

School Administrators Knowledge of Insecurity and Management Skills against Insurgency in Public Secondary Schools in Edo State

H.O. ALONGE

University of Benin, Benin City, Edo State, Nigeria

B.N. AWULOR-HEPHZIBAH

Benson Idahosa University, Benin City, Edo State, Nigeria

Abstract. Educational institutions in Nigeria today are vulnerable to security threats and attacks. This ugly phenomenon is affecting educational growth and development in the country. Poor school attendance, low enrolment and increasing school dropout is now trending at the primary and secondary school systems especially. The study therefore investigated the knowledge and security management skills possessed by public secondary school administrators in Edo State. Deliberate sampling technique was used to select sixty (60) school administrators from Edo State public secondary schools for the study based on the variables of type of school, location and gender. A self-developed instrument by the researchers: school Administrators security knowledge and management skills Questionnaire (SASKMSQ) was used to collect relevant data for the study. Percentage, mean, standard deviation and t-test statistics were used to analyse the relevant data collected for the study. The finding revealed that Edo State public secondary school administrators have knowledge of security issues in the school system but they possess little security management skills that could be used to manage effectively the school system against physical threat and attacks on lives and properties in the school system. The study however established that there is a significant difference in the security management skills

possessed by school administrators from modern and general public secondary schools; between male and female school administrators. A no significant difference was found to exist between the security management skills of urban and rural school administrators in Edo State. Consequently the study recommended among others that school administrators in Edo State public secondary institutions should be more proactive and effective in the areas of security management. Internal school discipline should be maintained while regular checks on school facilities for possible repairs should be regularly carried out for the purpose of school security that will guarantee the attainment of school goals.

Keywords: School, administrators, knowledge, security, management, skill

1. Introduction

A major purpose of the United Nations Organization as contained in the UN Charter is to guarantee world peace and security amongst others. Hitherto to this period, 1945, especially in the medieval and palliolitic age, the entire planet earth was plagued with political, socio-economic and personal or physical insecurity. Physical aggression, war fare, and struggle for

political and religious supremacy was the order of the day.

Ironically, the series of international treaties and regional cooperation by different countries in the world coupled with the high level of civilization by man across the globe, has rather exacerbated the level and sophistication of insurgency and security challenges in the world. This scenario made Dare, Chidozie, Onyekere, Chizarem, Michael, Albert and Chibuike, (2017) to conclude that no society is strictly immune against insecurity but with different nature and complexity. They further asserted that leadership is one of the fundamental problems of world insecurity and insurgency. Thus, the leadership disposition to how conflicts are managed, resources are shared, how interpersonal relationship are built and sustained coupled with how proactive measure are put in place to mitigate insurgency or security challenge are largely dependent on the leadership skills of any leader in an organizations including political or religious organizations.

In the present day, the United States of America, Turkey, Afghanistan, Sudan, Libya, Israel, Pakistan, Syria and most countries in the middle east are still grappling with the issues of internal and external security threats. The Global Terrorism Data Base (2017) also observed that after Iraq, Afghanistan, Pakistan and Syria, Nigeria is one of the most terrorized countries on earth. In Nigeria, the issue of insecurity was first noticed after the civil war. It however came to a worrisome dimension in the 90s during the civilian administration. Today, the media is awash with cases of insecurity in Nigeria. This range from kidnapping, ritual killings, cultism, militancy, ethnic militia, incessant cases of armed robbery, herdsmen and farmers clashes, youth unrest, gangsterism and host of other antisocial upheavals. Isah and Ishiola (2016) remarked that several companies and educational institutions in Nigeria have been affected by cases of insecurity. This implies that the socio-economic and educational lives of Nigeria citizens is being affected by cases of security challenges in Nigeria. Millions of school going children have been affected by security threats and insurgency especially in the

North East. This could largely be as a result of the failure of authority at various levels to take preventive and proactive step towards averting some of these attacks on schools and other institutions.

1.1 Insecurity Defined

Insecurity in tacit form is absence or lack of security for lives and properties in a given place. It is a state of being prone to threat or danger. Achumba et al (2013) regards insecurity as the absence of protection or safety. Beland (2005) rather views insecurity as a state of fear or anxiety, due to absence of protection. Insecurity could therefore mean a situation whereby individual or group of people are vulnerable to attacks or danger which could lead to lost of lives or resulting to emotional, psychological, social and physical trauma. Nwaboso (2012) and Omede (2011) simply remark that security is about people and without reference to security makes no sense. A society without security implies that no meaningful developmental activities including education can be meaningful.

Insecurity and insurgency are inextricably linked. When a state is constantly attacked by insurgents it leads to insecurity. Allied to this is terrorism and armed struggle by a seemingly anonymous group against a government, institutions or a country. Insurgency leads to insecurity. The Niger Delta militancy and the Boko Haram insurgency in Nigeria together with the terrorist activities of Fulani herdsmen has created a state of acute insecurity in Nigeria including the educational systems in the country. It is against this backdrop that the United Nations Development Programme (UNDP), (2014) ranked Nigeria as number nine (9) as one of the least nations in the cost of low Human Development countries. The failure of the leadership of different institutions including educational establishment to recognize that insecurity is a threat to meaningful development activities including education and taking proactive steps to mitigate such threats is of greater consequence.

1.2 Insecurity in Nigerian Educational System

The Nigeria school setting has unfortunately in the recent time not excluded from insurgency and security threats. There have been reported cases of violent and high profile attacks on Nigeria educational system where both students and teachers were not spared. This cut across all levels of the educational system. According to Fayeye (2018) physical threats of kidnapping and hostage taking of students have impacted on school attendance, school dropout, personal safety of staff, students and other members of the school community.

The Boko-Haram insurgency which literary means 'education is evil' can be said to be the main antagonist of Nigeria educational system especially in the North Eastern Nigeria. Fayeye (2018) reported that there have been 3,400 attacks between 1990 and 2013 targeting educational institutions. The abduction of 276 female students from Chibok in 2014; and the 2,105 abducted Dapchi female students in Yobe State, 2018 besides other several violent attacks in Nigerian tertiary institutions are part of the state of insecurity in Nigeria educational system. It is on this note that Lado (2013) posited that radical religious terrorism poses a real threat to durable development.

The weak social structure resulting from poor moral competency of families, schools, parties, government agencies and associations are largely responsible for the crime in the society. (Karp and Brist, 2001). Isah (2013), Odumakin (2013) and Nwanegbo (2013) however posited that unemployment, poverty, corruption and poor leadership are potent factors responsible for the high rate of insecurity in the society in which the school is not isolated. It therefore suggests that the ugly cases of kidnapping and attacks on schools and colleges are manifestation of breakdown of law and order arising from poor political will and weak legal and social security nets that could be used to tackle this menace by relevant authorities.

On the vulnerability of educational system to security threats and challenges; Fayeye (2018), and Isah (2013) identified the following as

factors responsible; school location, ownership of school, population, externality of school procedures, school facilities, school type, previous experiences, knowledge of security tips by school management, poor communication system amongst others. The role of the administrative school heads in the management of the modern school in a society that is characterized by insecurity and other challenges is very vital to accomplishment of school goals. The school head should not only evolve preventive measures but be proactive, innovative and dynamic in his leadership skills to guarantee safety of staff and students in a school system.

2. Statement of the Problem

Insecurity and insurgency in Nigeria has assumed a frightening dimension in which schools and colleges especially public schools are worst hit. High profile shootings, hostage taking and kidnapping of both staff and students have been reported. Violent armed robbery, cultism, shooting, rape, gangsterism and other manner of attacks which are psychologically disturbing have been witnessed in schools in the recent past.

Edo State which appears to be relatively safe and secure has also witnessed some sorts of school insecurity. Armed robbery attacks on schools have been reported in Edo State. Kidnapping of teachers for ransome while violent attacks in schools by cultists; assault on students in form of demonstration, gangsterism and hooliganism have equally been observed and witnessed in some schools in Edo State.

These ugly phenomenon has great consequence on the educational development of the state. School attendance and enrolment is depleting despite government efforts in improving the state of infrastructures in schools. Parents are always apprehensive whenever their children are in school due to insecurity. Some parents now select days when to allow their children to schools while loss of concentration on teaching and learning is affected due to insecurity by both teachers and students. The goals of education especially at the secondary schools as contained in the National Policy on Education (NPE) are

being threatened due to insecurity in Edo State and Nigeria in general.

On this premise, the study seeks to establish the school administrators' level of knowledge of school insecurity and proactive skills possessed by them in the management of security issues in public secondary schools in Edo State.

3. Research Questions

- Do public secondary school administrators in Edo State possess knowledge of school security?
- Do public secondary school administrators in Edo State possess management skills against insecurity?
- Is there a difference in the management skills against school insecurity possessed by school administrators in modern and general secondary schools in Edo State?
- Does a variation exist in school security management skills possessed by male and female school administrators in Edo State?
- Is there any significant difference in the security management skills possessed by rural and urban school administrators in Edo State public secondary schools?

4. Hypotheses

While research questions 1 and 2 were answered, that of 3-5 were hypothesized as follows:

Ho₁: There is no significant difference in the security management skills possessed by modern and general public secondary school administrators in Edo State.

Ho₂: There is no significant variation in the security management skills possessed by male and female school administrators in Edo State public secondary schools.

Ho₃: There is no significant difference in the security management skills possessed by rural

and urban school administrators in Edo State public secondary schools.

5. Methodology

The study was a descriptive survey. The population of the study consisted of all the six hundred and ten (610) junior and senior school principals in Edo State secondary schools in the 2016/2017 academic session. Deliberate sampling procedure was used to select sixty (60) school principals on the variables of gender, location and school type.

Questionnaire was the sole instrument used to collect relevant data for the study. It was titled: School Administrators Security Knowledge and Management Skills Questionnaire (SASKMSQ). The instrument was self developed by the researchers but adopted the Likert 4 point rating scale of Strongly Agree (SA), Agree (A); Disagree (D) and Strongly Disagree (SD). The instrument had two sections. Section A was based on the demographic information of the respondents while section B contained items on security management skills. The instrument was validated by senior colleagues in the university. A draft of the instrument was also shown to a security personnel of the University of Benin, Security service unit. The instrument was thereafter pilot tested on twenty (20) private secondary school heads twice within an interval of two weeks to determine the reliability of the instrument. The Pearson Product Moment Correlation Co-efficient result of its reliability test indicated 0.73.

The researchers together with two research assistants were used to administer the instrument to the sampled respondents. Data collected were analysed using percentages, mean, standard deviation and t-test statistics.

6. Results

The results of the study are presented below.

Question 1: Do public secondary school administrators in Edo State possess knowledge of school security?

Table 1: Percentage Analysis of Public Secondary School Administrators' Knowledge of School Security

S/N	Knowledge of School Security ITEMS	Strongly Agree	Agree	Disagree	Strongly Disagree				
1	Different students association is a security threat	12	20	16	27	20	33	12	20
2	School – community relationship promotes school security	20	33	22	37	10	17	8	13
3	High school population is a security risk	30	50	18	30	9	15	3	5
4	Transfer certificate is usually emphasized during admission of a student from another school	16	27	18	30	19	32	7	12
5	I maintain communication with security bodies in the community	21	35	8	13	26	43	13	22
6	Students are made to wear school uniform with badges all the time	25	42	26	43	7	12	2	3
7	Talks about security tips have been held in the school for both staff and students	14	23	5	8	20	33	25	43
8	It is a rule that daily students attendance register are marked twice	33	55	12	20	9	15	6	10
Average Percentage		36%		26%		25%		13%	

Table 1 reflects the percentage responses of school administrators' knowledge of school security. On the average 36% of the respondents strongly agreed to the items that assess the security knowledge possessed by the school administrators while 26% agreed to the items. This implies that 62% of the respondents possess knowledge of school security. On the other hand, 25% of the respondents disagreed with the items that measure their knowledge of school security while 13% of them disagreed. It implies that 38% of the sampled school administrators in Edo State public secondary school have little or no knowledge of school security.

Question 2: Do public secondary school administrators in Edo State possess security management skills?

Table 2: Mean Analysis of School Administrators' Possession of Security Management Skills

S/N	Items	X̄	SD	Decision
1	There is a cordial relationship between the school and the Parents Teacher Association in my school	3.17	0.46	Agree
2	School and students discipline is very high in my school	2.26	0.85	Disagree
3	There is a security post in my school	2.08	0.74	Disagree
4	I have a cordial working relationship with different security outfits in the community	2.53	0.59	Agree
5	Only parents or registered guardians are allowed to pick their children from school	2.38	1.98	Disagree
6	School visitor's book is effectively used in my school	2.65	1.25	Agree
7	There is regular power supply in my school	1.16	0.90	Disagree
8	My school has a perimeter fence	2.34	0.86	Disagree
9	The school security guard is young and energetic	2.03	0.77	Disagree
10.	Regular checks of school facilities and infrastructures are carried out in my school	2.74	0.66	Agree
Average mean		2.33		

In Table 2 the analysis of security management skills of school administrators in Edo State was presented. The average mean analysis of the respondents was 2.33. This indicates that public secondary school administrators in Edo State do not possess effective security management skills against school threats and attacks. However, the table reveals that some of the school administrators possess skills of effective communication and corporate organizational relationship with external environment and relevant stakeholders. A few of them also possess the skill of record management and proactive skill of regular checks and maintenance of school facilities that could pose security challenge to the school.

Hypothesis 1: There is no significant difference in the security management skills possessed by modern and general public secondary school administrators in Edo State.

Table 3: t-test Analysis of the Security Management Skills between Modern and General Public Secondary School Administrators in Edo State

Variable	N	\bar{X}	SD	Df	T	Sig	Rmk
Modern school Administrators	10	2.74	1.61	58	31.04	0.000*	Sig
General public school Administrators	50	1.36	.86				

Table 3 suggests that there is a significant difference between the security management skills possessed by school administrators in modern and general public secondary schools. The mean analysis of modern school administrators was 2.74 with a corresponding SD 1.61. The mean score of school administrators in the general public secondary schools that is school administrators from other public schools was 1.36 and SD .86. The T value was 31.04. Since the P value was less than 0.05, the hypothesis was therefore rejected.

Hypothesis 2: There is no significant variation in the security management skills possessed between male and female school administrators in the Edo State public secondary schools.

Table 4: t-test Analysis of the Security Management skills possessed by Male and Female School Administrators in Edo State public secondary schools.

Variable	N	\bar{X}	SD	Df	T	Sig	Rmk
Male school Administrators	45	24.6	2.49	58	-6.45	0.000*	Sig
Female school Administrators	15	18.33	2.61				

Table 4 shows the difference in the male and female mean analysis of school security management skills possessed by school administrators in Edo State. $t = -6.45$; $df = 58$; ($P < 0.05$). The hypothesis is consequently rejected. It implies that male and female school administrators in Edo State possessed significantly different security management skills.

Hypothesis 3: There is no significant difference in the security management skills possessed by rural and urban school administrators in Edo State public secondary schools.

Table 5: t-test Analysis of the Difference in the Security Management Skills of Rural and Urban School Administrators

Variable	N	\bar{X}	SD	Df	T	Sig	Rmk
Rural school Administrators	25	10.43	4.07	58	1.07	0.24	Not Sig
Urban school Administrators	35	13.06	3.14				

From Table 5, it is observed that the mean score of rural school administrators was 10.43 with regard to the security management skills possessed by them. While the mean score of the urban school administrators was slightly higher (13.06). nevertheless, the difference between rural and urban school administrators on the security management skills possesses by them was not statistically significant at 0.05 level ($t = 1.07$, $P > 0.05$). The null hypothesis is therefore accepted. It suggests that there is no significant difference between rural and urban school administrators on the security management skills possessed by them.

7. Discussion

Insecurity has become one of the major banes to educational development in Nigeria. The study therefore examined the level of knowledge and security management skills possessed by school administrators in Edo State public secondary schools.

The study found that 62% of the Edo State public secondary school administrators are aware that the society today is plagued with the challenge of insecurity of which the educational

system is not left out. This finding confined the position of Chidozie et al (2017) that no society is strictly immuned against insecurity. The knowledge of school security in Edo State which is relatively peaceful could be as a result of the incessant attacks on educational institutions in the North as remarked by Isah and Ishiola (2017). This has brought about the public knowledge of school insecurity in Nigeria.

However, the study found that an insignificant (2.23) number of public secondary school administrators in Edo State possess some of the required security management skills needed to tackle the problem of insecurity on the contemporary educational system. It suggest that the public school administrators lack the effective leadership skills required of a school administrators on a complex and dynamic school system of the present day. This finding justify the assertion made by Isah (2013) Odumakin (2012) and Nwanegbo (2013) that poor leadership and other factors responsible for the high rate of insecurity in the society today. The implication is that leadership that is proactive, not reactive, decisive not diversionary and autocratic with regard to security decisions is essential in any organization like the school system. A school administrator therefore needs high intellectual capacity to be able to gather security intelligent report, possess a good human relation in order to be accessible to those who could give out useful information with regard to security issues. He should possess good communication skills, both formal and informal.

The study established that there is a significant difference in the security management skills of modern and general public school administrators in Edo State. As reported by Fayeye (2018) high profile schools are most vulnerable to security threats where kidnappings for ransome usually take place. Probably because of this knowledge the school administrators in Edo State modern schools (a kind of high profile schools) devise more security measures to safeguard the lives of the students and staff who are mainly boarders. Unlike the general public schools which are day schools. As a result the security management skills of the administrators in these kind of

schools may not be as effective as the former (Modern schools).

In the same vein, the study revealed that there is a significant difference in the security management skills between male and female school administrators. Since female are more apprehensive than their male counterparts on security related matters the female administrators would deploy extra energies and ability to secure lives and properties in a school system. Their administrative skills with regard to safety of lives, peace and harmony could be very effective and innovative.

Lastly, the study found that there is no significant difference in the security management skills of urban and rural schools administrators in Edo State public secondary schools. It therefore implies that the successful attacks on schools by insurgents and assailants in government secondary school Chibok, Government Girls Technical College, Dapachi; Majorj Stoneman Douglas High School, Florida: all in urban areas and in suburb community like Babington junior school, Ikorodu were all not proactive in their security management skills to be able to mitigate the attacks. Location therefore is not a factor of security management ingenuity but leadership effectiveness, intellectual capacity and situation analytical skills together with application of technology.

8. Conclusion

The study concludes that secondary education is very critical to human capital development and the growth of any society in all ramifications, yet it is plagued by insecurity in this modern times. It further concludes that the consciousness of school insecurity and effective security if not the entire society. Therefore, proactive leadership skills, management skills by school administrators will help to combat the menace of school insecurity is not the effective communication, synergy with relevance stakeholders through good organizational or interpersonal relationship are required of a school administrators.

9. Recommendations

Based on the findings of the study, the following recommendations are essential:

- School administrators should step up their disciplinary measure against any unruly or antisocial behaviour exhibited by students. Gansterism, hooliganism, cultism and any conduct that poses security threat to both staff and students should be eradicated immediately.
- Perimeter fence should be erected in all schools in the state especially those in rural areas or in the outskirt of the community.
- Young and energetic men should be engaged as school security guards. School administrators should synergize with other relevant security outfits like local neighbourhood watch to guarantee students security both within and outside the school.
- There should be regular supply of electricity in school especially at night. A well illuminated school environment at night will ward off any form of crime.
- Movement in and out of school by both the students and visitors should be monitored and documented.
- School population should be checked especially in modern schools and colleges. Admission should be restricted to a manageable number of students.
- School administrators should always carry out regular checks on school facilities like classrooms, perimeter fence, hostel exit gate for possible repairs and renovations.
- Close circuit boards could be installed in strategic places in the school premises as watch dog.

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