

HUMAN SECURITY MANAGEMENT PRACTICES UTILIZED BY PRINCIPALS FOR EFFECTIVE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

This study investigated human security management practices utilized by principals for effective administration of public secondary schools in Anambra State. One research question guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive survey research design was used for the study. The population of the study comprised 258 public secondary schools principals. A 10 items structured questionnaire which was validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka was used for data collection. The questionnaire was structured on a five point rating scale. To establish the reliability of the instrument, it was administered on 10 Principals of Public Secondary Schools in Enugu Metropolis, Enugu State who were not included in the population of the study. The Cronbach Alpha reliability method on the obtained data yielded a score of 0.73 for internal consistency which was deemed high for the study. Out of the 258 questionnaires distributed, 238 were returned and were used for data analysis. The data collected from the respondents were analyzed using descriptive mean, standard deviation and t-test. Findings of the study indicated that principals of public secondary schools in Anambra State utilize human security management practices to a low extent. Findings also revealed that location and gender did not significantly affect the respondents mean ratings on their utilization human security management practices for effective administration of secondary schools in Anambra State. Based on these findings, the researcher makes the following recommendations among others that principals of secondary schools should go into collaboration with the Commissioner of Police in the State so as to ensure security presence in and around the school. It was also recommended that the Post Primary School Service Commission should as a matter of urgency employ the services of private security organizations to ensure security in and around the school.

Keywords: Human Security, Management Practices, Principals, Effective Administration, Secondary Education.

Introduction

Secondary school education is the phase of education students receive after primary school and before the tertiary education. It serves as the link between primary and tertiary education as well as provides opportunity for a child to acquire additional knowledge, skills and traits beyond the primary level. Secondary education helps to inspire students with the desire for self-improvement and achievement of excellence; raises a generation of people who can think for themselves, respect the views and feelings of others and respect the dignity of labour (Federal Republic of Nigeria, 2013). However, it appears that the insecurity and unsafe school environment is a problem to achieving the above aims of secondary education.

Lack of respect for the authority of teachers and others in disciplinary acts threatens the teachers and the rights of other students and generally affects the quality of secondary school education in Nigeria (Ike, 2015). This is because teachers are disrespected and abused by both the parents and students in the school and in some cases the principal do not provide protection for their teachers. Increasingly, students are victimized in schools by fellow students, teachers, cultists and kidnappers. This is further enunciated by the plethora of school violence in some parts of Anambra State. Sadly, cultism and cult activities have been on the increase among secondary school students in Anambra State (Usman, 2016). According to Usman, there is rarely any academic session without reported incidents of cult related violent clashes in most schools in the country, which usually result in the loss of lives of promising youths. This situation is not different in Anambra State where the State Police Command has consistently arrested young boys and girls of secondary school age in connection with all manners of cult related activities (Kalu, 2016). This situation has increased the call by stakeholders in education on the need for the adoption of effective human security management practices by principals and managers of secondary schools in Nigeria and Anambra State in particular so as to forestall incidents of security threats on students and staff.

The human security management practices are aspects of security management that deals with the use of human beings in preventing and combating security threats (Van Jaarsveld, 2011). According to Bitzer and Hoffman (2007), using human beings in security systems is often either overlooked or neglected completely. Despite the facts that human's play a vital role in security. It is usually the humans that make the decision to take action and decide on what action to take during a crisis or emergency (Bitzer & Hoffman, 2007). Most technological practices will not be able to function successfully without a human component. For example, if an alarm is triggered at a school, a policeman or security guard will have to respond to the alarm in order for the technological aid to work effectively and for the intruder to be apprehended. Some of the human components in security could include guards, community and/or parental participation, school personnel, security officers, private security company personnel on contract who might also offer a rapid armed response service or police officers.

It may be necessary for schools (especially those in high risk areas) to appoint hired security to assist with the safety and security in schools. This can be done by either hiring directly or contracting a private security company to manage the provision of such security services. For those less fortunate schools that are not able to afford or hire security guards, a useful alternative would be to get volunteers from the community to take turns in monitoring the

school premises during the day and at night. The school needs to ensure that these volunteers and the guards are well equipped and that they have the support from the police. They should always have access to a means of communication (with the police and school staff), for example either a cell phone, landline or a two-way radio. Such forms of communication will ensure that any incidents or criminal activities are speedily reported once they have taken place or to prevent an incident from occurring if suspicious activity is observed (Cowan, Rossen Pollitt, & Vaillancourt, 2013).

The school should invite security experts to visit the school to assess the risks and weaknesses at the school (Cowan, Pollitt, Rossen, & Vaillancourt, 2013). This will help the security guards to look out for specific risks and assist with preventing and/or reducing those risks. This can improve the overall physical security – but only if the problems and causes or repeat trends have been identified.

For those schools that cannot afford security experts to do risk assessments and come up with a security plan of security measures, there is recourse in some communities to the pro-deo services of members of the private security industry (local companies based in the community) and to organizations that might be willing and/or want to help. The only thing these schools have to do is to first get hold of a security expert that volunteers to do the security risk assessment as part of his/her or company community work or social responsibility activity. Many community organizations are expected to participate in community safety initiatives, which include safety and security at schools. The use of security guards and police officers has been cited as “among the most common physical surveillance measures currently used in schools in the United States (Rich, 2012). The responsibilities of school resource officers typically range from assisting administrators with student discipline issues to patrolling school grounds, and there have even been noted cases of campus officers successfully intervening in school threats. The effective utilization of human security management practices seem to be dependent on certain factors related to the gender of the principal and the location where the school is located.

Gender analysis recognizes that the realities of men’s and women’s lives are different, and that equal opportunities do not necessarily mean equal results. According to researchers like Mastisa (2011), the gender of the principal or school administrator can influence the way they carry out certain administrative tasks and manage security in their schools. Oyoyo (2014) opined that gender can influence principals’ decision-making capacity with regards to school management. Just like gender, location of school is viewed as a factor that could influence principals utilization of human security management practices in their schools. Nyakundi (2012) averred that school location impinges on school safety. For Nyakundi, schools located at the heart of the cities are more prone to violence than schools in isolated areas. According to Nyakundi, the reason for this is that the endemic crimes and crises in the cities will always spill into the schools. However, these views are theoretical and have not been empirically determined to be the case in Anambra State. It is against this background that the study determined human security management practices utilized by public secondary school principals for effective administration in Anambra State.

Statement of the Problem

It is expected that secondary school principals and members of the school management should be at alert all the time to prevent occurrence of acts of hooliganism to avoid blames for professional negligence. Reports show that some students go to school with jack knives, battle axes and even locally made guns to threaten and bully fellow students (Ojo, 2016 & Usman, 2016). These problems not only endanger students and teachers but they also prevent teachers from concentrating on teaching and students from concentrating on learning.

The researcher is worried that if these problems continue to persist, the value of secondary education in Anambra State will decrease to the barest minimum. These security threats will consequently spill into the large society, making the State unsafe for residents and visitors. It thus becomes imperative that an empirical study such as this one is carried out to determine the extent of principals' utilization of human security management practices for effective administration of secondary schools in Anambra State.

Purpose of the Study

The study determined the extent principals utilize human security management practices for effective administration of public secondary schools in Anambra State.

Research Question

To what extent do principals utilize human security management practices for effective administration of public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of male and female principals of secondary schools in Anambra State on the extent they utilize human security management practices for effective school administration.
2. There is no significant difference in the mean ratings of principals of rural and urban secondary schools in Anambra State on the extent they utilize human security management practices for effective school administration.

Methodology

The study was a descriptive survey. The study was carried out in Anambra State. The population of the study comprised 258 principals of public secondary schools in the six education zones of the State. A 10 items questionnaire which was validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka was used for data collection. The questionnaire was structured on a five point response categories of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). To establish the reliability of the instrument, it was administered on 10 Principals of Public Secondary Schools in Enugu Metropolis, Enugu State who were not included in the population of the study. The Cronbach Alpha reliability method on the obtained data yielded a score of 0.73 for internal consistency which was deemed high for the study. Out of the 258 questionnaires distributed, 238 were returned and were used for data analysis. The data collected from the respondents were analyzed using descriptive mean, standard deviation and t-test. The mean value was used to answer the research question while the standard

deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The decision rule for the mean rating was based on the real limits of numbers. The null hypothesis was tested with t-test at 0.05 level of significance. Where the calculated t-value is less than the critical value of t, it means that there was no significant difference in respondents' mean ratings and the hypothesis was accepted. Conversely, where the calculated t-value is equal to or greater than the critical t-value, it means that there was significant difference in the respondents' mean ratings and the hypothesis was not accepted.

Research Question

To what extent do principals utilize human security management practices for effective administration of public secondary schools in Anambra State?

Table 1: Respondents Mean Ratings on their Extent of Utilization of Human Security Management Practices for Effective Administration of Public Secondary Schools (N=238)

S/ N O	Human security management practices:	Rural			Urban			Male			Female		
		X	SD	D	X	SD	D	X	SD	D	X	SD	D
1.	Employing security guards for the school for effective administration of public secondary schools	3.12	0.67	ME	3.23	0.70	ME	2.90	0.65	ME	3.10	0.64	ME
2.	Contracting private security company to provide school security for effective administration of public secondary schools	2.13	0.41	LE	2.32	0.43	LE	2.34	0.51	LE	2.43	0.41	LE
3.	Collaborating with local vigilante groups to provide for school security for effective administration of public secondary schools	2.32	0.64	LE	2.34	0.54	LE	2.42	0.56	LE	2.41	0.59	LE
4.	Employing a security consultant for issues concerning the security of your school for effective administration of public secondary schools.	2.12	0.52	LE	2.39	0.42	LE	2.45	0.63	LE	2.34	0.46	LE
5.	Collaborating with the police to ensure security in the school for effective administration of public secondary schools	2.28	0.71	LE	2.20	0.42	LE	2.31	0.63	LE	2.35	0.53	LE

6.	Training school resource staff for security checks in the school for effective administration of public secondary schools	2.20	0.44	LE	2.12	0.60	LE	2.29	0.65	LE	2.18	0.56	LE
7.	Reaching out to the community for volunteers that will help in providing security in and around the school premises for effective administration of public secondary schools	2.13	0.46	LE	2.20	0.59	LE	2.19	0.55	LE	2.23	0.44	LE
8.	Equipping the school security personnel with adequate tools that are needed for conducting security check and controlling threats for effective administration of public secondary schools.	2.05	0.47	LE	2.30	0.49	LE	1.87	0.69	LE	2.43	0.56	LE
9.	Ensuring that visitors to the school are escorted to the appropriate location of their visit for effective administration of public secondary schools.	2.41	0.39	LE	2.41	0.44	LE	2.23	0.43	LE	2.21	0.40	LE
10.	Taking practical steps to safeguard students who are driven by taxis/commercial vehicles by assigning appropriate staff to accompany them on their journey for effective administration of public secondary schools.	2.43	0.65	LE	2.08	0.43	LE	2.11	0.51	LE	2.22	0.62	LE
Grand Mean		2.32	0.54	LE	2.36	0.51	LE	2.31	0.58	LE	2.39	0.62	LE

Data in Table 1 reveal that the respondents utilize 1 item for effective administration of public secondary schools at a moderate extent with mean ratings of 3.12 for principals in rural areas and 3.23 for principals in urban areas. Male and female principals also utilize item 1 to a moderate extent with mean ratings of 2.90 and 3.10 respectively. They utilize 9 items for

effective administration of public secondary schools with mean ratings ranging between 2.05 and 2.45 at a low extent. The grand mean scores of 2.34 for principals in the rural area and 2.36 for principals in urban areas shows that public secondary school principals in Anambra State utilize human security management practices for effective administration of public secondary schools at a low extent. Similarly, the grand mean scores of 2.31 for male principals and 2.39 for female principals also indicate that the extent of utilization human security management practices for effective secondary school administration in Anambra State at a low extent. Standard deviation scores for all the items are within the same range which shows that the respondents are not wide apart in their rating.

Hypothesis 1

There is no significant difference in the mean ratings of principals in secondary schools in Anambra state on the extent they utilize human security management practices for effective school administration based on gender.

Table 2 : t-test Analysis on the Mean Ratings of Male and Female Principals in Secondary Schools in on the extent they Utilize Human Security Management Practices

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Male Principals	86	2.31	0.58	236	0.05	0.44	1.96	Not Significant
Female Principals	152	2.39	0.62					

Data in Table 2 show that the calculated t-value of 0.44 at 236 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that the gender of the respondents did not significantly affect their application of human security management practices for effective administration of secondary schools in Anambra State. Therefore, the hypothesis is accepted.

Hypothesis 2

There is no significant difference in the mean ratings of principals in rural and urban secondary schools in Anambra state on the extent they utilize human security management practices for effective school administration.

Table 3: t-test analysis on the Mean Ratings of Principals in Rural and Urban Secondary Schools in on the extent they Utilize Human Security Management Practices

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Rural Principals	122	2.32	0.54	236	0.05	0.22	1.96	Not Significant
Urban Principals	116	2.36	0.51					

Data in Table 3 show that the calculated t-value of 0.22 at 236 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that the location of the respondents did not significantly affect their utilization of human security management practices for effective administration of secondary schools in Anambra State. Therefore, the hypothesis is accepted.

Discussion

Findings on human security management practices indicated that principals of public secondary schools in Anambra State apply human security management practices to a low extent. This might be as a result of the failure of the principals to adequately interact with leaders in their host community in order to provide the adequate human security needs of the school. This impedes on their ability to adequately apply human security management practices. Furthermore, the finding is in line Amanchukwu (2012) who reported low morale and absenteeism as factors against safety and security. Lombaard and Kole (2008) stated that having human security measures on the premises might decrease scholars, staff and parents' fear of crime, as well as assist with the prevention of crime. Lombaard and Kole further noted that this would also allow for vulnerable areas to be inspected and security-related hazards to be detected. It is therefore vital that the human aspect of security is not overlooked or neglected, but that it is utilised to the best of its ability and integrated with the technology and security equipment available. According to Rich (2012), the use of security guards and police officers has been cited as among the most common physical surveillance measures currently used in schools.

Furthermore, findings also showed that male and female principals do not differ significantly in their mean ratings on their application of human security management practices. This is in line with Ike (2015) who revealed that both male and female heads as well as public and private schools heads had no significant mean differences regarding human security measures at secondary level schools. In another vein, findings revealed that principals do not differ significantly in their mean ratings on their application of human security management practices based on location. This is in agreement with Kole and Lombaard (2008) who decried the low adoption of human security management practices in schools.

Conclusion

Based on the findings of the study, the researcher concludes that principals in public secondary schools in Anambra State do not apply human security management practices for effective administration of their schools. This justifies the rising case of crime and criminal activities relating to secondary school students in Anambra State.

Recommendations

Based on the findings of the study, the researcher recommends the following:

1. Principals of secondary schools should go into collaboration with the Commissioner of Police in the State so as to ensure security presence in and around the school. Where this may not be possible, a channel of emergency communication should be established to facilitate rapid police response when the school is faced with security threats.
2. The Post Primary School Service Commission should as a matter of urgency employ the services of private security organizations to ensure security in and around the school.

3. The leaders of the communities where the schools are located should encourage the youths in the community to assist in the provision of security for the school.
4. The school principals should collaborate with local vigilante groups in the communities where the schools are located to provide for school security for effective administration of public secondary schools.
5. The Post Primary School Service Commission should hire security consultants that will train the principals, students and teachers on how to ensure their safety when faced with security threats.

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