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HUMAN SECURITY AS PANACEA TO SCHOOL LEADERSHIP IN BORNO STATE, NIGERIA

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ABSTRACT
This paper provides empirical highlights on human security as a panacea to school leadership. Research objective wasto assess the level of human security in effect to principals' leadership in Senior Secondary Schools in Borno State. Three research questions were raised and sample of 80 principals'participated in the study. Data were collected using questionnaire of 19 items validated by five experts inthe field of Conflict Studies and Educational Management, Modibbo Adama University of Technology Yola. The researchers used Cronbach Alpha method to determine the reliability of instrument and Alpha value of 0.76 was obtained. Analysis of data was done using descriptive statistics of mean and standard deviation. Findings revealed a moderate effect of human security on principals' leadership approaches in Senior Secondary Schools in Borno State. Based on the findings, it was recommended that adequate security should be provided to principals' and other school personnel so as to ensure their high human security level in the state.

Keywords: Human, Security, School, Education, Leadership.

Introduction

Globally, education takes place in a safe and secured environment which is free from threats and other security challenges. This is to ensure human security assurance of the school personnel and students for effective teaching delivery in schools. Meanwhile, the success of a school depends largely on the success of the school leadership and school principal is seen as the key factor to school successes. However, the concepts of school leadership overlap and had been accorded different emphases over time and in different contexts. Whereas there is no agreed definition of the concept of school leadership. Apparently, the role of school leader is seen as prime importance in raising school standard and promoting school improvement. This description above gave rise to an assertion that, school leadership is a field which is concerned with the leadership operation of educational institution. Likewise, it is the process of directing activities in a school, with effective utilization of human and material resources, in order to accomplish the school's objectives.

In comparison, Northouse (2015) viewed school leadership as a position of dominance and prestige accompanied by ability to direct, motivate and assist teachers in achieving school specified purpose. While Olowoselu, Hussin and Kaza (2016) posits school leadership as a process by which school principals' uphold the trust of the host community and teachers in respect to their services entrusted on them. Similarly,Northouse (2015)further sees principals' leadership as a process whereby principals influence teachers to achieve school common objective. It important to note that, principals' takes the tasks of raising the quality of teaching, learning and students' achievement. This implies setting high expectations, monitoring and evaluating the effectiveness of learning outcomes.In this study, school leadership is seen as the school principals' and more highlight will be focus on principals' leadership approaches.

In pursuant to this study,Tobin (2014) outlined more clarification on school principal as a leader that provides direction and expert advice on development of teaching and learning in school. Fabunmi (2005) posited that principal has a duty to guide, lead, conduct, motivate and direct both the teaching and non-teaching staff toward achievement of the school goals and objectives.Principals' are entailed to

possess professional qualities such as sound knowledge, diligent, honest, trustworthy, inspiration and visionary leader with competency in the leadership position. Above all, Olowoselu, Hussin and Kasa (2016) affirmed thatdemocratic, authoritarian, laissez-faire, transactional and transformation leadership approaches are the well-researchedleadership approaches in the field of educational leadership. Likewise, the researchers willadopt these dimensions as dimensions in the study as depicted below:

Olowoselu, Hussin and Kasa(2016) defined the following principals' leadership approaches as: Authoritarian leadership is an approach of school leadership in which leader centralise power of authority and directives with his or her control.Democratic leadership also is an approach of school leaders that delegates teachers on assigned duties and encourages participation in the school routine. Laissez-faire leadership means a type of leadership where the followers involves in decision making with their leader in discharging his or her duties. Transactional leadership means a leader-followers relations that is based on a series of bargains and exchange between leaders and followers. Transformational leadership posit a leader-followers relationship in terms of intelligent service delivery, engaging in shared vision with transformational ideas.

In furtherance to this study, human security is a key proponent of a functional school in any communities. In this regard, the approaches of principals' leadership will only be effective and efficient where human security of school personnel is assured. By contrast,one of the constitutional responsibilities of security agencies is to provide adequate security for the protection of life and properties of the citizens in Nigeria. Recently, there was massive destruction of properties and killing of commuters trapped in a curfew near a town called Auno in Borno State. Certainly, this description above indicates that insurgency still persists in the State, and affected the human security situation of the people.

Conceptually, Human security has no single definition, the concept has been defined by many scholars. However, the most common among the definition was that attributed to the UNDP Human Development Report (1994) that posited human security as freedom from fear and freedom from want. This definition portrays an individual as the centred point in

security discourses rather than the state. Meanwhile, Alimba (2018)defined human security as what make people free from threats and promote their wellbeing and happiness in order to enable them enjoy life.Alimba (2018) also stressed that human security originated as a result of the overwhelming destruction recorded during the cold warand the engagement of interstate violent conflicts. Meanwhile, Menon (2007) buttressed that the post-cold war era geared the reconsideration of security from a wider viewpoint, involving the protection of the people and also meeting their needs. This development created idea for the concept of human security, which is focus on improving the welfare and comfort of people by protecting them from threats in their society.

According to United Nation Human Development Report (1994), there are seven new dimensions associated with human security such as economic security, food security, health security, environmental security, personal security, community security, and political security which the researchers adopted as human security dimensions in this study. Meanwhile all the above human security dimensions were lacking for school principals as a result of Boko haram insurgency attacks in Borno State (Olowoselu, Onuselogu & Bello, 2014).These attacks on schools resulted in the killing of many school personnel and schools were closed for many months. Upon re-opening of schools, the researchers are concern with human security of the principals and how effective the principals' will deliver their leadership in managing the schools. It is to this background that prompted the researchers to assesshuman security as a panacea to school leadership in Borno State.

Statement of the Problem

Education is generally seen and considered as representing the larger society. Therefore, schools are seen to be representing the state. However, principal and teachers are perceived by the insurgents as people in government, thereby attacking them in their various schools more especially in rural communities in Borno State.Beside, principals and teachers are highly-visible in these communities and insurgents considers them as "soft" target due to the fact that they can easily attacked than the Military Joint Task Forces. These attacks made most principals to lack concentration in school leadership approaches which prompted them to flee

to safer places. Meanwhile the authority also relocated the students to safer places for schooling. This description above tend to raise the uncertainty of the researchers on the human security level of the principals in ensuring proper school leadership in the State. It is to this effect that the researchers conduct the study on human security as a panacea to school leadership in Borno State, Nigeria.

Literature Review

In a study conducted by Ololube, Onyekwere, Kpolovie and Agabi (2012) on human security and educational development in the Niger Delta Region of Nigeria. Their research objective stressed onhuman security and its impact on the educational development in the region. The study adopted a mixed method design as 328 participated as respondents in the study. Data collection were conducted using questionnaires, interview, documents and observation whereas the analysis was done using mean, standard deviation, chi-square and Anova. Their findings revealed human security to be treat to education development and also was significantly related to the underdevelopment of education in the region. However, the study recommended that human security should be improved in the region so as to ensure development in their education. Both studies were similar in the usage of human security as variables, but on different research designs. Certainly, Ololube, Onyekwere, Kpolovie and Agabi (2012) conducted their study in Niger Delta region of Nigeria while this study assessedthe human security as a panacea to school leadership in Borno State, Nigeria.

Meanwhile, Olowoselu, Hussin and Kasa(2016) researched on challenges of principal leadership styles and school management in north central region of Nigeria. The research objective was to investigate challenges as well as solutions to leadership styles of school principals. The study adopted qualitative research design with an in-depth interview conducted with 10 principals of unity schools selected purposively in north central region of Nigeria. Finding revealed government policy to have effect on principals' leadership styles which in-turn affect school management. Both studies were similar in the use of principals' leadership as variables, but on different research designs. Surely,Olowoselu, Hussin and Kasa(2016)conducted their study in north central region of Nigeria whereas this study measured human security as a

panacea to school leadership in Borno State.

While, Babalola and Abdullahi (2016) carried out a study on public private partnership: Imperative in educational planning and management for human security in Nigerian Schools. Purpose of the study was to examine public private partnership as an imperative in educational planning and management for human security in Nigerian schools. Data were collected using observations, oral interviews other approach in the study. Finding revealed that human security in Nigerian school is a collective responsibility of school administrators, government, private individuals and school host community through adequate planning and management. Recommendations were made among others that school administrators, government and the private individual should provide human security for human development in Nigerian schools. Both studies were similar in the usage of human security as variables, but on different research designs and analysis. Meanwhile, Babalola and Abdullahi (2016) allied their study onpublic private partnership on human security of Nigerian schools while this study positshuman security as a panacea to school leadership in Borno State, Nigeria.

Research Objectives

The main research objective of the study is to assess the level of human security in effect to principals' leadership in Senior Secondary Schools in Borno State. Specifically, the research objectives are to:

1. Identify the human security level of principals in Senior Secondary Schools in Borno State.
2. Determine the level of principals leadership approach inSenior Secondary Schools in Borno State
3. Assess the effect of human security on principals' leadership inSenior Secondary Schools inBorno State.

Research Questions

The following research questions were raised to guide the study:

RQ1. What is thehuman security level of school principals' in Senior Secondary Schools in Borno State?

RQ2. What is the level of principals' leadership approach inSenior Secondary Schools in Borno State?

RQ3. What isthe effect of human security on principals' leadership inSenior Secondary Schools inBorno State?

Methodology

The study adopted quantitative research design using survey approach. The researchers used this design due to the fact that questionnaire was used to sample the opinions of people on human security and school leadership. Population of the study comprises 80 principals' of Senior Secondary Schools in Borno State (BSMOE, 2019). Meanwhile, due to the small size of the population, the researchers decided to used the entire population as sample for this study.

An instrument titled ***"Human Security and School Leadership Questionnaire"*** (HSSLQ) was used for data collection in the study. It contained 19 items and was validated by 5 experts where 3 experts fromthefield of Peace and Conflict Studies, while the remaining 2 experts from Educational Management Unit. All the experts were from Modibbo Adama University of Technolgy Yola. Meanwhile, their contributions and suggestions form the final draft of the questionnaire. The questionnaire was further tested for reliability using Cronbach Alpha andcoefficients of 0.76 was obtained whichsignifies higher reliability.

The instrument was administered and all copies were successfully returned and found usable for analysis. A five point scale of Very High Level (VHL=5), High Level (HL=4), Moderate Level (ML=3), Low Level (LL=2), Very Low Level (VLL=1), was used for the items. Data collected were analysed using descriptive statistic of mean and standard deviation.SPSS (version 22) was used to computethe data.The decision rule for the research questions 1 and 2 are: Very High Level (VHL) with 4.5-5.00, High Level (HL) with 3.50-4.49, Moderate Level (ML) with 2.50-3.49, Low Level (LL) with 1.50-2.49, Very Low Level; (VLL) with 0.50-1.49 real limits which were used to established the levels. However, since research question 3 hinges on effectof human security on principals' leadership inSenior Secondary Schools inBorno State.The decision rule for the research questions 3 are:Very High Effect (VHE) - 4.50-5.00, High Effect (HE) - 3.50-4.49, Moderate Effect (ME) - 2.50-3.49, Low Effect (LE) - 1.50-2.49, Very Low Effect (VLE) 0.50-1.49real limits which were used to determine the effect point.

Results

Research Question 1. What is thehuman security level of schoolprincipals' inSenior Secondary Schools in Borno State?

Table 1: Mean and standard deviation ofhuman security level of schoolprincipals' inSenior Secondary Schools in Borno State.

S/N	Items	Mean	SD	Decision
1.	Level of principals' economic security in Borno State	3.11	0.30	ML
2.	Level of principals' food security in Borno State.	3.12	0.31	ML
3.	Level of principals' health security in Borno State.	3.12	0.31	ML
4.	To what level is principals' environmental security in Borno State.	3.13	0.32	ML
5.	To what level is principals' personal security in Borno State.	3.13	0.32	ML
6.	Level at which principals' andschool community is secured in Borno State.	3.11	0.30	ML
7.	Level of principals'political security in Borno State.	3.11	0.30	ML
	Grand Mean	3.12		ML

Note: Very High Level (VHL) - 4.50-5.00, High Level (HL) - 3.50-4.49, Moderate Level (ML) - 2.50-3.49, Low Level (LL) - 1.50-2.49, Very Low Level (VLL) 0.50-1.49. *SD* = Standard Deviation.

Table 1 revealed that all the 7 items posits their mean values ranging from 3.11 to 3.13. This indicates that the respondents agreed that human security level of principals'in Borno State is at moderate level. The table shows the

standard deviation of all items which ranges from 0.30 to 0.32 meaning that the respondents were similar in their responses.

Research Question 2: What is the levelof principals' leadership approach inSenior Secondary Schools in Borno State?

Table 2: Mean and Standard deviation oflevel ofof principals' leadership approach inSenior Secondary Schools in Borno State?

S/N	Items	Mean	SD	Decision
1	Level of principals' democratic leadership approach.	3.22	0.21	ML
2.	Level of principals' autocratic leadership approach.	3.25	0.24	ML
3.	Level of principals' laissez-faire leadership approach.	3.14	0.15	ML
4.	Level of principals' transactional leadership approach.	3.22	0.21	ML
5.	Level of principals' transformation leadership approach.	3.22	0.21	ML
	Grand mean	3.21		ML

Note: Very High Level (VHL) - 4.50-5.00, High Level (HL) - 3.50-4.49, Moderate Level (ML) - 2.50-3.49, Low Level (LL) - 1.50-2.49, Very Low Level (VLL) 0.50-1.49. *SD* = Standard Deviation.

Table 2 revealed that all the 5 items had their mean values ranging from 3.22 to 3.25. This reveals that the respondents agreed on all the items recorded moderate level of principals' leadership in Borno State. The table shows the standard deviation of all items ranges from 0.21 to 0.24 postulating that the respondents were very close in their views.

***Research Question 3*:** What is the effect of human security on principals' leadership inSenior Secondary Schools inBorno State?

Table 3: Mean and standard deviation ofeffectof human security on principals' leadership inSenior Secondary Schools inBorno State.

S/N	Items	Mean	SD	Decision
1	Effect of economic security on Principals' leadership in Borno State.	3.32	0.30	ME
2.	Effect of food security on principals' leadership in Borno State.	3.33	0.31	ME
3.	Effect of health security on principals' leadership in Borno State.	3.34	0.33	ME
4.	Effectofenvironmental security on principals' leadershipin Borno State.	3.35	0.34	ME
5.	Effect of personal security on principals' leadership in Borno State.	3.35	0.34	ME
6.	Effect of community security on principals' leadership in Borno State.	3.34	0.33	ME
7.	Effect of political security on principals' leadership in Borno State.	3.37	0.36	ME
	Grand Mean	3.34		ME

Note;Very High Effect (VHE) - 4.50-5.00, High Effect (HE) - 3.50-4.49, Moderate Effect (ME) - 2.50-3.49, Low Effect (LE) - 1.50-2.49, Very Low Effect (VLE) 0.50-1.49. *SD = Standard Deviation.*

Table 3 revealed that all the 7 items posits their mean values ranging from 3.32 to 3.36. This indicates that respondents affirmed human security to have moderate effect on principals' leadership in Borno State. Standard deviation of all items ranged between 0.30 to 0.36 respectively. This affirmed similarity in respondent views.

Findings and Discussions

The findings revealed that level of principals' economic security recorded 3.11, while principals' food security had

3.12, whereas health security level of principals' posits 3.12.The level of principals' environmental security indicates 3.13 while personal security level of principals' reads 3.13. Meanwhile principals' community security level recorded 3.11 and principals' political security posits 3.11 respectively. In summary, finding revealed level of principals' human security to be moderate level with a grand mean of 3.12.This means that the respondents agrees that there is moderate level of effect on principals' human security in Senior Secondary Schools in Borno State. This finding laid credence to the finding ofOlolube, Onyekwere, Kpolovie and Agabi (2012) as they foundhuman security to be treat to education development in Niger Delta region. This also means that lack of human security affect educational institution generally.

Discussing on the findings on level of principals' leadership in the state. Democratic approach posits 3.22 mean value, where authoritarian approach recorded 3.25, whereaslaissez-faire approached posits 3.14. Transactional approach had3.22 and transformational approach recorded 3.22 mean values. Empirically, finding indicated moderate level of principals' leadership with a grand mean of 3.21 respectively. This mean that the respondents agrees on principals' leadership approach to be at moderate level in Senior Secondary Schools in Borno State.This finding is in consonant with the finding ofOlowoselu, Hussin and Kasa(2016) as they reported an effect of principals' leadership styles on school management in North Central region of Nigeria.

Findings on table 3 shows that effect level of economic security on principals' leadership posits3.32. Alsoeffect of food security on principals' leadership postulated 3.33 whereas health security effect on principals' leadership posited 3.34.The effect ofenvironmental security on principals' leadership had 3.35 while personal security effect on principals' leadership indicates 3.35. Meanwhile, community security effect level on principals' leadership recorded 3.34 whileeffect ofpolitical security posits 3.37. Inferentially, the findings revealed moderateeffect of human security on principals' leadership approaches with a grand mean of 3.34. This means that the respondents affirmed that there is moderate effect of human security on principals' leadership approaches in Senior Secondary Schools in Borno State. This finding agrees with

thefinding ofBabalola and Abdullahi (2016) as they foundhuman security in Nigerian school to be acollective responsibilityof school administrators, government, private individuals and school host community. This also means that, human security is the collective responsibility of all education stakeholders in Borno State.

Conclusion

This study has justified human security as a panacea to school leadership in Borno State. The study revealed that principals posits moderate level of human security and the level of principals' leadership approach is also of moderate level in the State. The implication is that the experience of the principals' significantly influenced their views on the instrument since; most ofthem witness the insurgency and presently witnessing improvement in security situation as a result of the new government in place in Borno.Therefore, it essential to provide adequate human security to school principals' so as to deliver effective and efficient school leadership to all students in the State.

Recommendations

Based on the findings, the following recommendations were made:

1. Adequate security should be provided to principals' and other school personnel so as to ensure high human security level.
2. Government should organize educational leadership workshop to principals' in order to improve their school leadership approaches.
3. Government should guarantee the human security of the principals' so as to enable them discharge their school leadership responsibilities in State.

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