

Improving the Quality of Secondary School Management for Sustainable Security of Staff and Students in Akwa Ibom State

Dr. Iniobong Ekong Nkang¹

Abstract

The study examined the state of security in public and private secondary schools in Akwa Ibom State and the most effective measures of providing sustainable security in these institutions. The population consisted of all public and approved private secondary school principals from the three Senatorial Districts of Akwa Ibom State, totaling 624. The stratified sampling technique was used in sampling 250 (113 public and 137 private) principals for the study. Two null hypotheses were formulated to direct the study. Data collection was done using 'School Security Questionnaire' (SSQ). The instrument was duly validated and trial tested using the test retest reliability measure. This gave a reliability coefficient of 0.89. The null hypotheses were analysed using t-test at 0.05 alpha level. The findings of the study revealed that the state of security in public and private secondary schools in Akwa Ibom State was poor; and that the identified security measures if implemented would provide sustainable security of students, staff and facilities in the institutions. It was recommended among other things that secondary school authorities in the state should collaborate effectively with the State government and other relevant stakeholders in providing sustainable security in these institutions.

Keywords: Management, Sustainable Security, Insurgency, Gunmen, Boko-Haram, Abduction

1.0 Introduction

Management can be a solution to most organizational problems. Effective school management encapsulates sustainable security management which is indispensable in creating a conducive pedagogical environment. School security management has attracted a great deal of attention and concern from all Nigerians in recent times: learners, educators, parents, and the public at large. The hike in violent attacks on educational institutions in Nigeria in recent times is a matter of concern to all stakeholders in the education industry. In 2021 alone, several attacks have been recorded on educational institutions in different parts of the country, including the recent abduction of students of the Federal College of Forestry Mechanization in Mando, Kaduna State; Girls Science Secondary School, Jangebe, Zamfara State and the 300 boys of Senior Science School, Kankara, Niger State. Besides, 112 Chibok girls are till date in the custody of their abductors. As reported by Amnesty International, between December, 2020 and March, 2021, 640 students have been abducted by gunmen in Nigeria. These are serious security threats to the educational system in Nigeria.

Management is viewed as the coordination of all the resources of an organization, through the process of planning, organizing, directing and controlling in order to attain organizational goals (Obegbulem, 2011). Management is a vital function of school administration geared towards the realization of the school's goals and objectives. The school principal has to plan, organize, direct, control and evaluate the available human and material resources to achieve the objectives of the school. School security management is an integral and indispensable part of the entire school management system and must be properly handled to create a conducive school climate for effective pedagogy.

Learning requires a positive atmosphere in which students feel not just physically safe, but emotionally safe as well. Creating such environment means ensuring students safety throughout the school day and keeping them free from both physical, social or emotional threats. Mbie (2013) noted that students cannot learn if they do not feel safe and that a safe school environment is essential for students of all ages.

¹ Department Of Curriculum Studies, Educational Management And Planning Faculty Of Education, University Of Uyo, Uyo, Akwa Ibom State, Nigeria sinemobong@yahoo.com 08023538761

This is corroborated by Kennedy (2014) who observed that if students and staff do not feel safe, education often takes a back seat. School safety entails ensuring the safety and well-being of learners, teachers and school administrators so that they can feel safe and effectively do their jobs. Security of staff and students in our public and private secondary schools can be achieved through quality school management. This paper therefore focuses on improving the quality of Basic Education Management for sustainable security of staff and students of these institutions in Akwa Ibom State.

2.0 Security Situation in Nigerian Schools

According to Rogers (2009), security can broadly be defined as a means of providing effective levels of protection against pure risk. It is a process used to create a relatively crime free area. The aim of security is to assess the vulnerability to risk and thereafter to employ techniques and measures in order to reduce that vulnerability to reasonable level. Security can be seen as the degree of protection against danger, damage, loss and crime (Dwyer and Osher, 2000). Security is the precaution taken to safeguard an environment from impending danger or injury. It is a measure taken to prevent dangers and threats. These are the measures taken to make the school environment safe. A place where there is security is a place of safety, (Haughton and Metcalf, 2000). Security will therefore assist in creating a stable, fairly predictable environment in which individuals may move freely with reduced or without any disturbance or injury (Lambaard and Kole, 2008). Security entails a stable, relatively predictable environment in which an individual or a group may pursue its end without disruption or harm and without fear of disturbance or injury. Holton, (2014) argued that security measures can assist in reducing crime and violence; but cannot guarantee that no crime or violence will take place.

School security can be described as measures taken for the protection of the students, staff, property and other school valuable assets from attacks or dangers. According to Kurtus (2012), it is a plan by school administrators or Principals to protect students and staff in the event of danger. It is a plan against internal and external criminal and anti-social behaviour which can cause disruption to the work of the school, physical and mental damage to the people and damage to the school facilities (Ragozzino, Litne, and Brien, 2009). School security can also be explained as those measures taken to protect and manage school violence, reduce safety risks and liability, and improve on school community relationship (Trump, 2013). It is the physical protection of school property, school personnel and students from hostile acts or influences. They are measures taken to maintain order, discipline and prevention of disruption to the entire school (Fukumi, 2008).

It can be summed up that school security threats cover all aspects of malicious intentions, actions, occurrences geared towards making students, teachers and the entire members of the school community vulnerable and exposed to security risks which in every way may disturb or lead to school closure for some time. The evidence of a secured school is the existence and execution of security plans which are well drawn policies of protection that should be given to the stakeholders within the school, be it learners, educators and managers. Security in school can be explained as a situation where students and educators are not exposed to any form of danger or risk of physical or moral aggression, accident theft or deterioration. According to Campbell (2007), school security refers to 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.

These strategies and procedures seem to be lacking in most public and private Public and private secondary schools in Nigeria generally and Akwa Ibom State in particular. This therefore accounts for the ease at which kidnappers, bandits, terrorists and thieves break into these institutions every now and then. Cases of school attacks abound in Nigeria, especially in recent times. In Chibok, a town close to the boundary between Bornu and Adamawa States of Nigeria, Ndahi on the 16th of April 2014 reported how the gunmen invaded and abducted more than 200 senior secondary school girls from the school compound. In 2021 alone, several attacks have been recorded on educational institutions in different parts of the country, including the recent abduction of students of the Federal College of Forestry Mechanization in Mando, Kaduna State; Girls Science Secondary School, Jangebe, Zamfara State and the 300 boys of Senior Science School, Kankara, Niger State.

In Abuja, the capital city of Nigeria, Akintokumbo (2011) reported that there have been four terrorist attacks since 2010; the first was bombing of students at the stadium on Independence Day celebration while the second and the third were in police and army barracks. In all these bombings, schools were burnt and many students killed. In Yobe state of Nigeria, Ndahi (2014) reported that several students and staff of Federal Government College in Bumi Yadi of Yobe state were feared death while others were abducted by gunmen suspected to be members of the Boko-Haram. The gunmen also set ablaze many structures in the school and dead bodies of some students were burnt beyond recognition.

This indicates that there is a great challenge facing public secondary schools in Nigeria. Also, Guba town in North Central zone of Nigeria witnessed a deadly attack on a college where over 40 students were killed. According to Ndahi (2014) the gunmen numbering more than 50 invaded the school in the early hour of Tuesday 14th of May at about 1: 30 am where they had a field day without being confronted by any security agencies. These security threats need to be defined, acknowledged and prevented. If something drastic is not done, the existing security threats in schools such as terrorism, bombing, insurgency, armed robbery, arson and kidnapping could spiral out of control, leaving large number of students fearful, injured and deceased.

Communal crisis is another security threat that affects public secondary schools in Nigeria. Speaking on the Jos crises, Patience and Onoja (2013) reported how hundreds of people were killed in Wuse Local Government Area following a clash between Torah and Fulani herdsmen. Several houses were set ablaze including school buildings and other school valuables. Currently, there is the on-going farmers-herdsmen crisis in many parts of the country. Many have been killed, and hundreds of houses including school buildings burnt down.

Another incidence that has threatened schools in Nigeria is flooding. Onuamanan (2012) reported of flood that took place in Jos, Plateau State. According to him, more than two hundred persons were displaced because their houses including school buildings were swept away. According to Ejembi (2012), water released from Ladgo dam in Cameroon caused a lot of havoc in Benue State. Over seventy persons were rendered homeless while many houses and schools were submerged. In Akwa Ibom State, cases of flood in schools abound. Cases in point are the Holy Child Convent Primary School, Anua Offot; St. John's Primary School, Eniong Offot; and West Itam Secondary School, Ekit Itam II; all in Uyo, the capital city of Akwa Ibom State

An examination of these incidents indicate that schools are insecure in Nigeria and the perpetrators of violence in schools come from within and outside schools. They include learners, parents of learners and gangs or individuals from communities. They target learners, educators, principals and security guards. They even destroy school buildings (Matsitsa, 2011).

3.0 Managing Security Challenges in Nigerian Schools

The security of staff and students in Nigerian schools has become an issue of concern which needs urgent attention. Recent happenings in the country require that school principals take further measures to properly manage the security of the students and their educators in their schools considering the rampant incursion cases in schools such as kidnapping of staff and students, terrorist attacks, arson, invasion of schools by gunmen, bombing, flooding and storms.

School security management is the process of creating conducive and proper internal environment in the school (Dimsey, 2008). According to Baginsky (2013), it refers to the steps taken to secure the learners both physically and psychologically by the use of variously assigned security awareness programmes and strategies. Laura (2014) asserted that school security management refers to ways of providing security technologies and strategies which can be used to mitigate formidable security threats in the school. It has to do with plans or measures taken to protect and manage school violence, reduce security risks, and ensure that the school environment is safe for learning.

School security management is the plan for the protection that is given to the stakeholders within the school, learners, educators and managers from crime and accidents, by means of well-drawn policies which should be well managed (Trump, 2013). The school is an organisation that needs to have planned safety 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 co-ordinate the diverse activities of the institution in order to achieve safety. One of the important duties of the school manager is to ensure that safety programmes are implemented and that necessary steps are taken whenever situations arise which could be potentially dangerous (Bucher and Manning, 2015). School Management is supposed to manage school security as one of its priorities and also ensure that there is adequate security in the school environment. Managing school security is done by means of policies and programmes which will embrace all stakeholders.

The school managers have to be at alert by putting adequate security measures in place to cope with the current wave of security threats in the country. Monkwe, (2010) stressed the need to continuously advance with effective school security measures, and suggested that the heights of school fences and gates should be increased up to 1.5 meters. Earthman (2012), opined that there should be installation of guide signage at the gate, patrol of the school personnel, community volunteers and armed security guards in the schools. In order to improve school security management, Andrew (2013) suggested that:

“A supervising officer should visit each school building and meet with the appropriate school staff to discuss security issues. Its site plan can be jointly crafted with the goal of upgrading physical areas. Areas of weakness can be identified for corrective action. Schools should seek armed presence of police department and control patrol to beef up surveillance on the security of the institution. Teachers and students should be kept updated on long-range goals and specific security measures being proposed” pp.12

The school managers can effectively manage the school security by improving on the existing security measures through parents-community involvement. When parents understand the need for security it makes the school’s job easier. Similarly, parents would be reassured when they know the school is committed to the security of students, staff as well as buildings. When the school is seen as part of the community itself, it expects the community’s active support and protection.

The importance of continuous inspection in promoting the security measures of school facilities cannot be over emphasized. Establishing an effective check system such as conducting inspection and crime control training, based on the security check list and manual as well as taking immediate measures against problematic issues, is indispensable in ensuring effective school security.

Employing commercial security patrol is another strategy. Patrols and guards may be used to complement other security measures in high risk schools. They can in quite specific circumstances, provide a considerable deterrent. Although, this has high running cost for the labour employed, it cannot be compared with the loss which is incurred when ever disaster occurs. School management can contact the firms providing such services to help fight intruders or gunmen that attack schools.

According to De wet (2013), for schools to be safe environment, they should have safety programmes and preventive strategies to be implemented by all relevant authorities. Vogel (2013) stated that creating safe school environment involves designing various safety awareness programmes and strategies as well as mobilizing school support networks. Principals ought to have knowledge and understanding of relevant security legislations and develop skills to implement those legislations and policies for sustainable security of their schools.

In order to create a safe, attractive and secure school environment, Stewart (2016) posited that schools have to enhance their physical security. The school has to develop some security devices, plans, train staff and implement systems such as video surveillance cameras, physical access controls, paging and radio systems. According to Trump (2012), to ensure security in the school compounds, placing cameras throughout the school buildings will allow the personnel to see and possibly video tape more motion of anyone within the camera field view which will be of a great advantage to monitor the school environment. There should also be computer assisted design programmes in 3-D format that can map how many people that are in a room or at a particular location. Spragne and Walker (2015) suggested that schools should go for Cisco physical security system, which uses a Cisco IP video surveillance camera to detect motions near the fence and automatically send alert to the school security officer’s mobile phone or pager.

Another security device is the access control device. According to Matt cited in Spragne and Walker (2015), the device helps to prevent unauthorised access to school buildings, enables remote controlled lockdown to isolate safety incident and reduces personnel requirement for monitoring. One other security device is the incident response device which provides communications interoperability among people using practically any analogue or digital radio system and consolidates all information relating to an incident. More still, there are other security devices which can be used to ensure safety and security in the school environment. There are self-defense networks, mobility and wireless unified communications, digital signage, smart connected buildings, desktop videos, notification services, visitor management systems and school transportation.

4.0 School Security System and Security Management

A security system is made up of different components, namely security aids, security measures, policies and procedures, risks assessments, risks analysis and risk control measures. Security aid comprises of both physical security and human element. These in turn are combined to develop and implement a security measure. In brief, security prevention measures are those pieces of equipment or manpower used to improve or add to the overall security system which is made up of a number of security aids Mentiki (2012). The way they are operated and coordinated is based on a clear written security policy, which includes procedures and operational guidelines. This security measure can be achieved in the following ways:

4.1 *Policies and Procedures*

Policies and procedures are vital part of a security system in any institution. It sets guideline and provides direction as to how situations should be effectively managed and handled (Rogers, 2009). Procedures are the guidelines that inform everybody on how the objectives in the policy should be carried out and provide the instruction on how security activities must be conducted. Both security policies and procedures are relatively inexpensive measures that can be used to assist with the solving and reducing of crime and violence within the school premises.

4.2 *Physical Security Measures*

There is a wide range of physical security measures that can be put in practice. They can be divided into categories, consisting of the outside perimeter measure, inner middle perimeter measure and internal measures (Lamboard and Kole, 2008). The outside perimeter measures are those measures that can be found outside the school building normally the perimeter of the premises such as signs, fences and other barriers, lighting, alarms and patrols. The inner middle perimeter measures are the security measures used within the boundaries of the facility and can include fence and other barriers, alarms, light, CCTV external cameras, warning signs, doors, lock, burglar proofing on windows, security staff and access control system (Philpott and Kunstle, 2017). There are also the internal physical security measures which are the ones that can be found within building such as alarms, CCTV cameras, turnstiles, windows and door bars, locks, safes, vaults protective lighting and other barriers.

4.3 *Security Aids*

Security aids are additional measures that can be used to assist in protecting assets. The security aids can be security dogs, such as patrol dogs, guard dogs and sniffers dogs. Other animals such as horses, geese and ostriches, Security equipment such as batons, Pepper spray, raincoat, rackets, two-way radios, touches and pocket books, Motor cars, quad bikes, electrical patrol aids and boats (Rogers, 2012).

4.4 *Technical/ Electronic Measures*

Security technology as an adjunct to physical security measures can be excellent tools and a great contribution to the safety of schools and staff in schools and in reducing violence in schools (Green, 1999). They have however, to be applied correctly within the school environment and be maintained after the installation, otherwise they will not be effective. The aim of using security technologies is to reduce the opportunities to commit crimes or violence, to increase the likelihood that someone will get caught and to be able to collect evidence of some of the acts of violence being committed, thus making it easier to prosecute (Green, 1999).

4.5 *Crime Prevention through Environmental Design (CPTED)*

This combines architectural, technological, a personnel changes to increase the ability to monitor and prevent delinquent behaviour. Often, this involves identifying conditions that may contribute to harmful or violent behaviour (Example, overcrowding or poor supervision) reallocating or making adjustments to resources, accompanied by training, as necessary, to address them often, a police or resource offer trained in CPTED may be used to examine the school's physical environment and recommend modifications.

4.6 *Security Access to School Buildings*

To enhance security in a school compound, there is need to have one entrance to the school building for proper monitoring of who enters or leaves the school compound. Ideally, this entrance does not grant immediate access to the buildings but will rather require passage through of a reception window, glass wall, or electronic access system (Bangisky, 2013). Emergency services must be granted quick access to and from the building and signs referring students, staff and visitors to the monitored unlocked entrance should be clearly visible (Sprague and walker, 2015).

4.7 *Security Communications*

For proper school security, there is need for a communication device in the school. This provides easy and immediate facilitation of communication among faculties, administrators and school bus driver. According to Sprague and walker (2015), every room within a school building should provide immediate notification and contact capabilities in the event of an isolated or school-wide emergency. There should be a public address system which should have the capacity to reach every individual school member regardless of their location. There should be burglar alarms to be activated to guard against intruders during non-school hours; duress alarms may also be placed under a desk or on persons to signal law enforcement or a 911 call centre of an emergency (Baginsky, 2013)

5.0 Emergency Plan and School Security

Emergency plan according to Adegoke (2013), is a method by which awareness and understanding (support by risk education) can be translated into action, and can include a range of activities; developing contingency plans and participating in education and awareness activities. Emergency plan can also be described as a range of scenario with clearly defined process and responsibilities. It is an organizational management process used to protect the critical assets of an organization from hazard risks that can cause events like disasters or catastrophes and to ensure the resilience of the organization within their planned lifetime (Amanchukwu, 2012).

Emergency plan specifies procedures for handling sudden unexpected situation. According to Canadian Centre for Occupational Health and Safety (2015), the objective is to reduce the possible consequences of the emergency by: Preventing fatalities and injuries; reducing damage to buildings and accelerating the resumption of normal operations.

Emergency preparedness is very fundamental to safety and security management. Preparedness enables the school management to play active role in risk management and effective participation in the process of security management. It helps the school not to absolutely prevent threats but at least to reduce the fear and anxiety associated with the security threat. This can also assist in reducing the fatality rate in the event of any security threat in physical, psychological and economic terms (Amanchukwu, 2012).

Furthermore, emergency plans also enable the individuals in the school to respond creatively to any situation of security attack, even without seeking for external intervention. The Canadian Centre for Occupational Health and Safety (OH & S) program (2015) explained that besides major benefit of providing guidance during emergency, developing plan has other advantages. The school may discover unrecognized hazardous conditions that would aggravate an emergency situation and the team in charge can work to eliminate them. Lack of emergency plan could lead to chaos during crisis.

Emergency plan is a written plan which an organization is required to have and which must be displayed at every job site with a certain number of employees. It should be detailed step- by-step procedures to follow in emergencies such as fire, chemical spillage or a major accident. School safety emergency plan is a guide for providing a response system, to possible major disasters, occurring on the controlled premises of the institute. It is designed to help prepare for and effectively coordinate the use of school and community resources to protect life and property immediately following an event.

6.0 Research Objectives

1. To determine the difference in the mean rating of public and private school principals on the state of security in public and private secondary schools in Akwa Ibom State.
2. To determine the difference in the mean rating of public and private school principals on the most effective measures of providing sustainable security in public and private secondary schools in Akwa Ibom State.

7.0 Research Questions

1. What is the difference in the mean rating of public and private school principals on the state of security in public and private secondary schools in Akwa Ibom State?
2. What is the difference in the mean rating of public and private school principals on the most effective measures of providing sustainable security in public and private secondary schools in Akwa Ibom State?

8.0 Research Hypotheses

1. There is no significant difference in the mean rating of public and private school principals on the state of security in public and private secondary schools in Akwa Ibom State.
2. There is no significant difference in the mean rating of public and private school principals on the most effective measures of providing sustainable security in public and private secondary schools in Akwa Ibom State.

9.0 Methodology

The study examined the state of security in public and private secondary schools in Akwa Ibom State and the most effective measures of providing sustainable security in these institutions. The population consisted of all public and approved private secondary school principals from the three Senatorial Districts of Akwa Ibom State, totaling 624. The stratified sampling technique was used in sampling 250 (113 public and 137 private) principals for the study. Two null hypotheses were formulated to direct the study. Data collection was done using 'School Security Questionnaire' (SSQ).

The instrument was duly validated and trial tested using the test retest reliability measure. This gave a reliability coefficient of 0.89. The null hypotheses were analysed using t-test at 0.05 alpha level.

10.0 Data Analysis and Results

The data collected were analyzed using independent t-test analysis.

Research Question 1

What is the difference in the mean rating of public and private school principals on the state of security in secondary schools in Akwa Ibom State?

Table 1: State of security in public and private secondary schools in Akwa Ibom State

S/N	ITEM	Mean		Remarks
		Public	Private	
	Availability of established security policies and procedures	0.4	0.5	Low
	Availability of perimeter fence around the school	0.8	1.6	Low
	Availability of day / night security guards	1.1	2.4	Low
	Availability of security communication gadgets	0.4	0.5	Low
	Regular security awareness creation	1.1	1.9	Low
	Periodic training for security personnel	0.2	0.4	Low
	Motivation for security personnel	0.6	0.6	Low
	Standard response / emergency service	0.2	0.4	Low
	Availability of electronic security devices such as alarms, CCTV cameras etc.	0.1	0.2	Low
	Proper security coordination / supervision service	0.4	0.6	Low
	Availability of fire-fighting equipment	0.2	0.4	Low
	Availability of muster point	0.2	0.6	Low

N = 250; Cut-off Point = 2.5

Table 1 indicates a low state of security in public and private secondary schools in Akwa Ibom State. The mean scores are below the 2.5 cut-off point in all the identified security indices in both public and private secondary schools in the State.

Research Question 2

What is the difference in the mean rating of public and private school principals on the most effective measures of providing sustainable security in secondary schools in Akwa Ibom State?

Table 2: Weighted mean on the most effective measures of providing sustainable security in Secondary schools in Akwa Ibom State

S/N	ITEM	Public School		Private School	
		Mean	Effectiveness	Mean	Effectiveness
	Availability of established security policies and procedures	3.61	Very effective	3.72	Very effective
	Availability of perimeter fence around the school	3.68	Very effective	3.77	Very effective
	Availability of day / night security guards	3.69	Very effective	3.78	Very effective
	Availability of security communication gadgets	3.66	Very effective	3.67	Very effective
	Regular security awareness creation	3.58	Very effective	3.59	Very effective
	Periodic training for security personnel	3.58	Very effective	3.61	Very effective
	Motivation for security personnel	3.67	Very effective	3.68	Very effective
	Standard response / emergency service	3.81	Very effective	3.83	Very effective
	Availability of electronic security devices such as alarms, CCTV cameras etc.	3.78	Very effective	3.79	Very effective
	Proper security coordination / supervision service	3.77	Very effective	3.77	Very effective
	Availability of fire-fighting equipment	3.79	Very effective	3.79	Very effective
	Availability of muster point	3.68	Very effective	3.69	Very effective

N = 250; Cut-off Point = 2.5

Table 2 presents the weighted means of the most effective strategies of providing sustainable security in secondary schools in Akwa Ibom State. Both the principals of public and private secondary schools in the State agreed on all the 12 identified measures of providing sustainable security of staff and students in the schools as being very effective and should be put in place. All the identified measures had mean scores higher than the cut-off point of 2.5.

Hypothesis 1

There is no significant difference in the mean rating of public and private school principals on the state of security in secondary schools in Akwa Ibom State.

Table 3: Independent t-test Analysis of the mean rating of public and private school principals on the state of security in secondary schools in Akwa Ibom State

S/N	ITEM	Mean		t-value	Remarks
		Public	Private		
1.	Availability of established security policies and procedures	0.4	0.5	0.98	NS
2.	Availability of perimeter fence around the school	0.8	1.6	0.82	NS
3	Availability of day / night security guards	1.1	2.4	0.86	NS
4	Availability of security communication gadgets	0.4	0.5	0.88	NS
5	Regular security awareness creation	1.1	1.9	0.89	NS
6	Periodic training for security personnel	0.2	0.4	0.83	NS
7	Motivation for security personnel	0.6	0.6	0.86	NS
8	Standard response / emergency service	0.2	0.4	0.96	NS
9	Availability of electronic security devices such as alarms, CCTV cameras etc.	0.1	0.2	0.94	NS
10	Proper security coordination / supervision service	0.4	0.6	0.91	NS
11	Availability of fire-fighting equipment	0.2	0.4	0.85	NS
12	Availability of muster point	0.2	0.6	0.97	NS

$N = 250$; Significant at 0.05 Alpha level; $df = 248$; Critical t -value = 1.96; Average t -value = 0.89

Table 3 presents the average t -test as 0.89. This value was tested for significance by comparing it with the critical t -value (1.96) at 0.05 alpha level with 248 degrees of freedom. The obtained t -value (0.89) was less than the critical t -value, hence the result was not significant. By implication, there was no significant difference in the mean rating of public and private school principals on the state of security in secondary schools in Akwa Ibom State. The magnitude of the mean scores indicates a poor state of security in these institutions.

Hypothesis 2

There is no significant difference in the mean rating of public and private school principals on the most effective measures of providing sustainable security in public and private secondary schools in Akwa Ibom State.

Table 4: Independent t-test Analysis of the mean rating of public and private school principals on the most effective measures of providing security in secondary schools in Akwa Ibom State

S/N	ITEM	Mean		t-value	Remarks
		Public	Private		
1.	Availability of established security policies and procedures	3.61	3.72	1.82	NS
2.	Availability of perimeter fence around the school	3.68	3.77	1.78	NS
3	Availability of day / night security guards	3.69	3.78	1.84	NS
4	Availability of security communication gadgets	3.66	3.67	1.87	NS
5	Regular security awareness creation	3.58	3.59	1.89	NS
6	Periodic training for security personnel	3.58	3.61	1.85	NS
7	Motivation for security personnel	3.67	3.68	1.76	NS
8	Standard response / emergency service	3.81	3.83	1.88	NS
9	Availability of electronic security devices such as alarms, CCTV cameras etc.	3.78	3.79	1.85	NS
10	Proper security coordination / supervision service	3.77	3.77	1.79	NS
11	Availability of fire-fighting equipment	3.79	3.79	1.88	NS
12	Availability of muster point	3.68	3.69	1.87	NS

$N = 250$; Significant at 0.05 Alpha level; $df = 248$; Critical t -value = 1.96; Average t -value = 1.84

Table 4 presents the average t-test as 1.84. This value was tested for significance by comparing it with the critical t-value (1.96) at 0.05 alpha level with 248 degrees of freedom. The obtained t-value (1.84) was less than the critical t-value, hence the result was not significant. By implication, there was no significant difference in the mean rating of public and private school principals on the most effective measures of providing security in secondary schools in Akwa Ibom State. The magnitude of the mean scores indicates a high level of effectiveness of the identified security measures.

11.0 Discussion of Findings

Data analysis in hypothesis one revealed no significant difference in the mean responses of the public and private school principals on the state of security in secondary schools in Akwa Ibom State. The calculated t-value was less than the critical t-value, hence the null hypothesis was retained. By implication, both public and private secondary school principals agreed on the poor state of security in secondary schools in Akwa Ibom State. The poor state of security is portrayed by the low magnitude of the mean scores on the identified security indices by both the public and private school principals. This confirms the answer to research question one indicating poor state of security in the institutions. The finding is supported by the deteriorating security situation in the country, the incessant kidnapping of teachers and school children and the destruction of school property which is ongoing in the country today. Within the last two months, several attacks have been recorded on educational institutions in different parts of the country as cited in this study. In Akwa Ibom State, schools have been burnt in Essien Udim Local Government Area and cultists are having their field day in a number of schools in the state. As report by Ndahi (2014), several students and staff of Federal Government College in Bumi Yadi, Yobe State were killed and many others abducted by gunmen suspected to be members of the Boko Haram. Patience and Onoja (2013) reported of hundreds of school children being killed in Wuse Local Government Area, Abuja State following a clash between Torah and Fulani herdsmen. These and lots more point at the worsening security situation in secondary schools in Nigeria including Akwa Ibom State.

The result of finding in hypothesis two revealed no significant difference in the mean responses of the public and private secondary school principals on the most effective measures of providing security in secondary schools in Akwa Ibom State. The calculated t-value was less than the critical t-value, hence the null hypothesis was retained. This implies that the public and private school principals agreed on the high level of effectiveness of the identified measures of providing security in the institutions. This is portrayed by the high magnitude of the mean scores by the two groups of principals. The finding backs up that of the research question and is collaborated by Monkwe, (2010) who stressed the need to continuously advance with effective security measures in schools, suggesting that the height of school fences and gates should be increased up to 1.5metre to provide effective security in the institutions. Besides, Earthman (2012) opined that there should be installation guide signage at the gate, patrol of the school by community volunteers and the engagement of armed security guards in the schools. For schools to be save De wet (2013) noted that schools should have safety programmes and preventive strategies to be implemented by all stakeholders in the school. The finding is also supported by Trump (2012) who pointed out that to ensure security in the school compound, cameras should be placed throughout the school building which will allow school personnel to see and possibly video tape motion of anyone within the camera view in the school. Spragne and Walker (2015) suggested that school should go for Cisco physical security system which uses a Cisco IP video surveillance camera to dictate motions near the fence and automatically send alert to the school security officer's mobile phone or pager. All these suggest to the effectiveness of the security measures identified in this study in providing sustainable security in our secondary schools.

12.0 Conclusions

Based on the findings of the study, it was concluded that state of security in public and private secondary schools in Akwa Ibom State is poor; and that the identified measures if adopted will provide sustainable security of staff, students and infrastructure in these institutions.

13.0 Recommendations

On the basis of the conclusion drawn, the following recommendations are made:

1. Secondary schools in Akwa Ibom State should effectively collaborate with the state government and other stakeholders on effective ways of providing sustainable security for staff, students and school facilities in the State.
2. Major stakeholders at all levels (local, state and federal) should be involved in the security of secondary schools in Akwa Ibom State in particular and Nigeria generally.
3. All secondary schools in the State should be provided with high perimeter fence and security personnel to man the institutions.

4. Principals of secondary schools in Akwa Ibom State should pay more attention to security issues in the institutions. Classrooms, offices, halls, toilets, parking space and the perimeter fence around the school should be closely monitored into.
5. Surveillance security devices should be installed strategically to monitor movements and activities in schools.
6. Disciplinary committees in the institutions should not relent in the discharge of their duties in order to maintain conducive academic environment for both staff and students.

References

- Adegoke, K. (2014). Criminology and security status in types and analysis of security threats. National Open University. Ibadan, Nigeria. Retrieve from <http://www.noun.edu.ng/NOUNOCL/pdf/pdf2/ma>.
- Akintokumbo, A. (2011). The problems and challenges of insecurity in Nigeria. Retrieved from community.vanguardngr.com/profiles/blog/the-problems-andchallenges-ofinsecurity-in-Nigeria.
- Amanchukwu, R. N. (2012). Application of intelligence indicators on secondary school safety and security as a measure of learning enhancement. *International journal of scientific research in education*, 5(3), 151– 161. Retrieved from: <http://www.ij sre.com>
- Andrew, R. (2013). How can we improve school safety. Retrieved from weareteachers.com/community/blog/how-can-we-improve-school-security.
- Baginsky, M. (2013). *Safe guarding children and school*. Melbourne: Deakin University Press.
- Bucher. K. and Manning, M. L. (2015). Creating safe schools. The Clearing House.
- Canadian Center for Occupational Health and safety (2005). Retrieved from www.linkedin.com/.../canadian-center-for-occupation-health/
- De wet, C. (2013). Eastern Cape educators, perceptions of the causes and the scope of violence. *Acta. Criminologica*, 16(3):89-106.
- Deyer, K. P. and Osher, D. (2000). Safeguarding our children: An action guide. Washington DC: US. Department of Education (DOE); Department of Justice (DOJ). American Institute for Research.
- Dimsey, J.S. (2018). *Introduction to private security*. Belmont: Thomas Wadsworth Publishers.
- Earthman, G.I. (2012). School facility conditions and students' academic achievement. Los Angeles C.A UCLA'S institute for Democracy, Education and Ideas.
- Ejemi, R. (2012). Flood submerges Makurdi. Retrieved from [Sun news online –com/news/2p=4694](http://sunnews.com/news/2p=4694).
- Fukumi, I. S. (2018). *Cocaine trafficking in Latin America: EU and US policy response*. Burlington: Ash Gate Publishing Company.
- Green, W. W. (1999). The appropriate and effective use of security technologies in US schools: A guide for schools and law enforcement agencies. Washington DC: US Department of Justice office of Justice Programmes.
- Haughton, M. P. and Metcalf, E. (2000). *Teaching high school social studies*. New York: Hamper and Row, Publishers.
- Holton, G .A. (2014). Defining risk. *Financial analysis journal* 60(6):19-20. Retrived from www.ciscocom/go/physec.
- Kennedy, M. (2014). *Providing Safety Schools*. American School and University. Washington DC: National High School Center.
- Kurtus, R. (2012). Theory of security. Retrieved from [www.school.ForChampions.com/ security/theory-of-security.html](http://www.school.ForChampions.com/security/theory-of-security.html)
- Lamboard, C. and Kole, J. (2018). Security principles and practices, SEP A: Units 1-10. Pretoria: University of South Africa.
- Luara, S. (2014). Ways of school security management. Retrieved from www.securitymanagement.com/article/schools-lessons-005964.
- Matsitsa, G. M. (2011). Exploring safety in township secondary schools in Free State. *South African Journal of education*, 6(5):21-27. Retrieved from <http://www.scielo.org.za/scielo.php>.
- Mbie, I. (2013). Making schools safe for 21st century. *Educational Forum*, 67: 156-62.
- Mentiki, A. (2012). The Right to education. Action guide – aid Nigeria. Retrieved from <http://www.vanguardngr.com/2012/02/orgo-condemnsapeincidentinschoolsharponsexeducation>.
- Monkwe, C. (2010). Strategies and policies that secondary school employ to protect educators, Retrieved from <http://ul.netd.acc.za/bitstream/1038t/159/2/table>.
- Ndahi, M. (2014). Scores of students feared death as Boko Haram attack girls college in Yobe. Retrieved from www.vanguardnigr.com/2014/02/scores-of-students-feareddead-as-boko-haram-attacks-fggc-yobe/
- Oboegbulem, A. I. (2011). *Classroom organization and management: Issues and concerns*. Nsukka: Great AP Express Publishers. Ltd

- Onuamanam, J. (2012). 38 killed, 50 missing in Jos flood. Retrieved from [www.punching.com /news/38-killed-50missing-in-jos-flood](http://www.punching.com/news/38-killed-50missing-in-jos-flood)
- Patience, O. and Onuja, A. (2013). People killed in fresh Jos crises. Retrieved from [daily independent nig.com/2013/03/20-people-killed-in-fresh-jos-crises/](http://dailyindependentnig.com/2013/03/20-people-killed-in-fresh-jos-crises/)
- Philpolt, D. and Kuenstl, M. W. (2017). *Education facility security handbook*. Maryland Government Institute.
- Ragozzino, K., Litne, O. and Brien, M. (2019). Social and emotional learning and bullying prevention. Retrieved from [http://casel.org/downloads/2009-bullyingbrief. Pdf](http://casel.org/downloads/2009-bullyingbrief.pdf).
- Rogers, C. (2012). Security risk control measures: SEP/504, Units 1-1. Pretoria: University of South Africa. (UNISA).
- Sprague, R. J. and Walker H. W. (2015). *Safe and healthy schools: Practical strategies*. New York: Guilford: New York.
- Stephen, R. D. (2014). *Preparing for safe schools*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Stewart, G. K. (2006). *Avoiding school facility issues: A Consultant Guidance to School Superintendents*. Charlotte, NC. Information Age Publishing.
- Trump K. (2010). Education department redefines safety. Retrieved from <http://www.schoolsecurityblog.com/2010/8/ec>.
- Trump, K. (2012). School Crisis Plan. Retrieved from [http://www.schoolsecurityblog.comtag school](http://www.schoolsecurityblog.com/tag/school).
- Trump, K. (2013). *School resource officers and homeland security*. Oakland: California.
- Vogel, D. (2013). Youth violence: strategies for effective prevention and intervention. *Acta Criminologica*, 15(1) 23-30.