Security Management in Nigerian Secondary Schools: Focus on Ebonyi State

Bernadette N. Odey, Peter O. Nwafukwa, Francisca N. Ede, John M. Nwankwo, and Ifeyinwa Anigbo

Department of Educational Foundations, Ebonyi State University, Abakaliki, Ebonyi State
Nigeria
edefranka2014@gmail.com

Abstract: *The study investigated security management in secondary schools in Nigeria with particular reference to Ebonyi State secondary schools. The design of the study was descriptive survey research design. Included in the study's population are 1,519 secondary school principals and teachers from Ebonyi State. Stratified simple random sampling technique was used to select 300 respondents for the study. The instrument for data collection was a 20-item researcher developed questionnaire on a four-point scale; with Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) response pattern weighted 4, 3, 2 and 1 respectively. The questionnaire was duly validated by one experts in Educational Administration and Planning and two from Educational Measurement and Evaluation all from Ebonyi State University, Abakaliki. Using the test-retest procedure and applying the Pearson Product Moment Correlation Co-efficient analysis, the reliability of the instrument was established at 0.97 using schools in Enugu State. Data collected were analyzed using mean and standard deviations, t-test statistics was used to test the hypothesis at 0.0.5 level of significance. Agreement was defined as mean scores of 2.50 or above, while disagreement was defined as scores below 2.50. Findings of the stud are that there are no security devices available for security improvement in Ebonyi State Secondary Schools; there are ways of improving staff security and measures for security of school plants. Based on the findings, some recommendations such as government should provide security devices and that government should encourage individuals and Non-Governmental Organizations (NGOs) to beef up the security measures in managing the school plants in secondary schools in their area.*
Keywords: security, management, Nigeria, schools, and Ebonyi state

INTRODUCTION

In any organizational setting, security is very vital for such organization to thrive. In educational institutions where learning take place, adequate security of students, staff, lives and school properties is paramount. Security is the quantity or degree of protection of the environment against danger, damage, loss of lives and property through natural or man-made and crime. Orpinas, Home and Staniszewsk (2013) opined that security is a form of protection where a separation is created between the assets and the threat. It is also the precaution taken to safeguard an environment from impending danger, injury or loss. In the school system, security is the measures taken by principals, teachers, students, government officials and indeed all stakeholders in education to make the school environment safe for academic activities to take place. Some of the characteristics of a secured school are the existence and execution of security plans with a well-drawn polices of protection that should be given to the stakeholders within the school, whether learners, educators and or managers. Security in the school can be explained as a situation where students and teachers are not exposed to any form of danger or risk of physical or moral aggression, accident, theft or deterioration. In the view of Campell (2007), school security are the strategies and procedures required to coordinate the diverse activities of the school, protect and manage school violence, reduce security risks and ensure that the school environment is safe for teaching and learning.

Protecting school stakeholders, including students, teachers, and administrators, against criminal activity via the implementation of well-thought-out regulations is the goal of school security management which should be properly and effectively managed (Trump 2012). The school is an organization that needs to have a well-planned safe rules and regulations to protect its components so that the culture of learning and teaching is enhanced. According to Stephen (2014), school security management refers to strategies and procedures required to coordinate the diverse activities of the institution in order to achieve safety. One of the most important duties of the school manager is to ensure that safety programmes are implemented and that necessary steps are taken whenever situation arises which could be potentially dangerous (Bucher and Mannig, 2013). School management is responsible in providing security as one of its priorities and also ensure that there is adequate security in the school environment. Security in schools' management cut across devices, plans, staff security, plants (buildings) among others.

Devices are strategies put in place by school managers to keep the school compound safe. One of such devices is video surveillance camera which monitors the movement and activities of individuals in a particular environment. In view of Sprange and Walker (2015) schools should go for "Cisco physical security system, which uses a Cisco IP video surveillance Camera to detect motions near the face and automatically send alert to the school security officers' mobile phone or pager. Similarly, another important security device is the access control device which prevents unauthorized access to any environment. The device helps to prevent unauthorized access to school building, enable remote controlled lockdown to isolate safety incident and reduce personal requirement for entering and monitoring.

Publication of the European Centre for Research Training and Development -UK

Staff security is another critical issue in the school system. Teachers also have the right to a safe school environment for teaching and learning to take place progressively. It is an established fact that the teacher cannot provide adequate safety and security for the students if he/she is not safe at school. In the view of Mastisa (2011), an unsafe school milieu will, undoubtedly undermine the teacher's authority and prevent him/her from exercising the right to maintain authority and the obligation to exercise, caring and supervision of the learner. The occupational health and safety act provides for the health and safety of a person at work (Prinsloo, 2015). According to this act, the teacher is supposed to feel safe and secure in school at all times. It is therefore important to note that teachers have the right to teach or work in a safe and secure school environment which if they do not, will not be able to effectively perform their duties and responsibilities.

In Ebonyi State Secondary Schools, it does appear that the school environment is not safe for learning to take place judging from insecurity, insurgency and various crimes ravaging the school environment. There are cases of sexual harassment, rape, cult activities, drug abuse, rituals, bullying of students by staff or fellow students among others. These acts have in one way or the other made the school milieu to be in danger, thereby preventing academic work to take place. It is in this regard that De Wet (2013) maintained that the availability of drugs and alcohol are seen as the main causes of violence in public secondary schools.

Similarly, the danger posed by dilapidated buildings, poor location of schools in an unconducive environment is another threat to effective teaching and learning as the safety of the staff and students are not guaranteed. In most of the secondary schools in Ebonyi State, school plants are not properly maintained for use, and this has made the school environment unsafe for academic work. It is because of this that Ajayi (2007) said that it is not to the best interest of the life of the students to locate a school along an express way, too near a thick forest or very close to a deep sea. Improper location of school plant exposes the students and staff to untold hardship ranging from cult activities, rape, sexual harassment to beating and kidnapping of both staff and students. It is against this backdrop that this paper set to investigate the security management in Nigerian secondary schools with focus on Ebonyi State Secondary Schools.

Statement of the Problem

The increasing cases of various degrees of crime, violence, disorder, bombing, sexual harassment, kidnapping, drug abuse and unknown gunmen invasion are the major problems facing public secondary schools in Nigeria in general and Ebonyi State in particular. The manifestations of these problems are that teachers cannot perform their duties effectively and efficiently and students cannot learn properly. Students and staff concentrate more or being alert in case of any impending danger. This has delayed the full implementation of school programmes.

There are also the issues of poor citation of school plants, such as school buildings, examination halls and school libraries. Some secondary schools are sited in a noisy area, thick forest, uncompleted and dilapidated buildings. This has made leaving very cumbersome for students and rendered teachers ineffective and inefficient. The problem of this study, therefore, put in question

form is, what are the ways of improving security management in secondary school in Nigeria with focus on Ebonyi State?

Purpose of the Study.

Using Ebonyi State as a case study, this research aims to analyse security management in Nigerian public secondary schools. Specifically, it sought to:

1. determine the security devices available for effective security management in public secondary school in Ebonyi State.
2. find out ways of improving staff security in public secondary schools in Ebonyi State.
3. ascertain the measures of managing security of school plants in public secondary schools in Ebonyi State.

Research Questions

The following research questions guided the study:

1. What are the security devices available for effective security management in public secondary schools in Ebonyi State?
2. In what ways can the security of staff be improved in public secondary schools in Ebonyi State?
3. What are the measures in managing security of school plants in public secondary schools in Ebonyi State?

Hypothesis.

Ho: There is no significant differences in the mean ratings of Principals and teachers   on   the ways of managing staff security in public secondary schools in Ebonyi State.

Ho: There is no significant differences in the mean ratings of principals and teachers on the security measures adopted in managing security of school plants in public secondary schools of Ebonyi State.

METHODOLOGY

This study used a descriptive survey research approach. The population of the study comprised 215 principals and 1, 304 teachers in the 215 public secondary schools of Ebonyi State made up of three Education Zones of Onueke, Abakaliki and Afikpo. Thus, 1,519 individuals make up the entire population. Stratified simple random sampling technique was used to select 100 principals and 200 teachers, making the sample size 300 respondents. The instrument for data collection was a 20-item researchers-developed questionnaire on a four-point scale; with Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) response pattern weighted 4, 3, 2 and 1 respectively. The questionnaire was duly validated by one expert in Educational Administration and Planning, and two in Educational Measurement and Evaluation from Ebonyi State University,

Abakaliki. Using the test-retest procedure and applying the Pearson Product Moment Correlation Co-efficient analysis, the reliability of the instrument was established at 0.97 using schools in Enugu State. Means and standard deviations were used to examine the data that were gathered. Mean ratings of 2.50 and above were considered as agreement, while those below 2.50 were judged as disagreement.

RESULTS

Research Question I: What are the security devices available for effective security management in public secondary schools in Ebonyi State?

Table I: Mean responses on security devices available for effective security management in Ebonyi State public secondary schools.

S/N	Items	Mean	SD	Decision
1.	Video surveillance (CCTV)	1.3	1.5	Disagree
2.	central Communication Centre	2.4	2.0	Disagree
3.	Perimeter fencing of the school	2.2	1.0	Disagree
4.	A lightening system on sensitive areas	2.3	1.0	Disagree
5.	Iron doors in staff rooms/classes	3.3	1.6	Agree
	Mean Scores	2.3	1.0	disagree

Results of table I showed that respondents disagreed that enough security devices are not available for effective security management in Ebonyi State public secondary schools with a mean score of 2.3 and a standard deviation of 1.0 which is below the criterion mean of 2.5.

Research Question 2: In what ways can the security of staff be improved in public secondary schools in Ebonyi State?

Table 2: Mean responses of respondents on the ways security of staff could be improved in public secondary schools in Ebonyi State.

S/N	Items	Mean	SD	Decision
6.	Fencing of staff quarters where available	3.30	0.54	Agreed
7.	Introducing counselling services to staff	3.17	0.64	Agreed
8.	Weekly staff briefing on security matters	3.30	0.87	Agreed
9.	Introducing ID cards with security seal to avoid fake ID	3.53	0.57	Agreed
10.	Providing conflict resolution services	2.68	0.77	Agreed
11.	Organizing staff development programmes	3.44	0.73	Agreed.
12.	Introducing staff code of conduct to check abnormal behaviours	3.36	0.64	Agreed
13.	Having school authorities support to teachers to promote good relationship among them.	3.41	0.63	Agreed.
	Grand mean	3.27	0.66	Agreed

Result on table 2 showed that respondents agreed that there are ways security of staff could be improved in public secondary schools in Ebonyi State. The grand mean of 3.27 with a standard deviation of 0.66 authenticated the above information.

Research Questions 3: What are the measures in managing security of school plants in public secondary schools in Ebonyi state?

Table 3: Mean responses on the measures in managing security of school plants in public secondary schools in Ebonyi State.

S/N	Items on Measures for Managing School Plants	M	SD	**Decision**
14.	Having crises response team development for emergencies	3.41	0.52	Agreed
15.	Having constant school site surveys	3.25	0.71	Agreed
16.	Having a model school safety plan	3.07	0.78	Agreed
17.	Improving emergency equipment in schools	3.22	0.63	Agreed
18.	Building school safety expectations into school programme	335	0.61	Agreed
19.	Providing ID card Scanner for checking fake ID cards in schools	2.80	0.83	Agreed
20.	Building a new-work for parents and community volunteers in the school compound for easy communications	2.96	0.83	Agreed.
	Mean scores	3.15	0.82	Agreed

Table 3 shows that with a mean score of 3.15 and a standard deviation of 0.8.2, respondents in Ebonyi State's public secondary schools agreed that there are steps in controlling the security of school plants.

Hypotheses:

Table 4: t-test of difference in the mean responses of principals and teachers on the ways of managing staff security in public secondary schools in Ebonyi State secondary schools.

Items	Category of respondent	Mean	SD	Df	t-cal	t-crit	Dec.
1.	Principals	3.75	0.44	298	1.69	1.96	Not sig
	Teachers	3.52	0.55				
2.	Principals	3.25	0.78	298	0.81	1.96	Not sig
	Teachers	3.37	0.63				
3.	Principals	3.10	0.62				Not sig
	Teacher	3.17	0.17	298	0.52	1.92	
4.	Principals	2.75	0.77				Not sig
	Teachers	2.68	0.88	298	0.36	1.96	
5.	Principals	3.40	0.72				Not sig
	Teachers	3.45	0.51	298	0.92	1.96	
	Grand Mean				0.73	1.96	

The result of the t-test analysis presented on table 4 indicated that the t-calculated value is less than the t-critical value of 1.96. The average t-calculated value of 0.73 is also less than the average t-critical value of 1.96. Therefore, there is no significant differences in the mean ratings of principals and teachers on ways of managing staff security in Ebonyi State public secondary schools. In this regard the null hypothesis was accepted.

2: There is no significant difference in the mean ratings of principals and teachers on the security measures adopted in managing school plants in Ebonyi State public secondary schools.

Table 5: t-test difference in the mean responses of principals and teachers on the security measures adopted in managing school plants in Ebonyi State public secondary schools.

Items	Category of respondents	Mean	SD	Df	t-cal	t-crit	Decision
6	Principals	3.38	0.60	298	0.21	1.96	Not sig
	Teachers	3.41	0.51				
7.	Principals	3.27	0.66				Not sig
	Teachers	3.25	0.71	298	0.12	1.96	
8.	Principals	3.00	0.84				Not sig
	Teachers	2.95	0.83	298	0.20	1.96	
9.	Principals	3.55	0.51				Not sig
	Teachers	3.33	0.62	298	1.44	1.96	
10.	Principals	3.27	0.75				Not sig
	Teachers	3.06	0.78	298	1.13	1.96	
11.	Principals	3.66	0.48				Not sig
	Teachers	3.53	0.55	298	0.98	1.96	
12.	Principals	3.16	0.78				
	Teachers	3.38	0.61	298	1.40	1.96	
	Grand total				0.75	1.96	

Result of t-test analysis presented in table 5 showed that the t-calculated value is less than the t-critical value of 1.96 and Df of 298. The average t-calculated value of 0.75 is also less than the average mean t-critical value of 1.960 therefore the hypothesis is rejected, meaning that there is no significant difference in the mean ratings of principals and teachers on the security measures adopted in managing school plants in Ebonyi State secondary schools.

DISCUSSIONS

Result of table one indicated that security devices are available in public secondary schools in Ebonyi State. Security device such as video Surveillance (CCTV) which is an excellent tool and a great contribution to the safety of school environment and which aids at reducing the opportunities of the criminals to commit crimes is not available. Others are access control, staff ID cards,

visitor's guidelines, burglar bars on the windows among others. In a situation where there are no security devices available, this will breed security threat, a situation which causes danger and disaster in the learning environment. This is in line with Sprangne and Walker (2015) who opined that where devices are not available, it will be difficult to helps to prevent unauthorized access to school buildings, enhance remote controlled lockdown to isolate safety incidence and aid personal requirement or entering and monitoring.

Result of findings on table two showed that security of staff can be improved by government and other well-meaning individuals in the education sector. This implies that if staff security is ensured and improved, the staff will be safe from both internal and external dangers. This safety will transcend to quality teaching and learning. Quality and safe academic environment will equal lead to high job satisfaction and productivity. Rules and regulations concerning safety of the school are documented and made available to every staff, they will be able to avoid those acts that will endanger their lives. This is in agreement with Monkwe (2010) who posited that staff has legislation that protects them at their work environment. This covers issues that concerns the right of the staff in the employment with a view of making the staff feel safe and secured in their working environment. Therefore, the teacher has the right to have his/her dignity respected and protected and right to teach and work in a safe and secured environment which supports effective discharge of their responsibilities.

Result on table three shows that there are measures for managing security 4 school plants in public secondary schools in Ebonyi State. School plants are very necessary for the implementation of school programmes. Such school plants are classroom blocks, libraries, laboratory equipment and the environment where the school is sited. The measures for safe keeping of these plants will provide conducive environment for teaching and learning and also will ensure high job satisfaction and productivity. It is equally necessary to check emergency occurrences and to reduce much damage. The findings are in line with Isaac and Masibac (2010) who stated that better school plants will enhance better school programmes and the community needs by approved safe and secure space for psychological and physical safety of teachers and students.

CONCLUSION

Security management in public secondary schools in Nigeria in general and Ebonyi State in particular cannot be overemphasized. School security management measures that ensure a state of inviolability from hostile act or influences are sine qua non for effective teaching and learning. This is to say that security measures are to be reinforced to keep the school stakeholders and the environment free from harm and danger. To do this means that there should be security devices, staff should also be protected and also the school plants; when these are done the school, environment will be conducive enough for academic activities to take place. It will equally grantee high job satisfaction and job productivity on the part of the staff.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government and education managers should constantly make available security devices in all public secondary schools in Ebonyi State. Those ones available should be well protected and maintained by school principals to avoid wearing, tearing and depreciating.
2. Government should protect the school compound through fencing to protect the staff and students from internal and external dangers.
3. Government should engage the services of Non-Governmental organizations, individuals and members of the community to beef up the security measures in managing the school plants in public secondary schools in Ebonyi state. This will make for conducive environment for teaching and learning.

REFERENCES

Ajayi, I.A (2007). *Issues in school management*. Lagos: Bolabypublications.

Bucher, K and Manning, M. L. (2013). Creating safe schools the clearing house.

De wet, C (2013). Eastern Cape educators, perceptions of the Causes and the Scope of violence. *Acta. Criminology,* 16 (3) 89-106.

Matsitsa, G. M. (2011). Exploring safety in township secondary schools in free states *South Africa journal of education. Retrieved from http:/www. Scielo. Org.29/scielo.php.*

Monkwe, K. (2010). Strategies and Policies that secondary schools can employ to protect educators and Learners in the school environment. *Kaduna Journal of education studies,* 2 (3) 25-45.

Orpinas, R, Home, A.N. and Staniszewsk, D (2013) school bullying: *changing the problems by changing the school*. 32 (3) 43-144.

Prinsloo, J. (2015). How safe are South African Schools? *South Africa Journal of education EASA, 25 (1) 5-10*

Sprague, R. J & Walker, H.W. (2004) *Safe and healthy schools. Practical Strategies*. New York Guildford New York.

Stephen, R. D. (2014) *Preparing for safe schools, upper saddle River.* New Jersy: Pearson Education Inc.

Trump, K (2012). *Leadership in the key to managing school safety*. District Administration. Cleverland.