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**RESEARCH AND INNOVATION FOR NATIONAL DEVELOPMENT
(RIND)**

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EDITORIAL

Planning and administration is the fulcrum of the entire education system. If this is missed out as the superstructure on which curriculum and pedagogy are mounted, the system will definitely collapse; whereas if the foundation-planning and administration which is the superstructure is solidly laid and nourished, the system will reign supreme! "International Journal of Educational Planning and Administration" is set out to ensure the foundation of dissemination to stakeholders.

In this edition of the International Journal of Educational Planning and Administration (IJEPA), with the theme, "Research and Innovation for National Development (RIND)," readers will receive elucidation on topics such as managing secondary education for sustainable development in Nigeria.

Scholars are enjoined to embrace this edition of IJEPA and contribute articles to the subsequent editions of this "must have journal" which is one of the major instruments of achieving an aspect of NIEPA's mandate of building the capacity of education sector planners and managers at all levels of our education system.

Prof. Lilian I. Salami

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FROM THE MANAGING EDITOR

The International Journal of Educational Planning and Administration (IJEPA) is published by the Department of Research and Development of National Institute for Educational Planning and Administration (NIEPA), Nigeria. The journal publishes scholarly contributions from academics, researchers and practitioners and showcases outstanding researches of research fellows of National Institute for Educational Planning and Administration (NIEPA). The journal's primary aim is to make high quality contribution to current debates on local and global issues on Research and Innovation for National Development (RIND). The journal also provides a medium for dissemination of innovative and consequential papers on theoretical and empirical researches. We wish to add that the vibrant intellectual life of NIEPA, through the instrumentality of the Department of Research and Development, a place where originality and innovation are highly prized and where the shared pursuit of ideas remains fundamental to the department's continuing success.

Importantly, this edition of the journal has arisen from the papers presented at the International Conference on Research and Innovation for National Development which held at the Institute in 2017.

Our highly articulate and scholarly editorial board has made a thorough job of this maiden edition. I wish you happy perusal and synthesis of the rich research contained therein.

Professor Ephraim E. Oluchukwu

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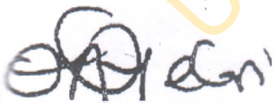
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ABOUT RESEARCH AND INNOVATION FOR NATIONAL DEVELOPMENT (RIND)

Research and Innovation for National Development (RIND) is an initiative of the Research and Development Department of the National Institute for Educational Planning and Administration (NIEPA) Ondo, Nigeria. It is a forum where research works carried out by academics are presented and brainstormed upon to form educational policies on emerging issues in the education sector. Other activities include networking, workshops, conferences, information sharing and collaborative policy research.

RIND is committed to finding scientific solutions to various problems/challenges facing education system in Nigeria in particular and Africa in general. The Network is dedicated to creating, harvesting, propagating and promoting knowledge that would help in transforming institutions (tertiary and research) to a global standard as well as capacity building for researchers and policy makers. The Research and Development Department is to influence policies on education along directions suggested by theories and evidences of sound practices. Therefore, we implore policy makers to generate policy problems requiring investigations and information. Researchers would devote quality time to finding relevant information on what makes education relevant in various parts of the world and share these with policy makers for adaptation at local, national and international levels.

For more information visit our website www.niepa.net.



Dr. O. A. Oyekan

Ag. Head, Research and Development Department

GUIDE FOR AUTHORS

Manuscripts should conform to the style set forth in the publication manual of the American Psychological Association (APA) 5th edition by having the following characteristics among other things:

- (a) A title page with a title of 10-12 words. Below the title should be written the author's in the order: first name, middle initial and last name. Below the author's name is the institutional affiliation of the author, mailing address (es), email address (es), phone and fax number if possible.
 - (b) An abstract on page 2, written in single paragraph and having a maximum of 200 words
 - (c) A text which starts on page 3. Page 3 should begin with the title of the paper centered at the top. The text begins below the title without the label "introduction". The sections of the text follow each other without a break. If the paper is a research report it should include an introduction (which comprises background, purpose and research questions/hypotheses), methods, results discussions, conclusions and recommendations/implication(s)
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About Us

The National Institute for Educational Planning and Administration (NIEPA), Nigeria domiciled in Ondo town in Ondo State, was established in 1992 by the Federal Ministry of Education, in collaboration with UNESCO/IIEP Paris, as a sub-regional staff college for West Africa. It seeks to realize its mission through capacity building, continuous training, consulting, action research in educational planning, information dissemination and providing resource centre services. The Institute operates a relatively small bureaucracy with large repertoire of highly experienced external consultants from UNESCO-IIEP Paris, France, Nigerian Universities and Private Sector. It is the only capacity building outfit for education sector planners and managers in Nigeria.

Mission

"To develop a critical mass of education sector planners and managers for the effective and efficient planning and management of the education system through capacity building, continuous training, action research and information dissemination."

Vision

The vision is to empower the education sector workers with appropriate skills and techniques for effective and efficient operation. Philosophy The Institute's philosophy is to transmit the most essential knowledge and practical know-how required to build capacity for educational planning, management, monitoring and evaluation in Nigeria educational system. This philosophy is based on the need to produce seasoned, articulate, well-grounded, technically skilled education managers, planners and school administrators who are to ensure quality, relevance and efficiency in all the tiers of the educational system.

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ASSESSMENT OF FIRE SAFETY PREPAREDNESS AMONG RESIDENTIAL STAFF OF THE UNIVERSITY OF IBADAN: PROMOTING SAFETY IN HOMES FOR NATIONAL DEVELOPMENT

By

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Abstract

Fires in schools are a public concern because of the increased incidences, injuries and deaths of students and staff not to mention the destruction of properties. Despite this, schools seem not well prepared for fire disasters. The purpose of this study was to assess fire safety preparedness among residential staff in University of Ibadan. The research adopted a descriptive survey. The target population for this study consisted of all staff residing in the staff quarters. This study employed multi-stage sampling technique to obtain the sample population of 169 respondents. Data was collected by means of questionnaire, an observation schedule and structured interview guide. Data collected was analyzed through descriptive statistics and linear regression analysis. Based on the findings of the study, fire extinguishers are indicated not readily available in staff residential quarters with only 14.2% of residential staff indicating its availability; 57.4% of residential staff do not know how to use a fire fighting equipment; 85.2% of residential staff have not received any training on the use of fire fighting equipment. Based on the findings of the study, the researchers recommended that the university management should consider providing fire fighting equipment to staff residential quarters and should also be regularly inspected. Finally, residential staff should be trained on fire safety. The study suggested that a similar study should be carried out in other tertiary institutions in Nigeria to examine fire safety preparedness in schools, hence improve research and innovation in health and safety education for national development.

Key words: fires safety, fire safety preparedness, fire fighting equipment, disaster, residential staff

Introduction

Man desires to live in a safe and conducive environment devoid of danger and disasters. Ajala (2002) stated that traditionally, a man's home is his castle, a place of security, but this saying is not always true as far as safety is concerned. Inasmuch as the home is often referred to as a haven, if the activities that ensure safety are not practiced, there can be devastating consequences, hence the need to be safety conscious at all times.

Safety is of paramount importance at home and should be maintained always. This is necessary in order to protect the children, the aged and other people at home from accident. Fasan (2009) in describing home safety explained it as measures put in place at home to prevent the occurrence of accidents. It is the guiding principles or actions put in place at home, which can safeguard inhabitants from loss of life or properties. There is no part of the house where accidents cannot occur, it could be fire accident, fall, drowning, poisoning, electrocution, etc. However, fires are one of the most common disasters likely to occur at home.

The increasing frequency of fire disasters at residential areas in educational institutions is causing loss of lives, enormous destruction of property, disrupting education programmes and causing a lot of concern to the public.

¹ Department of Human Kinetics and Health Education, Faculty of Education, University of Ibadan, Ibadan.

These incidences of fires are indication of poor disaster preparedness (Kirui, Oboka and Buchere, 2007). According to Artim (1999), the most worrying aspect is that society has adopted a reactive rather than proactive perspective to the problem of fire in schools; many a times, preventive measures are not put in place, but rather its only after the disaster strikes that funds are mobilized for reconstruction of the destroyed facilities and little psychosocial support (if any) offered to the survivors. This has resulted in the problem recurring over and over again, thus adversely affecting the resources' sustainability by retarding development through reconstruction and repair work.

Fire safety preparedness is a continuous process, it does not stop at prevention and control of fire and it also involves constant training, education, evaluation of the various strategies that promote fire safety. The strategies can involve adequate provision and evaluation of facilities and equipment and can even include the process of educating and training residents on the usefulness and operation of these facilities and equipment. This view is supported by Caplan, Barker, and Connis (2008) when they stated that fire safety preparedness includes availability and effective use of procedures, infrastructure, equipment as well as knowledge and positive attitude of residents towards implementation of fire safety preparedness guidelines. For instance, the use of fire extinguishers, smoke alarms, automatic sprinklers have saved thousands of lives at homes and hostels where they have been installed. However, this would not have been possible if the residents had lacked knowledge on the functions and use of these facilities.

The most crucial step in fire safety preparedness is prevention of fire, but when it occurs, the knowledge and attitude of residents on fire safety is essential. In support of the above statement, Hart, Yajnik, Ashford, Springer, and Harvey (2011) calls for the need for empowerment of residents with the necessary knowledge on fire safety preparedness and change of attitudes and perception towards the same. In other words, residents should be educated on fire safety preparedness and accept to change their attitudes so as to practice the right fire safety preparedness guidelines effectively.

Statement of the Problem

The University of Ibadan is a foremost learning institution in Nigeria that accommodates staff in residential quarters. The institution has had its own share of fire disasters in staff quarters and the catastrophic consequences not only have impacts on the victims but also on the institution's management.

In the year 2011, a junior staff quarter at Abadina was wrecked by fire and resulted in great loss of properties, in the year 2009, a senior staff quarter was destroyed by fire at Wadie Martin Street in the University of Ibadan, while in September 2015, a senior staff quarter was also razed down by fire along Parry Road. Although no lives have been reportedly lost, the emotional trauma the disaster leaves on its victims is devastating and can consequently lead to depression, ill health or even death.

Through observation, it has been noticed that most staff quarters have little capacity to handle fire emergencies. These houses do not have emergency exits, and also lack fixed installations like fire extinguishers, fire buckets, smoke detectors, automatic sprinklers. Some studies have been conducted on assessment of fire safety preparedness in schools and workplaces in countries like Kenya and Tanzania, little effort has however been seen from Nigeria. In the light of this, the objective of this study is to assess the fire safety preparedness among residential staff in the University of Ibadan aimed towards promoting safety in homes for national development.

Methodology

The research design for this study was descriptive survey. The population for this study consisted of staff residing in the staff quarters in the University of Ibadan, Ibadan. Multi stage sampling technique was used for the sampling procedure which consisted of one hundred and sixty nine (169) respondents. Total sampling technique was used in the staff quarters, i.e., all staff residential areas were used. A Proportionate sample of 40% of the houses in each residential area was selected using systematic sampling technique.

Three instruments were used for data collection, the first instrument used was self developed observational checklist carried out through an observation schedule. The second instrument was a self developed questionnaire administered to staff residents in selected staff quarters. The third instrument was a structured interview which was administered to relevant principal officers representing the university management, such as the Commander of the University of Ibadan Fire Service Station and the Chairman of the Senior Staff Housing Unit of the University.

To obtain the reliability of the instruments, the researcher employed test-retest method. The researcher administered the validated instruments on 20 students residing in student hostels in University of Ilorin who were not part of the actual study. The instrument was re-administered to the same group of respondents after 2 weeks to determine its reliability coefficient using Pearson Product Moment Coefficient which is 0.77.

Result and Discussion of Findings

Demographic information of respondents

Distribution of respondents by age

Table 1: Distribution of staff respondents by Age

| Age | Frequency | Percentage |
|-------------|-----------|------------|
| < 25 years | 32 | 18.9 |
| 26-35 years | 63 | 37.3 |
| 46-55 years | 45 | 26.6 |
| 56+ years | 29 | 17.2 |
| Total | 169 | 100.0 |

Distribution of respondents by gender

Table 2: Distribution of staff respondents by Gender

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 79 | 46.7 |
| Female | 90 | 53.3 |
| Total | 169 | 100.0 |

Distribution of respondents by cadre

Table 3: Distribution of staff respondents by Cadre

| Cadre | Frequency | Percentage |
|--------------------|-----------|------------|
| Academic staff | 67 | 39.6 |
| Non-academic staff | 102 | 60.4 |
| Total | 169 | 100.0 |

Results

Awareness of fire hazard

Table 4: Residential staff awareness of fire hazards

| S/N | Items | Not Aware | Aware |
|-----|-----------------------------------|-------------|--------------|
| 1 | Electrical faults | 10 5.9% | 159 94.1% |
| 2 | Cooking in rooms and not kitchen | 10 5.9% | 159 94.1% |
| 3 | Use of gas cookers in kitchenette | 21 12.4% | 148 87.6% |
| 4 | Careless smoking | 14 8.3% | 155 91.7% |

| | | | |
|----|--|-------------|--------------|
| 5 | Playing with flammable liquids and gases | 19 11.2% | 150 88.8% |
| 6 | Unsafe handling of flammable liquids and gases | 12 7.1% | 157 92.9% |
| 7 | Overloading with combustible materials | 17 10.1% | 152 89.9% |
| 8 | Use of candles | 33 19.5% | 136 80.5% |
| 9 | Decorating with combustibles materials | 36 21.3% | 133 78.7% |
| 10 | Use of boiling rings | 33 19.5% | 136 80.5% |

Table 5: Indication of level of awareness

NA=Not Aware; LA=Little Awareness; A=Aware; EA=Enough Awareness; VA=Very Aware

| S/N | Items | NA(0) | LA(1) | A(2) | EA(3) | VA(4) | Mean | S.D |
|-----|--|-------------|-------------|-------------|-------------|-------------|------|------|
| 1 | Electrical faults | 12 7.1% | - | 24 14.2% | 50 29.6% | 83 49.1% | 3.14 | 1.12 |
| 2 | Careless smoking | 10 5.9% | 6 3.6% | 21 12.4% | 55 32.5% | 77 45.6% | 3.08 | 1.12 |
| 3 | Cooking in rooms and not kitchenette | 12 7.1% | 5 3.0% | 23 13.6% | 51 30.2% | 78 46.2% | 3.05 | 1.17 |
| 4 | Unsafe handling of flammable liquids and gases | 9 5.3% | 4 2.4% | 32 18.9% | 49 29.0% | 75 44.4% | 3.05 | 1.10 |
| 5 | Playing with flammable liquids and gases | 12 7.1% | 10 5.9% | 29 17.2% | 39 23.1% | 79 46.7% | 2.96 | 1.23 |
| 6 | Overloading with combustible materials | 15 8.9% | 2 1.2% | 36 21.3% | 45 26.6% | 71 42.0% | 2.92 | 1.22 |
| 7 | Use of gas cookers in kitchen | 13 7.7% | 15 8.9% | 24 14.2% | 43 25.4% | 74 43.8% | 2.89 | 1.27 |
| 8 | Use of candles | 17 10.1% | 22 13.0% | 20 11.8% | 36 21.3% | 74 43.8% | 2.76 | 1.39 |
| 9 | Use of boiling rings | 22 13% | 13 7.7% | 14 8.3% | 57 33.7% | 63 37.3% | 2.75 | 1.37 |
| 10 | Decorating with combustibles materials | 25 14.2% | 23 13.6% | 24 14.2% | 37 21.9% | 60 35.5% | 2.50 | 1.46 |

Knowledge of fire prevention and control

Table 6: Residential staff knowledge of fire prevention and control

SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree

| S/N | Items | SD | D | A | SA | Mean | S.D |
|-----|--|-----------|-----------|-------------|--------------|------|-----|
| 1 | Electrical faults should be repaired by a qualified electrician only | 2 1.2% | 2 1.2% | 41 24.3% | 124 73.4% | 3.70 | .55 |
| 2 | Children at home should also be educated on prevention and control of fire | 3 1.8% | 3 1.8% | 36 21.3% | 127 75.1% | 3.70 | .60 |
| 3 | Fire is a common type of accident in halls of residence and can be prevented through good housekeeping | 2 1.2% | - | 51 30.2% | 116 68.6% | 3.66 | .54 |
| 4 | Fire outbreak can be averted by having adequate knowledge of fire prevention | 3 1.8% | 2 1.2% | 53 31.4% | 111 65.7% | 3.61 | .61 |

| | | | | | | | |
|----|--|-------------|-------------|-------------|--------------|------|-----|
| 5 | All electrical sockets and equipment in halls of residence should be inspected regularly | 2 1.2% | 3 1.8% | 55 32.5% | 109 64.5% | 3.60 | .59 |
| 6 | Adequate precautions should be exercised in the handling, storage and disposal of matches and other combustible materials which can cause fire | 5 3.0% | - | 59 34.9% | 105 62.1% | 3.56 | .65 |
| 7 | Smoking cigarette in bed is not safe as one can sleep of while smoking | 9 5.3% | 11 6.5% | 48 28.4% | 101 59.8% | 3.43 | .84 |
| 8 | It is advisable to dispose combustible waste in covered, airtight, metal containers | 6 3.6% | 5 3.0% | 79 46.7% | 79 46.7% | 3.37 | .71 |
| 9 | In order to prevent fire, gas cookers should not be used in the kitchenette | 6 3.6% | 26 15.4% | 74 43.8% | 63 37.3% | 3.15 | .81 |
| 10 | In the event of fire outbreak, I can only conveniently operate a fire extinguisher | 24 14.2% | 62 36.7% | 61 36.1% | 22 13.0% | 2.48 | .89 |

Availability and adequacy of fire fighting equipment

Table 7: Availability of fire fighting equipment in residential quarters

| S/N | Items | Not Available | Available |
|-----|--------------------------|---------------|-------------|
| 1 | Fire extinguisher | 145 85.8% | 24 14.2% |
| 2 | Sand bucket | 161 95.3% | 8 4.7% |
| 3 | Hose reel | 167 98.8% | 2 1.2% |
| 4 | Smoke alarm | 159 94.1% | 10 5.9% |
| 5 | Automatic fire sprinkler | 167 98.8% | 1.2 1.2% |
| 6 | Fire blanket | 158 93.5% | 11 6.5% |

Table 8: Response of residential staff on functionality of fire fighting equipment

SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree

| S/N | Items | SD | D | A | SA | Mean | S.D |
|-----|---|-----------|---|-------------|--------------|------|-----|
| 1 | Firefighting equipment should be placed in positions where they are easily accessible | 3 1.8% | - | 40 23.7% | 126 74.6% | 3.71 | .56 |
| 2 | Firefighting equipment should be in working conditions and be regularly inspected, maintained or replaced | 3 1.8% | - | 42 24.9% | 124 73.4% | 3.70 | .56 |
| 3 | In the event of a fire outbreak, it is important to know the emergency number to dial offhand. | 3 1.8% | - | 45 26.6% | 121 71.6% | 3.68 | .57 |
| 4 | Fire extinguishers, sand buckets, hose reels. Smoke alarms, automatic sprinklers, fire blankets are firefighting equipment necessary to be provided in halls of residence | 3 1.8% | - | 49 29.0% | 117 69.2% | 3.66 | .58 |

Education and training

Table 9: Response of residential staff on how to use any fire fighting equipment

| | Frequency | Percentage |
|-------|-----------|------------|
| No | 97 | 57.4 |
| Yes | 72 | 42.6 |
| Total | 169 | 100.0 |

Table 10: Response of residential staff on training on the use of fire fighting equipment

| | Frequency | Percentage |
|-------|-----------|------------|
| No | 144 | 85.2 |
| Yes | 25 | 14.8 |
| Total | 169 | 100.0 |

Construction of building with consideration of fire exit

Table 11: Perception of residential staff on construction of building with consideration of fire exit

SD=Strongly Disagree; D=Disagree; A=Agree; SA=Strongly Agree

| S/N | Items | SD | D | A | SA | Mean | S.D |
|-----|--|-------------|-------------|-------------|--------------|------|------|
| 1 | Residential buildings should be constructed in a way residents can easily escape fire | 5 3.0% | - 17.8% | 30 79.3% | 134 | 4.53 | .98 |
| 2 | Residential buildings should have emergency exits | 5 3.0% | - | 48 28.4% | 116 68.6% | 4.31 | 1.07 |
| 3 | Exits should be clear of obstructions at all times | 8 4.7% | 5 3.0% | 51 30.2% | 105 62.1% | 4.12 | 1.21 |
| 4 | A personal and family emergency and evacuation plan should be designed and made available to all members of the family | 5 3.0% | 7 4.1% | 75 44.4% | 82 48.5% | 3.87 | 1.16 |
| 5 | Residential building facilities should not be designed to lock in residents | 9 5.3% | 32 18.3% | 61 36.1% | 68 40.7% | 3.51 | 1.32 |
| 6 | Windows and corridors in the house should serve as emergency exits and should not be grilled(should have burglarproof) | 27 16.0% | 61 36.1% | 46 27.2% | 35 20.7% | 2.73 | 1.33 |

Fire safety plan/policy.

Table 12: Response of residential staff on access to fire safety plan/policy

| | Frequency | Percentage |
|-------|-----------|------------|
| No | 144 | 85.2 |
| Yes | 25 | 14.8 |
| Total | 169 | 100.0 |

Discussion of Findings

On awareness of fire hazard, the results showed that residential staffs of the University of Ibadan are aware of fire hazards with electrical faults ranked as highest in level of awareness in the residential staff quarters. This result corresponds with the study done by Muindi 2014 in an assessment of fire safety preparedness in Kenya Medical Training College campuses in Eastern Kenya Region where the most perceived fire hazard in the study areas was electrical faults by 90.8% of the respondents. The perception of electricity as the greatest fire hazard in a learning institution was also highlighted by respondents on an earlier study done in the University of Nairobi, Kenya in 2002.

On knowledge of fire prevention and control, the results showed that residential staffs of University of Ibadan have the knowledge of fire prevention and control. This is however in contrast with the study by Muindi 2014 in an assessment of fire safety preparedness in Kenya Medical Training College campuses in Eastern Kenya Region where only 48.2% of respondents had adequate knowledge of fire prevention and control.

On availability and adequacy of fire fighting equipment/facilities, result showed that fire fighting equipment are largely not available in the staff residential quarters in University of Ibadan. The result above corresponds with the response of the Chairman of the Senior Staff Housing Unit, who confirmed in an interview that fire fighting

equipment are not installed in residential quarters in University of Ibadan. On functionality of fire fighting equipment, the results indicated that residents agree that the fire fighting equipment should be functional and accessible. This corresponds with the Occupational Safety and Health Act (OSHA) 2007 requirements which states that all fire fighting devices should be in working condition, inspected and tagged annually by a licensed fire protection services company.

On education and training, the results indicated that 57.4% of residential staffs are not able to use any fire fighting equipment. This is in contrast with the study by Ogajo 2013 in a survey of Mitigation and preparedness in Kisumu premises in Kenya where respondents were asked about their perception on the ability to operate fire equipment, 57% respondents indicated that they were able while 43% were not able. Results also showed 85.2% of residential staffs have not received any training on the use of fire fighting equipment. These results correspond with the study conducted by Muindi 2014 in Kenya Medical Training College campuses in Eastern Kenya Region where most (84.4%) of the respondents in the institutions reported that they had never been trained on fire safety preparedness. In a similar study conducted by Ogajo 2013 in Kisumu premises in Kenya, respondents were asked if they had been trained in fire emergency services, majority of the respondents (74%) indicated they had not while 26% respondents had been trained. These results also correspond with the response of the Chairman of Senior Staff Housing Unit, who confirmed in an interview that the University of Ibadan does not conduct fire safety trainings for residential staff. However, the Commander of University of Ibadan Fire Station indicated in an interview that fire trainings are conducted in the University for both residential staff and students, although not quite often.

On construction of building with consideration of fire exit, the results showed that most residents agree that building should be constructed with consideration of fire exit. This corresponds with the OSHA 2007 guidelines which specify that buildings should be fitted with a fire emergency exit which should open outwards and should be easily and immediately opened from outside.

On fire safety plan/policy, the results showed that 85.2% of residential staffs do not have access to fire safety plan/policy. This is however in contrast to the response of the University officials interviewed who indicated that the University of Ibadan has a fire safety plan/policy accessible to residential students and staff. The result is also in contrast with OSHA 2007 guideline that every workplace and building should have an established fire safety policy which all workers and occupier should be informed of its contents. However, the results correspond with the study of Muindi 2014 in Kenya Medical Training College campuses in Eastern Kenya Region which found that documentary items such as fire safety policy documents and fire drill reports were missing in the institutions of study. Also in a study conducted by Ogajo 2013 in Kisumu premises in Kenya, nearly all the respondents (96.4%) indicated they did not have any fire policy while only 3.6% were indifferent.

Conclusion

The study has revealed several issues pertaining to fire safety preparedness at staff residential quarters and safety in general. It is a common knowledge that disasters may happen anytime and cause losses of life and properties. At the same time, human beings have been nonchalant and neglected safety practices. Negligence and unpreparedness has been worsened by lack of resources, inadequate resources, poor planning and unrealistic prioritization. Fire-free institutions can be achieved by enhancing fire safety preparedness through provision of infrastructure, equipment and fire policies. The provision of such facilities and policies will ascertain the level of fire safety preparedness of the residents and the university management. This calls for a proactive approach of both the management and residents in ensuring the availability and implementation of fire safety preparedness strategies.

Recommendations

1. The University management should ensure the provision of at least one fire fighting equipment in all the staff residential quarters.
2. The school management should carry out simulation exercises and drills regularly to enable staff understand the procedures to be followed in case of an emergency.
3. Staff should be trained on how to use fire extinguishers and other fire fighting equipment. They should also be trained on how to handle casualties.

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