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OVERCOMING THE CHALLENGES OF LEADERSHIP THROUGH THE PROMOTION OF GOOD GOVERNANCE AND SECURITY IN PUBLIC SECONDARY SCHOOLS IN ORHIONMWON LOCAL GOVERNMENT AREA OF EDO STATE, NIGERIA

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Abstract
This study investigated the promotion of good governance and security as ways of overcoming the leadership challenges in public secondary schools in Orhionmwon Local Government Area, Edo State, Nigeria. Two research questions were answered and two hypotheses were tested at 0.05 level of significance. The descriptive research design was adopted with a sample of 55 study participants, made up of 37 male principals and 18 female principals of public junior and senior secondary schools in the state. A structured questionnaire (QOCLPGGSPSS) was developed by the researchers and was used as data instrument. The instrument was validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability of the instrument was ascertained through a pilot test on 10 principals in Anambra State. The application of the Crombach Alpha on the data collected through the pilot test produced coefficient values of 0.78 and 0.83 for the two clusters with an overall reliability coefficient of 0.81. Data collected from respondents were analyzed using mean and standard deviation for research questions and t-test analysis for hypotheses. The p-value was used to determine the significance of difference at 0.05 significant level for all hypotheses. The result revealed that making available reports of the school financial activities to parents, encouraging adequate monitoring of the completion of contracts in the school and ensuring that school facilities are well provided are some of the good governance practices for overcoming the challenges of leadership in public secondary schools in Orhionmwon LGA of the Edo State. However, designing and implementing an effective process to ensure that visitors coming into the schools are properly screened; providing adequate financial resources to adequately cater for the security needs of schools; and installation of effective identification system and processes for spotting intruders are some of the security measures for overcoming the challenges of leadership in public secondary schools in the LGA. The researchers concluded that the promotion of good governance and security is paramount to overcoming the challenges of leadership in public secondary schools in Nigeria. The researchers recommended among others, that the state government should ensure that budgetary and financial expenditures of secondary schools should be made public to relevant stakeholders. The school administrators should ensure that students and staff are aware of the security procedures in the school.

Keywords: Leadership, Good Governance, Security, Public, Secondary Schools

Introduction

In recent times, Nigeria has witnessed a plethora of problems that has threatened the unity and indivisibility of the Nation. Issues like the farmers-herders crisis, banditry and terrorism has threatened the peaceful co-existence of Nigerians. Emmanuel (2020) suggested that Nigerians are exposed to all forms of security threats which emanates from activities of marauding herders, bandits, insurgency, terrorism, political assassination, youth restiveness and mass protest. Sadly, many lives have been lost to these threats and it appears that government has found it very difficult to mitigate the issue of insecurity in Nigeria. More recently the bandits have turned their attentions to schools. In Northern Nigeria, over 1,000 students have been reported to be abducted across schools in Northern Nigeria (Kaalu, 2021). This has threatened the realization of the goals of the National policy of education which sees education as an instrument of national development. The attack on schools is posing a new challenge to school administrators in Nigeria in general, Orhionwon Local Government Area of Edo State in particular. Many scholars have questioned the ability of school leadership to provide good governance that will help in maintaining adequate security in secondary schools.

Ensuring good governance in secondary schools in Nigeria is critical to the realization of the goals of secondary education in Nigeria. According to Abdullahi (2019), good governance is defined as the public administration process that acknowledges the respect for human rights, participation of people in decision making process, transparency in administrative processes, quality resources management, giving room for equity, accountability and allowing access to knowledge towards the realization of goals and objectives. Odo (2015) opined that the basic characteristic of good governance is the encouragement of participation of all major stakeholders in the decision-making process. Kola, Gana and Olasumbo (2017) stated that good governance entails exercising of authority, the ability to problem-solving and conflict resolution, the capacity to manage resources efficiently for development, and high level of responsiveness to the needs and the interest of the citizens. Odo (2015) defined governance in education as the way schools make policies, source and manage financial resources, support teachers and the general administration of the schools. For ensuring quality administrative leadership in secondary schools, Abdullahi (2019) averred that good governance needs to be at the top of the priority of secondary schools. According to Abdullahi good governance entails that school administrators are accountable, staff are encouraged to participate in the decision making process of the schools and that management of resources is committedly carried out. However, instituting governance in secondary schools seems to be a very difficult task to accomplish.

According to Kola, Gana and Olasumbo (2017), poor leadership is a major issue that has plagued the effective administration of secondary schools in Nigeria. This is because the issue of corruption and mismanagement of public funds have been an issue that has continuously plagued all sectors in Nigerian including the secondary school system (Emmanuel, 2020). Emmanuel noted that the leadership challenge faced by secondary school administrators is enormous and they range from poor funding, lack of adequate training, corruption, lack of commitment

towards taking action and poor collaboration. This situation seem to have impacted on the way secondary schools have been administered which has impacted on the quality of education service delivery in the public secondary school system in Nigeria in general and Orhionmwon Local Government Area of Edo State in particular. Given the threats posed by banditry and attack on schools the researchers think it is appropriate that secondary school administrators adopts measures that would ensure security in their schools.

Alonge and Awulor-Hephzibah (2019) saw security as a state where individuals feel safe and protected from harm. In the same vein, Emmanuel (2020) stated that security in schools means maintaining a school climate where students and staff feel protected and safe. According to Onyechere (2014), school administrators have a role to play in ensuring proper leadership and security in their schools by ensuring the comprehensive implementation of policy guidelines that relate to the security and safety of staff and students which include regular risk assessment audit, standby emergency preparedness plan, emergency response team and command system and conduct of regular drills to ensure an effective and efficient operational system. Furthermore, Emmanuel (2020) opined that school safety policies should be articulated in collaboration with the school chief security officers and communicates such to critical stake holders which include the parents, teachers and students. It is therefore imperative to empirically determine if the promotion of good governance and the adaptation of measures for ensuring security would help in overcoming the challenge of leadership in secondary schools in Orhionmwon Local Government Area of Edo State.

Statement of the Problem

Secondary schools are important to the national and regional development of Nigeria. This is because it is that level of education that prepares individuals for life and for higher education. Secondary education is essential to the development of the human capacity in Nigeria in general and Orhionmwon LGA in particular. However, recent attacks on schools in Nigeria seem to be threatening the realization of the goals of secondary education. More particularly in Orhionmwon LGA, the administration of secondary schools appears to leave nothing to be desired. This is evident in schools where classrooms are completely lacking in basic infrastructures like windows and doors. In some classrooms the roofs are all leaky with the floors broken and rough. The same can be said in the area of security where some schools lack perimeter fencing and too many sources of entry into the school. The researchers are worried that this situation exposes the students and staff to security threats. The researchers are saddened that despite the yearly budgetary allocation made for education by the State government that some schools in the LGA are still in such horrible conditions. This point to poor governance and exposes the school to security threats.

Research Questions

The following research questions guided the study:

1. What are the good governance practices for overcoming the challenges of leadership in public secondary schools in Orhionmwon Local Government Area of Edo State?

2. What are the security measures for overcoming the challenges of leadership in public secondary schools in Orhionmwon Local Government Area of Edo State?

Hypotheses

These hypotheses were formulated for the study and were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of male and female principals on good governance practices for overcoming the challenges of leadership.
2. There is no significant different in the mean ratings of male and female principals on security measures for overcoming the challenges of leadership.

Research Method

The study adopted the descriptive research design. The study was carried out in Orhionmwon Local Government Area of Edo State. The LGA has 56 public secondary schools. The population of the study comprised all 56 secondary school principals in the public secondary schools in the area. The instrument for data collection was a structured questionnaire titled "Questionnaire on Overcoming the Challenge of Leadership through the Promotion of Good Governance and Security in Public Secondary Schools (QOCLPGGSPSS)". The instrument contains 23 items split in two clusters according to the research questions guiding the study. Cluster A contains 12 items on 12 good governance practices for overcoming the challenge of leadership in public secondary schools and 11 items on security measures for overcoming the challenge of leadership in public secondary schools. The instrument was structured on a 4-point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The instrument was validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka. The instrument was further subjected to reliability testing through a pilot test on 10 principals in Anambra State who were not included in the population of the study. The application of Cronbach Alpha reliability method on the data obtained yielded coefficient values of 0.78 and 0.83 for the two clusters with an overall reliability co-efficient of 0.81. The researchers distributed the instrument with the aid of one research assistant. The instrument was administered on the principals in their offices and they were allowed considerable time to fill the instrument. The instrument was retrieved on the spot; however in few cases that the instrument was not retrieved on the spot, appointment was made on when the researchers or assistant would return to retrieve the instrument. This procedure lasted for two weeks. Data collected from the respondents were analyzed with mean and standard deviation. The mean value was used to answer the research questions while standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. In analyzing the research questions, any item with mean rating between 2.50 and above is regarded as agree while any item with mean rating below 2.50 is regarded as disagree. T-test statistics was used to test the hypotheses at 0.05 significant level.

Presentation of Results

Research Question 1

What are the good governance practices for overcoming the challenge of leadership in public secondary schools in Orhionmwon Local Government Area of Edo State?

Table 1: Respondents' Mean Ratings on the Good Governance Practices for Overcoming the Challenge of Leadership in Public Secondary Schools in Orhionmwon Local Government Area

S/N	Items	Male (N =37)		Female (N =18)		Remark
		X	SD	X	SD	
1	Properly scrutinizing the credentials of school administrators with regards to established criteria	3.08	0.80	3.05	0.72	Agree
2	Ensuring that funds allocated for schools are properly located	3.41	0.85	3.00	0.76	Agree
3	Ensuring that all stakeholders in the schools are aware of the funds available in the school	3.21	0.76	3.09	0.80	Agree
4	Involving teachers and parents in the school policies.	3.03	0.71	3.42	0.86	Agree
5	Making available reports of the school financial activities to parents	3.45	0.77	3.21	0. 77	Agree
6	Ensuring that school facilities are well provided	3.32	0.82	3.46	0. 76	Agree
7	Ensuring that schools facilities are periodically maintained	3.15	0.74	3.40	0.86	Agree
8	Ensuring that school financial records are audited by external auditors	3.35	0.84	3.02	0.81	Agree
9	Availing students the opportunity to make contributions on issues in the school	3.01	0.75	3.08	0.80	Agree
10	Integrating technology in the school resource management processes	3.21	0.77	3.15	0.74	Agree
11	Ensuring that policies are properly implemented	3.02	0.81	3.03	0. 71	Agree
12	Encouraging adequate monitoring of the completion of contracts in the school	3.43	0.87	3.21	0. 76	Agree
	Cluster Mean and Standard Deviation	**3.22**	**0.79**	**3.18**	**0.78**	**Agree**

Data in Table 1 reveal that the respondents agree that items, 1-12 with mean ratings ranging between 3.01 to 3.45 are good governance practices for overcoming the challenges of leadership in secondary schools in Orhionmwon LGA of Edo State. The standard deviation scores ranging between 0.71 to 0.87 show that the respondents' opinions were close. This is further validated by the cluster mean of 3.22 which indicated that making available reports of the school financial activities to parents, encouraging adequate monitoring of the completion of contracts in the school, ensuring that funds allocated for schools are properly located, ensuring that school financial records are audited by external auditors and ensuring that school facilities are well provided are some of the good governance practices for overcoming the challenges of leadership in secondary schools in Orhionmwon LGA of Edo State.

Research Question 2

What are the security measures for overcoming the challenge of leadership in public secondary schools in Orhionmwon Local Government Area of Edo State?

Table 2: Respondents' Mean Ratings on the Security Measures for overcoming the challenge of leadership in public secondary schools in Orhionmwon Local Government Area

S/N	Items	Male (N =37)		Female (N =18)		Remark
		X	SD	X	SD	
1	Mapping out a comprehensive security management policy for the school	3.24	0.86	3.50	0.86	Agree
2	Providing adequate financial resources to effectively carter for the security needs of schools.	3.30	0.88	3.20	0. 78	Agree
3	Embarking on periodic review of records pertaining to the schools security drills exercises.	3.23	0.80	3.32	0.82	Agree
4	Prioritizing the maintenance of physical infrastructure that can assure safety and security of staff and students	3.11	0.77	3.15	0.81	Agree
5	Articulating school security policies in synergy with the local security, parents, students and the host community	3.16	0.83	3.08	0.76	Agree
6	Ensuring that information of "sensitive security issues are released to staff, parents and other stakeholders on the need to know basis	3.08	0.78	3.30	079	Agree
7	Ensuring that effective identification system and processes are designed and installed to be able to readily sport out intruders.	3.26	0.79	3.03	0.71	Agree
8	Ensuring that vaults and saves are maintained for keeping sensitive records intact	3.18	0.85	3.25	0.85	Agree
9	ensuring that parking spaces are marked out and secured within the school premises	3.00	0.76	3.21	0.76	Agree
10	Installing security camera within and around the school surrounding	3.21	0.77	3.01	0.75	Agree
11	Designing and implement an effective process to ensure that visitors coming into the school are properly screened.	3.33	0.85	3.41	0.85	Agree
	Cluster Mean and Standard Deviation	**3.19**	**0.81**	**3.22**	**0.79**	**Agree**

Data in Table 2 reveal that the respondents agree that items, 1-11 with mean ratings ranging between 3.00 to 3.33 are security measures for overcoming the challenges of leadership in secondary schools in Orhionmwon Local Government Area of Edo State. The standard deviation scores ranging between 0.76 to 0.88 show that the respondents' opinions were close. This is further validated by the cluster mean of

3.19 which indicated that designing and implementing an effective process to ensure that visitors coming into the school are properly screened; providing adequate financial resources to effectively carter for the security needs of schools; ensuring that effective identification system and processes are designed and installed to be able to readily sport out intruders; mapping out a comprehensive security management policy for the school and embarking on periodic review of records pertaining to the schools security drills exercises are some of the security measures for overcoming the challenges of leadership in secondary schools in Orhionmwon Local Government Area of Edo State.

Hypothesis 1:

There is no significant difference in the mean ratings of male and female principals on good governance practices for overcoming the challenges of leadership.

Table 3: T-test comparisons of male and female principals' mean ratings on good governance practices for overcoming the challenges of leadership

Source of Variation	N	$\bar{X}$	SD	Df	T-cal	P-value	Remark
Male	37	3.22	.79	53	.615	.990	NS
Female	18	3.18	.78				

Table 3 shows that the calculated p-value (.990) is greater than the stipulated 0.05 level of significance. This shows that there is no significant difference in the mean ratings of male and female principals on the good governance practices for overcoming the challenges of leadership in public secondary schools in Orhionmwon Local Government Area of Edo State. The null hypothesis of no significant difference between the two groups was therefore not rejected.

Hypothesis 2:

There is no significant different in the mean ratings of male and female principals on security measures for overcoming the challenges of leadership

Table 4: T-test comparisons of male and female principals' mean ratings on security measures for overcoming the challenges of leadership

Source of Variation	N	$\bar{X}$	SD	Df	T-cal	P-value	Remark
Male	37	3.19	.81	53	-.003	.998	NS
Female	18	3.22	.79				

The analysis presented in Table 4 shows that there is no significant difference in the mean ratings of male and female principals on the security measures for overcoming the challenges of leadership in public secondary schools in Orhionmwon Local Government Area of Edo State. This was shown by the calculated p-value of .998 which is greater than the stipulated 0.05 level of significance. Therefore, the null hypothesis of no significant difference between the two groups was not rejected.

Discussion

Finding revealed that making available reports of the school financial activities to parents, encouraging adequate monitoring of the completion of contracts in the school, ensuring that funds allocated for schools are properly located, ensuring that school financial records are audited by external auditors and ensuring that school facilities are well provided are some of the good governance practices for overcoming the challenges of leadership in secondary schools in Orhionmwon LGA of Edo State. This finding is in agreement with Abdullahi (2019) who reported that quality leadership can be promoted in secondary school administration through the encouragement of participative decision making, accountability and effective resource management. Similarly, Kola, Gana and Olasumbo (2017) stated that the promotion of good governance in secondary school would help to eradicate the enormous leadership problem witnessed in all sectors of the country and particularly in the educational sector. Sumy and Giridharan (2016) noted that the enthronement of good governance in secondary school would lead to effective management of secondary schools and also facilitate the realization of school goals.

Finding revealed that designing and implementing an effective process to ensure that visitors coming into the school are properly screened; providing adequate financial resources to effectively carter for the security needs of schools; ensuring that effective identification system and processes are designed and installed to be able to readily sport out intruders; mapping out a comprehensive security management policy for the school and embarking on periodic review of records pertaining to the schools security drills exercises are some of the security measures for overcoming the challenges of leadership in secondary schools in Orhionmwon LGA of Edo State. This is in line with Emmanuel (2020) who stated that school administrators in discharging the tasks of ensuring safety and security in schools should always collaborate with critical stakeholders in the schools like the school security officers, parents, students, teachers and community leaders. In the same vein, Onyechere (2014) opined that school administrators have a very important role to play in ensuring that their schools are safe for teaching and learning. According to Onyechere, it is very imperative for schools to have a security management policy and procedures that is well known to all stakeholders (students and staff) within the school. Emmanuel (2020) asserted that while mapping out school security procedures adequate attention should be paid to the various strategies for achieving each steps. Emmanuel also noted that the presence of physical security infrastructure and collaboration between stakeholders is essential to ensuring school safety and the provision of administrative leadership in secondary schools.

On the influence of gender on the responses, the hypotheses were tested at .05 level using t-test and the p-value were greater than the stipulated .05 level of significance for the two analyses on Tables 3 and 4. The researchers, therefore, did not reject the null hypotheses and however concluded that good governance practices for overcoming the challenges of leadership and security measures for overcoming challenges of leadership in public secondary schools in Orhionmwon Local Government Area of Edo State are not gender dependent. This is in agreement with Onyechere (2014) previous report that no significant difference was found

between male and female principals in the course of tackling security challenges.

Conclusion

Based on the findings of the study, the researcher concludes that the promotion of good governance and security is key to overcoming the challenge of leadership in public secondary schools in Nigeria. The realization of the goals of secondary education can be achieved when good governance practices are enshrined as well as implementing security measures by secondary school administrators.

Recommendations

The researchers made the following recommendations based on the findings of the study:

1. The State government should ensure that the budgetary and financial expenditures of secondary schools should be made public to relevant stakeholders (parents, students, teachers and the civil society).
2. The State government should ensure that participative decision-making in making policies and decisions in secondary schools. This will bring about transparency in decision making and promote a spirit of belongingness among stakeholders in the school.
3. School administrators should ensure that students and staffs are aware of the security procedures in the school.
4. The State government should ensure that physical and technological security infrastructures like perimeter fencing, Close Circuit Television (CCT) and biometric scanners are provided for maintaining security in secondary schools.

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