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## **ASSOCIATION OF SECURITY RISK TRAINING PROGRAMMES WITH SAFETY IN UNIVERSITIES, KENYA.**

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### **ABSTRACT**

This study determined the effect of security risk control programmes on safety in universities in Tharaka-Nithi and Meru. Descriptive survey research design was used targeting staff and students in the Universities. A complete enumeration the 27 top management staff and a sample of 72 students and 71 staff was conducted. Data collection was done using questionnaires pre-tested at Dedan Kimathi University using split half technique obtained a correlation coefficient of 0.769. Data analysis was done using inferential statistics and results were presented in cross tabulations, Chi-square, frequency and percentages. The analysis used Statistical Package for Social Sciences. All universities have implemented various programmes aimed at increasing safety in the universities. The results further revealed that there was no significant association of security risk training programmes with safety in universities since  $0.496 > 0.05$  and chi-square was 49.936. This study will form a basis of policy formulation on safety and security matters in public universities in Kenya and provide a basis for further research in the field.

**Keywords:** Security, risk, safety, security training, Control, Universities

### **INTRODUCTION**

According to the 2020 edition of the Global Security Index from the Institute for Economics and Peace, within a single year the world has experienced a 61% increase in major insecurity incidents with the number of deaths rising from 11,133 in 2013 to 17,958 in 2014. Over the same period, the number of countries that experienced more than 100 deaths from security risk incidents including terrorism rose from 15 to 24. The security of university institutions has become an issue of widespread concern in recent years. In order for university administrators to address safety concerns, they must be aware of the types of security issues present on their university (Lagadec 2017). Recent events in the world indicate that Universities and Colleges have become increasingly faced by various security risks (Richards, 2019). A gun attack in March 2009 in Sri Lanka University, the suicide bomb attack on a student hostel in Laki Marwat, Pakistan in January 2010, and the gun attack in Angola, Neto University in the same month. Earlier, in August 2009, a University in England was closed for a month due to a specific terrorist threat, In March 2014 in Kenya; a Kenyatta university student was shot dead when robbers attacked their hostel. In addition, statistics show a disturbingly high incident rate of robbery, burglary, violence and vandalism, as a result annual losses in universities run into millions with these incidents escalating each year. Security risk control techniques need to be put in place to ensure a safer University environment (Richards, 2019). The United States along with all nations have made desperate attempts to control security risk by equipping buildings with metal detectors, facial recognition systems and even identity badges (Young, 2017)

including bars, churches and universities. Citizens and public servants all over Kenya have repeatedly expressed fears about their vulnerability to Al Shabaab attacks and other forms of insecurity (Amnesty international report, 2020). Kenya remains critically rated in crime. The most common crime after carjacking in Kenya, and in particular Nairobi, is violent home and workplace invasions. Despite the implementation of security risk training programmes, Security in Kenya remains inefficient, and prone to tragic mistakes. Until Kenya completely commits to control insecurity, this country will remain at risk (International Red Cross society report 2014). According to this Red Cross society report in 2014 Kenya shot up to 19<sup>th</sup> from 57<sup>th</sup> group rankings of the top 50 countries where insecurity incidents are most severe. Safety education and training ensures people are aware and are able to identify possible hazards.

Over the years, Kenyan universities have had huge losses in regard to security risks. Although adoption of security risk training programmes has been on the rise, safety remains a serious problem in universities with security incidents escalating each year. Previous studies have not established the association of security risk training programmes with safety in Kenyan universities. For this reason, the study therefore sought to evaluate the effect of security risk training programmes on safety in Universities. The general objective of the study was to determine the association of security risk training Programmes with safety in universities. The hypothesis was that Security risk training programmes have no significant association with safety in universities.

## **LITERATURE REVIEW**

### **Security Risks in Universities**

The world has entered a new era of extreme events and risks (Mutegi 2017; Beck 2020; Michel, 2005; Lagadec, 2017), citing examples such as the Corona virus, AIDS epidemic; COVID 19 epidemic; 11 September 2001 terror attacks. This changing risk environment is attributed to processes of globalization (in its economic, technological, cultural and environmental forms), increasing interdependence, urbanization and technological innovation. In this age of uncertainty, societies, economies and governments are increasingly in response to risk (Giddens 2015, Beck 2020), reflecting modernist aspirations of quantification, measurement and control (Porter 1995; Scott 2018). The idea of risk, Giddens argues, is interlinked with attempts to control the future. University institutions an attractive target for terrorists (Jackson, 2019). Burglary is also a common risk in universities. It relates to a variety of criminal code offences often termed as break, enter, and steal, break and enter, unlawful entry with intent, or stealing from a dwelling. Robbery presents the one of the greatest risks of violence to Universities.

Security risk control programs should be designed such that they make a university a more difficult target. This will help protect the staffs and students from possible violent situations and provide a safer environment (Gilmour, 2002). Theft and vandalism have adverse financial effect on universities, but appropriate measures reduce these effects and ensure safety of university property and community. Examples of preventive measures for these security risks include access controls such as the use of locks, locked gates, perimeter fencing, also surveillance through use of closed-circuit television (Funnel,2016). The study assesses the effect of these measures employed by universities on safety. The frequency and severity incidents such as theft and vandalism very much depend on the nature of the security risk controls present in a university. Car theft, hostage taking, disorder in a university are security incidents which can be controlled by instilling security risk control programmes.

### **Security Risk Training Programmes**

These are programmes intended to create security related awareness by communicating and sharing information while promoting safety of all students and employees. Security training starts with risk assessment and aim at giving everyone the essential security and safety skills. Universities should assess the training needs by conducting regular risk assessments and talking to department heads about their perceived needs. Use written tests, employee interviews, and general observations to determine the level of safety knowledge. They could employ outside resources such as consultants and equipment vendors. For best results, Universities should use a variety of teaching methods and involve employees as

much as possible. They should get student leaders on board. The top management also should embrace a safety philosophy, inform line managers about safety problems throughout the organization. The effectiveness of this education and training should be evaluated at least once in a year.

University institutions have an obligation to educate all employees and students about the types of emergencies that may occur, and train them in the proper course of action for emergency situations. Make sure they understand the components of its emergency response plan and who will be in charge during an emergency. University institutions should provide employees with information such as checklists and evacuation maps, post evacuation maps in strategic locations and consider the information needs of customers and others who visit the universities. They should conduct training sessions at least once a year, or whenever they hire new employees or get new students during orientation or introduce new equipment, materials, or processes (Drake, 2015).

### **Safety Committee**

Universities should establish a safety committee composed of operative employees and representatives of management. The safety committee provides a means of getting employees directly involved in the operation of the safety programme. A rotating membership is desirable. The size should usually range from 5 to 12 members. Normal duties for the safety committee include inspecting, observing work practices, investigating accidents, and making recommendations. Committee meetings should be held at least once a month on company time, and attendance should be mandatory. Provide and maintain a safe and healthy environment at all locations and will establish operating practices designed to assure the safety of all (Fussey, 2016).

### **Safety Manual**

The Safety Manual defines and documents the actions and procedures for the operation of the Safety Management System. The Manual includes the Safety Policy and Strategy and describes the organization and processes to ensure fulfillment of the policy. Safety Management Manual covers all aspects of the management of safety within the University. Involves the use of a wide variety of hazardous materials and processes that require special training and control measures to protect students, employees, and our environment from harm. The Safety manual should contain the policy of a university is based on the firm conviction that accidents that cause personal injury or damage to property or the environment can be prevented. No phase of University business or operation should be of greater importance than the safety (Athale, 2019).

## **RESEARCH METHODOLOGY**

### **Research Design**

The study employed a descriptive survey research. This design enabled the researcher to obtain pertinent information concerning the security risk control programmes in universities and whenever possible draw general conclusions from facts that were discovered. The target population in this research was the staff members in the universities management board, the students and other employees in the universities.

**Table 72. Target population**

Description	Management	Students	Employees	Total
Chuka University	6	11499	570	12075
Kenya Methodist University	13	10390	767	11170
Meru University of Science and Technology	8	4500	400	4908
Total	27	26389	1737	28153

Source: The Offices of University Registrars (2015)

### **Sampling Procedure and Sample Size**

This study selected 27 management staff through a simple census. They are relatively small therefore the researcher used census method to enhance reliability of information to be collected. A sample for the university employees and students was obtained using guidelines given by Nasiuma (2001).

$$n = \frac{c^2 + (N-1)e^2}{e^2}$$

Where n=population  
 c=coefficient of variation which is  $\leq 30\%$   
 e=standard error which is fixed between 2-5%

Taking a coefficient of variation of 25% and a standard error of 0.05 out of a target population of 11499, 10390, 4500 students from Chuka university, Kenya Methodist university and Meru university respectively, a sample of 25, 24 and 23 was obtained. From a target population of 570,767 and 400 employees of these institutions, a sample of 24, 24 and 23 respondents was obtained from Chuka University, Kenya Methodist University and Meru University of science and technology respectively. 25% coefficient of variation was used to ensure that the sample was wide enough to justify the results being generalised for the three universities.

**Table 73. Sampling matrix**

Description	Management	Students	Employees	Total
Chuka University	6	25	24	55
Kenya Methodist university	13	24	24	61
Meru University of Science and Technology.	8	23	23	54
Total	27	72	71	170

**Research instruments**

This study used a questionnaire as the research instrument in data collection. Chi-square test was used to show the association between variables and test hypothesis. A 5% level of significance was considered. Results of data analysis was presented in Cross tabulation, frequencies and percentages.

**RESULTS AND DISCUSSION**

**Nature of Security Risk Training Programmes in Universities**

The possibility and outcome of any security risk incident is highly dependent on the nature of security risk training programmes present in a university. The results on nature of security risk training programmes is presented in Table 1 above.

**Table 3: Nature of Security Risk Training Programmes**

Nature of Security Risk Training Programmes in Universities	Agree		Disagree		Not sure	
	F	%	F	%	F	%
Staff, students and visitors are trained to wear identity badges at all time while in the university	31	33.7	41	44.6	20	21.7
University conducts a regular risk assessment exercise to determine areas of training deficiency	37	40.2	43	46.7	12	13.0
Employees and students have been trained adequately on what to do in case of an emergency.	20	21.7	59	64.1	13	14.1
We hold regular emergency drills	46	50.0	31	34.8	14	15.2
We access security risk training need by conducting regular risk assessments	35	38.0	24	26.1	33	35.9
We provide everyone with evacuation maps and checklists for training comprehension	30	32.6	22	23.9	40	43.5
We have a safety committee consisting of management, students and workers	31	33.7	57	62.0	4	4.4

**Association of security training programmes with safety in universities**

Security training is not only for insecure places, it gives anyone a rational attitude and self-confidence, thus increasing your personal and professional effectiveness in handling incidents. It also enables one identify possible hazards thereby increasing safety in a university. This study sought to establish the association of security risk training programmes with safety in universities. To measure this association security training Index (STI) was computed. This Index consisted of three variables representing three security

training programmes implemented by the universities. These programmes included, safety training and education, safety committees and safety manual. The variables were scored in a likert scale of 1-3 with 3 representing the highest scores implying very effective and 1 representing the lowest score meaning not effective.

$$STI = (STP+SCP+SMP)/3$$

Where STP =Security training and education programmes, SCP=safety committee programme and SMP=safety manual programme. Descriptive statistics of frequencies and percentages were used to analyse the data. The results are presented in Table 2 below.

**Table 4. Association of security risk training programmes with safety in universities**

Employment of training	Frequency and Severity of security risk incidents			total
	Not effective	Fairly effective	Very effective	
Very low	14.6%	0%	0%	14.6%
Low	5.7%	0%	0%	5.7%
Moderate	24.7%	21.4%	4%	50.1%
High	10.4%	13.0%	2%	25.4%
Very high	0%	4.2%	0%	4.2%
Totals	55.4%	38.6%	6%	100%

Chi-square value=49.936, df 28, p-value=0.496

Results indicated that for those respondents who felt that adoption levels of security training programmes was very low (14.6%) also indicated that these programmes were not effective in reducing frequency and severity of security incidents. Those who indicated that adoption levels were moderate were a high majority (24.7%) and also indicated that training programmes were not effective. A percentage of these respondents also indicated that training programmes were fairly effective (21.4). Those who indicated that adoption of security risk control programmes was high represented a 10.4% of the respondents and also indicated that these programmes were not effective in reducing the frequency and severity of security incidents. Generally, the results show that 55.5% of the respondents felt that the security risk control programmes in universities were not effective.

The implication of these results is that universities do not train their people effectively for security problems hence the employees and students do not feel involved hence cannot be able to protect employees, students, visitors and environment from harm. This could result to these people not being aware of hazard and accident reporting procedures, prevention and control. This makes the university environment generally vulnerable, unsafe and unsecure hence a state of tension may exist. However, the results agreed with Peshawar (2014) that universities fail to provide sufficient training hence its people have problems in detecting and reporting any suspicious activities.

The data was further statistically analysed using chi-square test at 5% significance level. The chi-square = 49.936 and p-value=0.496 implied that there was no significant association between security risk training programmes and safety in universities in Tharaka Nithi and Meru counties. The study thus failed to reject the null hypothesis which stated that security risk training programmes have no significant association with safety in universities.

## CONCLUSION

It was established that majority of the security risk control programmes were lax or not working effectively, Universities need to follow the guidelines by the American institute of national standard to improve on the nature of security risk control programmes. The study found out that there was no significance association between security risk training programmes and safety in Universities. From this finding it can be conclude that universities do not continually train their people for safety and security. Universities need to refocus on security training programmes to ensure need of their people are well met.

## **RECOMMENDATIONS**

Universities should sustain and continually improve on detection programmes by investing more. The universities should also consider providing information to their people through training them adequately. This training can be done during orientations, training drills, checklists, safety manuals and evacuation maps and books. Universities should make sure involvement of everyone when conducting these programmes.

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