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EVALUATION OF SECURITY MANAGEMENT PRACTICES IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT
This study examined the security management practices in public secondary schools in Anambra state. Three research questions guided the study. Descriptive survey research design was adopted for the study. The population of the study was 261 principals and 5, 827 teachers in all the public secondary schools in Anambra state. Simple random sampling technique was used to select two education zones which are Aguata and Otuocha education zones. All the 76 principals in selected zones were utilized, while simple random sampling techniques were adopted to select 360 teachers from the two education zones. This gives a total of 436 respondents. Two instruments, a checklist titled "Available Security Devices in secondary Schools", (ASDSS) and a questionnaire titled "Security Management Practices Questionnaire, (SMPQ)" developed by the researcher were used for data collection. The instruments were validated by three experts, two from education management unit and one from measurement and evaluation unit, Chukwuemeka Odumegwu Ojukwu University, Igbariam. The reliability index yielded 0.79 showing that the instruments were reliable and appropriate for the study. Mean and standard deviation were used to answer the research questions. The findings of the study among other things revealed that most of the security devices were not available in these secondary schools. That principals are required to provide security management practices in their schools. Problems that are associated with security management practices like, inadequate fund, poor security and lack of effective communication networks in schools and poor maintenance of technological security devices among others were revealed. Based on the findings, the researcher recommended among others that adequate fund should be provided to the schools for maintenance and procurement of security devices by the government.

Keywords: Security, management, evaluation, practices, management practices.

Introduction
Security system in every organization is very important and needed for the survival and effective running of the organization. Security awareness is the climax in any organization, school inclusive. It is a concept which everyone should be familiar with, because of the potential for some people to deliberately or accidentally encroach upon the condition of protection, thereby causing breach of security. A school is secured to the extent that it is not in a position to lose its educational goals, lives, property and liberty of staffs and students. A school that is designed to be a center for learning should be a place that is safe, secured, peacefully but in a situation where the school premises seems unsafe for learning, students will fell always reluctant to go to school (Sheriff 2020).

Security therefore has been defined by Rogers (2009) as a means of providing, effective levels of protection against pure risk. Manafa and Obikeze (2019) viewed security as activity involved in protecting the country, building on a person against attack and dangers. According to Aryu (2000) school security is the establishment and maintenance of protective measures that ensure a state of inviolability from hoskle act of influences. School security is the protection and security given to the school community by the school management. This involves taking appropriate measures by the school principal to see that every part of school, the staffs and students remain safe. In doing this, the principals has to improve the school environment by making sure that it is free of deadly weapons or

objects so that teachers, other staffs and students will feel safe and secured. Security of any school is the most important aspect any school principal will handle first. In other to achieve the aim of school security which is to create a relatively crime-free environment by certain techniques and measures. This is because Nigeria is currently plagued by different forms of insecurity that need to be tackled in order to promote and protect human security and development as well as national integration, security and development (Alemika 2015). Okafor (2012) also noted this when he stated that school crime and insecurity is this country is on the increase and children and parents is the first victims of school violence. Insecurity is also seen in secondary schools as most schools experience different dimensions of insecurity, like vandalization of school property, rape of staff and students, violence, cultism, kidnapping of staff and students and bullying. This was emphasized by Sheriff (2017) when he opined that as criminal activities occur in our society, schools are not being left out, they equally experience their own share of nefarious activities such as kidnapping, violence, sexual assault among others. Any school that is not secured cannot have focused and concentrated teachers and students as they will also feel unsafe and afraid that something harmful might happen to them at any time. Therefore insecurity in school brings a lot of negative vibes that do not occur well with the school. Fayeye (2018) stated that physical threats of kidnapping and hostage taking of students and staff have impact on school attendance, school dropout, personal safety of staff, students and other members of the school community. Insecurity in schools also results in poor school performances, low motivation of staff and students, failure, loss of vision, confusion and dislocation of goals, early sexual activities, thuggery and even teenage pregnancy in the case of females. This is so because no child can perform very well academically if he or she doesn't feel secured in school and no teacher can teach effectively when his or her security is not assured to an extent. This is why Alonge and Awulor-Hephzibah (2019) stated that the role of school management in a society that is characterized by insecurity and other challenges is very vital to accomplish the school goals.

Educational management is the planning, organizing, coordinating, directing and evaluation of both human and material resources for the attainment of educational goals. In doing this, school security management practices are very important as no school can survive without good and effective security. The principal as the manager of the school has the responsibility to plan for adequate school security and make sure that the security management practices are implemented effectively. School security management is the plan for the protection that is given to the stake holders with the school, learners, educators and managers from crime and accidents by means of well-drawn policies which should be managed (Trump, 2010). Security management practices are those principal's ways and attitudes of ensuring that there is conducive and proper internal environment in the school. The school principal does this by building a culture of peace and good relationship among the staff and students. He must develop socio-emotional and ethical values, attitudes and skills that sustain social co-existence in which everyone participates. Bucher and Manning (2005) also emphasized that one of the important duties of the school manager is to ensure that safety programs are implemented and that necessary steps are taken whenever situation arises which could be potentially dangerous. The school principal should be proactive, evolve in preventive measures, innovative and dynamic in his leadership skill to guarantee safety of staff and students in a school system (Alonge &Awulor-Hephzibah, 2019). Above all, the school principal has to be innovative, dynamic and anticipatory to be effective in security practices.

However, effective security seems not be achieved in secondary schools in Anambra state. Studies such as Fayeye (2018) and Isah (2013) identified the following for the vulnerability of educational system to security threats and challenges: school location, ownership of

school, school facilities, school type, previous experiences, knowledge of school security tips, poor communication system, externality of school procedures and so on. This insecurity in turn mars the security machinery and management of the school and the school fails to realize its educational goals. Hence, the need to conduct a research like this that focuses on the evaluation of security management practices in public secondary schools in Anambra state.

Statement of problem

Insecurity in secondary schools in Anambra state has been a great concern to the principals, staff, students, parents and community. Effective security practices are absolutely necessary. Insecurity in schools could be as a result of school location, poor communication system and school facilities which may equally lead to low enrollment, poor performance and poor school attendance. This may also affect the realization of educational goals as stipulated by the federal government. This according to previous studies at the background has affected adversely the management of secondary schools. Therefore, the study sought to evaluate the extent of applying security management practices in Anambra state secondary schools.

Research questions

The following research questions were formulated to guide the study.

1. What are the security devices available in public secondary schools in Anambra state?
2. What are the security management practices to be applied in public secondary schools in Anambra state?
3. What are the problems associated with security management practices in public secondary schools in Anambra state?

Research Method

Descriptive survey research design was adopted in this study. This study was carried out in Anambra state. The population for the study consisted of all the 261 public secondary schools principals and 5, 827 teachers in all the public secondary schools. Anambr state has six education zones, namely - Onitsha, Otuocha, Ogidi, Awka, Aguata and Nnewi education zones. Simple random sampling technique was used in selecting two educations which are Otuocha and Aguata education zone. All the 76 principals in the two educations were used for the study because of their size. Simple random sampling technique was again used to select 360 teachers out of 1447 teachers from the two education zones which are 25% of the teachers. This gives a total of 436 respondents. The instrument for data collections were a checklist titled "Available Security Devices (ASD)" and a self structured questionnaire titled "Security Management Practices Questionnaire (SMPQ)". The questionnaire was made up of two sections, section A and B. section A was on bio data of the respondents while section B elicited information on the research questions. The instrument was constructed based on four point scale and weights as follows: Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point.

The instruments were validated by three experts, two from educational management and on from measurement and evaluation unit from faculty of Education in Chukwuemeka Odumegwu Ojukwu University, Igbariam. To ensure the internal consistency of the instrument, a trial test exercise was done with 10 principals and 15 teachers in Delta state. The reliability of the instrument was determined by the use of Cronbach Alpha which yielded 0.79 reliability co-efficient. This was considered appropriate for the study. The data for the study were collected by the researcher and three research assistants who were instructed on how to administer the instrument. A total of 390 copies of the instrument were duely completed and collected, which is 89.9 return rate. The data collected were analyzed using mean and standard deviation to answer the research questions. Decision rule was 2.50 was taken, meaning that any mean score above 2.50 was accepted and taken as high extent while any mean below 2.50 was not accepted and taken as low extent. Percentages were used to analyze the checklist.

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Presentation of Results

Table 1: Frequency and percentages of availability of security devices in Anambra state secondary school

S/N	Item Description	A	NA	Remark
1	Close circuit television (CCTV) in strategic areas	05%	95%	NA
2	Sprinter system to control fire damage	15%	85%	NA
3	Metal dictator	40%	60%	NA
4	Building of solid fence and gates	90%	10%	A
5	Regular supply of electricity especially at night	20%	80%	NA
6	Building burglary doors and iron window protectors	80%	20%	A
7	Well built and maintained parking lots for staff and visitors	10%	90%	NA
8	Modern visitors book and not a piece of paper	8%	92%	NA
9	Staff and students have their ID cards worn all the time	30%	70%	NA
10	Effective communication gadgets	40%	60%	NA
11	Have armed response service for the school.	02%	98%	NA
12	Cisco IP video surveillance camera	03%	97%	NA
13	Digital signage	30%	70%	NA
14	Smart connected buildings	12%	88%	NA
15	Desktop videos	47%	53%	NA
16	Access control	42%	58%	NA
17	Incident response device	06%	94%	NA

The result presented in table 1 showed the checklist result on availability of security devices in Anambra state secondary schools. Most of the items were unavailable except building of solid fence and gates (90%) and having burglary doors and iron window protectors (80%). Based on the result it was observed that most of the security devices are not available in Anambra state secondary schools.

Table 2: Mean and standard deviation of respondents on the extent of applying effective security management practices in Anambra state secondary schools.

S/N	Item Description	Principals = 60		Teachers = 330		Decision rule
		X	SD	X	SD	
1	Employment of energetic men as school guards	3.48	0.05	3.43	0.62	A
2	Limiting of students movement in the school premises	3.10	0.87	3.00	0.85	A
3	School management conducting periodic training on security for their staff	3.43	1.03	4.00	0.00	A
4	Students should be given orientation on specific safety precautions	3.10	1.04	3.43	1.05	A
5	School visitors book to be highly kept safe.	3.36	0.83	3.13	0.93	A
6	Security guards are encouraged to report suspicious activities in school to the management	3.38	1.05	2.79	1.01	A

7	Constant check of students lockers in other to seize dangerous weapons and objects	3.04	1.21	3.70	0.81	A
8	Constant maintenance of school facilities	3.43	0.76	3.56	0.74	A
9	Emergency response plan for managing security threats like PTA meeting	3.11	0.77	3.21	0.77	A
10	Steady roll calls of students, at all times	3.35	0.94	3.28	0.80	A
11	Installation and maintenance of technological security devices like CCTV	3.70	0.52	3.85	0.36	A
12	Having active security policy measures that guide the ways measures are implemented	3.51	0.64	3.78	0.48	A
	Grand mean	**3.33**	**0.81**	**3.43**	**0.70**	**A**

Data in table 2 show the mean ratings of principals and teachers on the effective security management practices to be applied in Anambra state secondary schools. Generally, both groups agreed that all the items are the security management practices to be applied in schools. With the grand mean rating of 3.33 and 3.43 for principals and teachers respectively, which are above the decision level of 2.50, it shows that these security management practices should be applied in the secondary schools for safety and conducive environment for effective teaching and learning to take place.

Table 3: Mean and standard deviation of respondents on the problems associated with security management practices in public secondary schools in Anambra state.
N = (Principals = 60; Teachers = 330)

S/N	**Item Description**	**Principals**	**=60**	**Teachers**	**=330**	**Decision**
		X	SD	X	SD	
13	Lack of fun	3.81	0.39	3.86	0.35	A
14	Lack of time by the management	3.70	0.66	3.72	0.60	A
15	Negligence by the school management	3.21	1.03	3.35	1.04	A
16	Lack of promptitude and timeliness in handling security issues in schools.	3.66	0.47	3.72	0.60	A
17	Lack of periodic training for security guards in schools	2.83	0.51	2.71	0.42	A
18	Low motivation of security guards	3.50	0.76	3/43	0.62	A
19	Poor security network	3.59	0.49	3.71	0.39	A
20	Inadequate young security guards in schools	3.63	0.48	3.71	0.46	A
21	Low standard of security awareness in schools	3.10	0.87	3.00	0.85	A
22	Lack of proper maintenance of school facilities	3.72	0.60	3.13	0.93	A
23	No active security policy measures	3.86	0.22	3.92	0.11	A
24	Poor periodic security trainings for the	3.38	0.68	3.85	0.36	A

	teachers					
25	Poor orientation of students on security precautions	3.21	0.77	3.01	0.54	A
26	Poor maintenance of technological security devices	3.82	0.35	3.85	0.36	A
27	Lack of solid fence.	3.70	0.82	3.78	0.48	A
	Grand mean	**3.51**	**0.60**	**3.52**	**0.49**	**A**

Table 3 shows that the respondents had high mean ratings of more than 2.50 for all the items (1-14). A grand mean 3.51 with standard deviation of 0.60 was recorded for all the fifteen items by the principles, and grand mean of 3.52 with standard deviation of 0.49 was recorded for all fifteens items by the teachers indicated that both principals and teachers were of the opinion that all the items are problems associated with security management practices in Anambra state secondary schools. The overall standard deviation of (0.60) for principals and (0.49) for teachers were relatively low, implying that the respondents did not have divergent opinions regarding their perception of the items on problems associated with security management practices in Anambra state secondary schools.

Discussion of findings

It was observed from the result in table 1 that building a solid fence and gates, building burglary doors and iron window protectors are security devices available in Anambra state secondary schools. The researcher also observed that CCTV, sprinker system to control fire damages, metal dictator, regular supply of electricity, well built and maintained parking lots for staff and visitors, modern communication gadgets, armed response service, Cisco IP, video surveillance camera, digital signage, smart connected buildings, desktop videos, access control and incident response device are not available in these secondary schools. Arop and Owan (2018) also opined that for proper school security, there is need for a communication device in the school; it provides easy and immediate facilitation of communication among faculties, administrators and school bus driver. In agreement with the above findings Shannon (2006) observed that many public schools do not have safety and security devices needed to keep school safe. He also noted that schools that have safety devices perform better in their academics than in the schools where few devices were found. This study is also in line with Ike (2015) when he stated that most school environments no longer provide security required for effective teaching and learning. This might be as a result of negligence or lack of time by the school management. In a situation where most of these security devices are not available, staff and students stay in fear which invariably affects the teacher's competence and students' academic performance. This is a serious challenge to the school management.

The finding on the security management practices to be applied in schools revealed that the respondents agreed that employment of adequate young and energetic men as security guards, conducting of periodic training on security for staff, giving orientation courses on specific safety precautions for students, good maintenance of school visitors' book, encouraging security guards to report suspicious activities, constant check of students lockers and hostel space in other to seize dangerous objects, constant maintenance of school facilities, emergency response plan for managing security threats, steady roll call of students, installation and maintenance of technological security devices and having active security policy measures are security management practices to be applied in secondary schools. The finding is in line with Bucher and Manning (2005) when they noted that the important duties of the school manager is to ensure that safety programs are implemented and that necessary steps are taken whenever situation arise which could be

potentially dangerous. The study also corroborates with Sprague and Walker (2005) when they noted 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 officers' mobile phones.

The finding in table 3 revealed that respondents agreed that there are some problems associated with security management practices, the problems are: Lack of fund, lack of time by the school management for proper planning of security measures, negligence by the school management, lack of promptitude and timeliness in handling security issues in schools, lack of periodic training for security guards in schools, low motivation of security guards, poor security and effective communication network in schools, inadequate young security guards in schools, lack of proper maintenance of school facilities, no active security policy measures, poor periodic security training for the teachers, poor orientation of students on security precautions, poor maintenance of technological security devices and lack of solid fence and gates. This is in tandem with the view of Ench (2016) who stated that lack of perimeter fencing of secondary schools have created lacuna for incursions into the premises. Fayeye (2018) corroborated by identifying school location, school facilities, ownership of school, school type knowledge and threats to educational system. This indicates schools with this problems will most of the time have unwarranted loss of educational resources through thefts, case of vandalization of school property, cultism, gangsterism rape and bullying. This poses serious management problem to the principals.

Conclusion

Security is very important in every organization, education inclusive. Security can hinder the attainment of the schools objectives if not well managed. The principals are required to provide security devices in schools and employ diverse security management practices as having active security policy measures, installing and maintaining technological security devices, employing able young and energetic men as security guards and conducting periodic training on security for staff and students. However, these are some problems associated with security management practices which include: inadequate fund, negligence by the school management, low motivation of security guards among others. This problem prompted some recommendations made below.

Recommendations

Based on the findings above, it was recommended that:

1. Adequate fund should be provided by the government to the school for adequate procurement and maintenance of security devices and facilities.
2. Principals should be organizing periodic seminars and orientation on security and security precautions for staff, security guards and students in other to boost their safety measures.
3. Principals should provide effective communication network in schools with functional technological security devices.

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