made by the different principals and other managers on security management in cases of insecurity or crisis can enhanced by ensuring prior and continuous planning. Secondary education is a basic fundamental right for every Kenyan child it is therefore a crucial element for every child at higher levels of teach (Belmont, 2007).

Despite its importance, secondary school education continues to be the least supported sector in Kenya, and for a long time it was not included in the Free Primary Education programme (UNDP, 2008). This means that secondary school education is regulated by discrete legislation which lacks clear policy guidelines thus school safety management has not been given enough attention. Therefore, issues of importance such as secondary school safety have not been given adequate attention. In a study carried out at Kiharu Division by Mwangi (2008) it revealed that young aged learners are more endangered by infrastructure and inappropriate school facilities, which includes 52nalysed5252 playing grounds, poorly constructed and unfinished classrooms, insufficient and unmaintained washroom facilities, inappropriate and inadequate furniture desks (Mwangi, 2008).

In my sub county Nzaui, the safety of the students and workers in schools is paramount at all times. Learners, Teachers and Workers from unsafe and insecure schools may waste too much time out of their daily routine as a result of unrests amongst their fellow learners, teachers, workers, devastated properties and facility. Such occurrences call for school principals and managers to be sufficiently ready to deal with safety management concerns. As Nderitu (2009) notes, despite the stringent safety measures put in place by schools, disasters still occur.

However, it is the degree of preparedness of the schools' entire system that makes the critical difference which thus necessitated the Kenya Government to launch the safety and standards Guidelines for Kenyan schools (Republic of Kenya, 2008). This guideline underlines the governments' obligation to the safety and overall safety of secondary school students, teachers and workers. According to the Children's Act 2001 learners should be given protection and security from any form of insecurity and danger.

The Kenya government in association with Church World Service and the safety and standard guidelines developed Safety Standards Manual for Kenyan schools aimed at making schools safe places for the learners (Belmont, 2008). These workings are aimed at enhancing safety and security in schools hence giving a sense of direction to school managers. Despite all this, much needs to be done to alleviate threats to Students, Teachers and Workers by putting up well planned

procedures and policies. The study consequently was to examine the influence of principals' attitude on security management in secondary schools in Nzaui Sub-county, Kenya.

2. Statement of the Problem

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

3. The Purpose of the Study

The rationale of the study was to assess the influence of principals' attitude on security management in public secondary schools in Nzaui Sub-county, Makueni County, Kenya.

4. Objectives of the Study

To investigate influenceof the principals' attitude towards security control in public secondary schools in Nzaui Sub-county, Makueni County, Kenya.

5. Principals' Attitudes towards Security Management in Secondary Schools

Support provided by secondary school principals is critical to the successful adoption of security management strategies. This support includes; introduction of proper statutes coming up with the right abilities and competences in security management the school setup. A study carried out New York, Kelly (2010) pointed out that approach of principals in the direction of security management is key to the realization of it success.

In support to these findings, Law, Chan and Pun (2006) in their study in Sri Lanka showed that, while assessing success of security management and its implications, the basic motives standards should be highly considered. The assertiveness, orientation and judgments of those concerned with implementing the security management process ore of great importance. The Principals' approach is the essential underlying force that influences the security management process (Law et al, 2006). In support of these revelations Landes and Sumption (2007), from the study they carried out in East Asia and Pacific Region, showed that principals' backing by affirmative approach toward security management is taken as the principal's complete emotional response to security management.

Landes and Sumption (2007) additionally maintained that principal's attitude and consideration towards security management consists of theories about engaging the assessment of their attitudes beliefs and 53nalysed53. Thus Landes & Sumption (2007) specified that the more positive the attitude or backing the principal's offers to the implementation of security management, the more likely that the principal's will embrace security management. The results upheld the opinion that varying attitude and encouraging the support by principal influences the acceptance of security management. According to (UNDP, 2008) the principal's attitude is of great significance in the implementation and sustenance of security management in most of the African countries. Holcombe, Wolery and Katzenmeyer (2012) in the study they conducted in Kumasi Metropolis in Ghana found that the main driving point to the implementation of security management procedure is the support and facilitation given by the principals at the time of implementation.t (Holcombe et al, 2012), thus maintained that the principals should maintain the right attitude and appreciate that the implementation of security management involves the transformation of the working environment and the attitude of those involved .

This is easily achieved by being examples in security management, visionary, developers and custodian of security management structures, the principals must be dedicated and have concern in the implementation of security management in their schools. Further, Holcombe et al (2012) postulated that the principals should be passionate, active and enthusiastic so as to be on the lead on security management transformation in schools. In other words, principals in management should concerned with the administration of the security process, conducting training, enabling, initiation and involvement in decision-making with other stake holders, entrusting tasks and being visionary of the management process. In Makueni, Nzaui Sub-county, Munyasi (2002) showed that, the principals need to be artistic thinkers, focused and maintain professionalism during the execution process so as to lead in the implementation Munyasi (2002) argued that principals' attitudes towards management of security in their schools needed putting up the required facilities first. Despite these observations, a small number of principals used these amenities significantly. The principals thus did not have the essential vision and information to lead transformation through execution of security management. Security management has therefore become vital to schools and the success of its adoption is frequently due to existence of operational school principals. Notwithstanding these affirmations, Munyasi (2002) failed to specify how each particular component of principals' attitudes would be more operative in enhancing security management.

6. Research Methodology

The study applied mixed methods approach, that is, both quantitative and qualitative methods. The study applied concurrent triangulation design, a single-phase design where, the investigator uses the quantitative and qualitative methods at the same time frame and with equal weight (Creswell, 2009). The design largely involved the concurrent, but separate, collection and analysis of quantitative and qualitative for the investigator to best understand the research problem. Kothari (2005) revealed that the pilot sample should be only 10% of the study sample. Piloting was done to pretest the research tools to establish their validity, reliability, credibility and dependability. Test retest technique was used to establish reliability of the assessment items. In this case, the assessment items were administered twice to a set of respondents. A reliability index obtained using the Cronbach Alpha Method between the two sets of scores was found to be $r = 0.753$, which indicated great internal reliability.

The Qualitative data was thematically 54nalysed in line with the study objectives and expresses in description forms while the quantitative data was 54nalysed descriptively by use of frequencies, percentages, mean and standard deviation and inferentially using the ANOVA Statistical Packages for Social Science (SPSS Version 23)..

7. Research Findings and Discussions

7.1 Principals' Attitudes towards Security and Security Management in School

The study intended to find out how principals' attitudes towards security influence security management in public secondary schools. Information was obtained from the teachers and results tabulated in Table 1;

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

Test Items	SA %	A %	U %	D %	SD %	Mean	St. Dev.
School principals' positive attitudes towards security enhance reduction in injuries	69.1	19.4	1.1	6.9	3.5	4.441	1.006
Principals' positive attitudes enhances overall learner safety in secondary schools	71.4	17.9	2.3	5.2	3.2	4.471	1.007
Principals' negative attitudes towards security rarely contribute to reduced injuries in secondary schools	75.1	12.7	2.7	6.1	3.4	4.529	1.007
Principals' negative attitudes rarely contribute to overall learner safety in secondary schools	67.4	13.0	2.1	7.3	10.2	4.176	1.403

Table 1 showed that (69.1%) of respondents agreed strongly with the opinion that the principals' affirmative attitudes towards security management led to reduced injuries for both workers and students in public secondary schools. Similarly, 19.4% agreed.

It was observed that a very small percentage (1.1%) of those who responded were undecided, 6.9% were in disagreement while 3.5% strongly disagreed. The research showed (71.4%) of the responding teachers strongly agreed with the opinion that principals' positive attitudes towards security management largely contributed to the overall learner and worker safety in public secondary schools as did 17.9% of the teachers. However, 2.3% of the respondents remained undecided; those who disagreed and strongly disagreed were 5.2% and 3.2% respectively. The findings corroborated the outcomes of a study conducted in New York where Kelly (2010) showed principals attitude towards security management is key to the success of its implementation.

This finding validated the results of another study carried out in Sri Lanka where Law et al (2006) declared that, while assessing achievement of security management and observes, elements such as values and motives need to be highly regarded because they impact the views, approaches, orientations and decisions of those concerned with the outcomes of security management. Accordingly, the principals' attitude is one of the fundamental dynamics that influences security management in public secondary schools. Therefore, these findings attest to the fact that principals' provision of positive attitude toward security management is regarded as the principal's overall affective reaction to security management.

This pointed to the fact that the principals' provision and approach towards security management consists of views geared towards engaging 54nalysed54 and the related assessment of the belief. In other words, the provision the principals' offers towards implementation of security management, the more likely that the principals will uphold security management. Thus, changing principals' attitudes and improving principals' support influence the adoption of security management.

The study also found out that majority (75.1%) of the respondents agreed strongly with the opinion that principals' undesirable attitudes towards security management hardly resulted to reduced injuries in public secondary schoolsjust

like 12.7% of the teachers did. A small percantage2.7% of responding teachers were undecided, another 6.1% disagreed while 3.4% strongly disagreed. The study showed that an impressing (67.4%) of the respondents agreed strongly with the interpretation that the principals' undesirable attitudes towards security hardly resulted to overall learner safety in secondary schools as did 13.0% of the teachers. A small percentage of about 2.1% of the teachers remained undecided, 7.3% showed disagreement whiles 10.2% showed strong disagreement.

These results offered credibility to the outcomes of a study carried out in Kumasi Metropolis, Ghana by Holcombe *et al* (2012) which found out that, as main drivers of security management practices, the principals should facilitate and support the idea of implementing security management in secondary schools. These findings affirm the fact that principals should have constructive approach towards security management and appreciate that, implementation of security management does not concern safety and security only, but also the revolution of the operational environment and their approach in the schools.

Thus, by role 55nalysed55 in security management, visionary planning and being the guardians of security management infrastructure, principals should be dedicated champions completely interested in the operation of security management processes in their schools. The principals' attitudes towards the management of security in their schools establishing the desirable infrastructures are therefore very vital.

7.2 Inferential Findings on the Influence of Principals' Attitude towards Security on Security Management in Public Secondary Schools

To validate the possible difference between principals' provision and security management in secondary schools, data was collected on the kinds of support provided by school principal; Number of staff and student affected and number of school property destroyed and recorded in table 2.

Table 2: Results of Extent to which Principals Show Interest in Security Management, Number of Staff Affected and Number of School Property Destroyed

Extent to which Principal Show Interest in Security Management	Impact of Insecurity	
	Number of Staff & student Affected	Number of School Property Destroyed
8	20	102
11	18	100
28	3	61

Table 2 indicates that in secondary school principals who show interest in security management to a great extent reduces cases of staff and students' insecurity and destruction of school property. Further, these results corroborate the findings of Holcombe *et al* (2012) revealed that principals facilitate and support the idea of implementing security management as the key drivers of the security management process. These results were investigated using the ANOVA Test Analysis. The results were the tabulated in the Table 3:

Table 3: ANOVA Test Analysis of Means of Extent to which Principals Show Interest in Security Management, Number of School Staff Affected and Number of School Property Destroyed

		Sum of Squares	df	Mean Square	F	Sig
Levels of Interest		1086.000	2	543.000		
School Staff Affected	School Property Destroyed	10664.000	2	5332.000	54.969	0.001
	Residual	388.000	4	97.000		
	Total	11052.000	6	1842.000		
Total		12138.000	8	1517.250		

Grand Mean = 39.00

From ANOVA Indicators in Table 3, the 55nalysed data, which was the population parameters, showed a significance level of 0.001 which indicated the data was ideal for drawing a deduction on the population's parameter since the value of significance (p-value of 0.001) was less than 5%, (p-value=0.001<0.05). It also indicates that the results were statistically significant and that there is significant difference between the extent to which principals show interest in security management and number of school staff affected and the school property destroyed. The outcomes were comparable to the findings of a study conducted in Kumasi Metropolis in Ghana by Holcombe *et al* (2012) which produced a p-value of 0.046<0.05. The outcomes confirmed the fact that principals provide for and backs the idea of security management implementation in secondary schools. Thus, secondary school principals must manifest positive attitudes and accept the idea that security management execution concerns security management use as well the transformation of working environment and approach of all the stakeholders in their schools.

7.3 Thematic Analysis of Qualitative Findings on the Influence of Principals' Attitude towards Security on Security Management in Public Schools

During the interviews, the principals also noted that their positive attitudes towards security management contributed to reduced injuries and overall workers and learners' safety in public secondary schools. Comparable to other quantitative outcomes, these views further gave credibility to the views expressed by Kelly (2010) that principal's attitude towards security management is critical to the success of its implementation. Principals also concurred with the views expressedbyLaw *et al* (2006) who observed that, while assessing achievement of security management and observe elements such as values and motives; need to be highly regarded because they impact the observations, approaches, implementation and Judgments of those responsible for the performance of security management. Accordingly, the Principals' attitude is one of the fundamental dynamics that influences security management in public secondary schools. Besides, the principals' backing through constructive attitude toward security management is considered as a principal's complete emotive reaction towards security management in public secondary schools. Principal, P4, remarked,

> "*I am always interested in ensuring that security management in my school is*
> *Maintained. I do ensure that my workers and students are safe and that there are*
> *No injuries to anybody within the school environment*".

These views further corroborate the views expressed by Holcombe *et al* (2012) that principals support the idea of implementing security management. This pointsto the fact that theprincipal provides for and backs the idea of security management implementation in secondary schools. Thus, secondary school principals must manifest positive attitudes and uphold the fact that security management implementation is not concerned with security management use only, but also the transformation of their working atmosphere and approaches in the schools.

The study established that principal's attitude towards security influence security management in public secondary schools. These findings thus point to the fact that attitude of principals towards security management is critical to the success of its implementation. In addition, principals' backing with the right affirmation toward security management is taken as the principal's total affective response to security management in the school. These findings also affirm the fact that principals' positive attitude is key in the implementation of security management, but also about transformation of creating a working atmosphere within their school environment.

8. Conclusions

It is evident from the study that the principals' attitude towards security influences security management in public secondary schools. These findings thus point to the fact that the attitude of principals towards security management is critical to the success of its implementation. In other words, principals' attitude is one of the fundamental dynamics influencing the security management in secondary schools.

9. Recommendation

The study recommends that the secondary school principals ought to develop positive attitude towards security management since it is first step towards mitigating the security challenges.

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