



**SCHOOL SECURITY MANAGEMENT PROCEDURES APPLIED BY PRINCIPALS  
FOR EFFECTIVE ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS IN  
ANAMBRA STATE**

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**Abstract**

The study determined school security management procedures applied 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 17 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 0.75 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 apply school security management procedures to a low extent. Findings also revealed that location and gender did not significantly affect the respondents mean ratings on their application of school security management procedures for effective administration of secondary schools in Anambra State. Based on these findings, the researcher makes the following recommendations among others, that the Anambra State Government through the State Ministry of Education and the Post Primary School Service Commission (PPSSC) should formulate a comprehensive framework of security procedures for public secondary schools in the State. it was also recommended that the Anambra State Government through the State Ministry of Education and the Post Primary School Service Commission (PPSSC) should organize seminars and workshops for secondary school principals where they will be trained on current trends in school security management procedures.

**Keywords: Security, Management, Procedures, Principals, Effective, Administration**

## **Introduction**

In recent time there has been increased upsurge in the rate of crime in Nigeria in general and Anambra State in Particular. This increased crime rate is witnessed in the plethora of all forms of criminal activities like kidnapping, terrorism, armed robbery and cult activities in all parts of the country. These are security threats which affect the harmony of the community and society in which they prevail. Sadly, these forms of criminal activities especially cult activities and kidnapping have continued to threaten the safety of students and staffs in schools in Nigeria in general and Anambra State in Particular.

In Anambra State, the increasing rate of cult activities among students in secondary schools has become a common phenomenon. This has led to deaths and injuries among the students and has also resulted in some students abandoning school for fear of being attacked or being forced to join cults. Ike (2015) noted that there is increasing report on high rate of indiscipline in secondary schools in the country in general and in Anambra State in particular. According to Ike, students in some secondary schools upon join cults and gang result to disrespecting teaching and bullying their fellow students to do their bidden. This according to Kalu (2016) is why there is a consistent rise in the rate of crimes perpetuated by secondary school students. The situation in Anambra State is not different according to Kalu (2016) where the Anambra State Police Command consistently arrested young boys and girls of secondary school age in connection with all manners of cult related activities. Parents, teachers, students and other stakeholders in education have wondered why this situation continues to persists without the application of effective security measures to quell the security threats. The researcher

avers that maybe secondary school principals fail to apply security management procedures to protect their schools from internal and external security threats. This is because security management procedures are seen as effective ways of keeping the school safe.

School Security management procedures are vital part of security system in any institution. It sets guidelines and provides direction as to how situations should be effectively managed and handled (Rogers & Schoeman, 2010). Procedures are the 'guidelines' that inform everybody how the objectives in the policy should be carried out and provide instructions on the conduct of security activities. Procedures also involve the development and implementation of efficient measures to deal with those security/risk problems. In support, Rogers and Schoeman (2010) stated that a security risk analysis is conducted to identify vulnerable assets and security weaknesses. It is a process used to calculate the probability (likelihood) of security risks actually occurring and the impact that these risks would have should they occur. When security procedures are in place, it then provides a platform on which other security measures are put in place to curb security threats in secondary schools.

According to Cabral, Malone and Polanowicz (2014) opined that threat assessment needs to be done carefully by experts. They observed that when threat assessment is not done competently, it may cause more harm than good. In particular, a systematic effort to identify potentially violent students should not begin until a school has a robust system for referring students to appropriate professional help. In another vein, Furthermore, Philpott and Kuenstle (2007) stated that schools need to be prepared to deal with all types of risks that a school might face. They need to be ready and able to handle all crises, large or small. Knowing how to deal with a crises situation and what to do when a crisis occurs is what is the difference between 'calm and chaos, between courage and fear, between life and death' (Philpott & Kuenstle, 2007).

Campbell (2007) opined that fear of a school crisis occurring is best managed by education, communication and preparation, rather than through denial. Firstly, school community members need to be educated on the plans for a crisis. They are much more likely to accept a plan if they know and understand the rationale behind it. Secondly, communication with the school community members should occur, to converse about risk reduction and enhancing security and emergency preparedness plans. All the community members should be involved. Lastly, schools will need to prepare for both natural disasters as well as man-made acts of crime and violence. This is achieved by taking an ‘all-hazards’ approach to school emergency planning. This ‘all-hazards’ approach should incorporate emergency plans for all natural disasters (i.e. floods, fires, earthquakes) and man-made acts of crime and violence (i.e. shootings, stabbings, theft, robbery, rape). It is necessary to have a crises plan with specific procedures and strategies for each possible crisis that could occur.

However, it has been observed that certain factors that could affect principals’ application of school security management procedures in their schools. Institutional support in terms of funding, beaureucacy and providing the needed facilities in the school could affect the principals’ application of security management procedures (Trump, 2010). Other factors blamed it on the location of the school, the ability of principals to security conscious, support from host community and availability of infrastructures in the communities where the schools are located. However, it has not been empirically determined on the extent to which these assertions are true. It is against this background that the study investigated the school security management procedure applied by public secondary scool principals for effective administration in Anambra State.

## **Statement of the Problem**

The rise rate of cult activities among teens of secondary school age in Anambra State has become very problematic to all stakeholders of education in the State. This has led to increased rate of truancy and hooliganism among young boys and girls who should be fully focused in their academic pursuit. If this situation is left to fester, the researchers are worried that this will draw down the objective of academic excellence projected by the State government. It is therefore against this backdrop that the researcher questions if school principals apply school security management procedures for effective administration of secondary schools in Anambra State?

## **Purpose of the Study**

The study determined the extent secondary school principals apply school security management procedures for effective administration of public secondary schools in Anambra State.

## **Research Question**

To what extent do principals apply school security management procedures for effective administration of public secondary schools in Anambra State?

## **Hypotheses**

1. There is no significant difference in the mean ratings of principals of rural and urban secondary schools in Anambra State on the extent they apply school security management procedures for effective school administration.
2. There is no significant difference in the mean ratings of male and female principals of secondary schools in Anambra State on the extent they apply school security management procedures 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 17 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 0.75 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 apply school security management procedures for effective administration of public secondary schools in Anambra State?

**Table 1**

**Respondents mean ratings on their extent of application of school security management procedures for effective administration of public secondary schools**

S/NO	Security management procedures:	Rural			Urban			Male			Female		
		$\bar{X}$	SD	D	$\bar{X}$	SD	D	$\bar{X}$	SD	D	$\bar{X}$	SD	D
1.	Carrying out constant risk/threat assessment in and around the school premises for effective administration of public secondary schools.	2.22	0.41	LE	2.40	0.50	LE	2.40	0.50	LE	2.33	0.47	LE
2.	Instituting a threat assessment team which comprises of principals, guidance counsellors, mental health professionals and security, police, and fire personnel, as well as social service agencies for effective administration of public secondary schools.	2.22	0.41	LE	2.06	0.24	LE	2.25	0.44	LE	2.06	0.23	LE
3.	Having a specific process for screening students reported for threatening or violent behaviour for effective administration of public secondary schools.	2.14	0.35	LE	2.13	0.33	LE	2.25	0.44	LE	2.06	0.23	LE
4.	Having a code of conduct for all students in the school for effective administration of public secondary schools	2.22	0.41	LE	2.38	0.49	LE	2.48	0.50	LE	2.11	0.32	LE
5.	Having a clearly defined code of ethics for school staff for effective administration of public secondary schools	2.14	0.35	LE	2.00	0.50	LE	2.08	0.28	LE	2.06	0.53	LE
6.	Instituting a clear security plan that is known by school staff for effective administration of public secondary schools	2.14	0.52	LE	2.19	0.39	LE	2.25	0.60	LE	2.11	0.32	LE
7.	Organizing constant training programmes for the school threat assessment team for effective administration of public secondary schools	2.14	0.65	LE	1.87	0.49	LE	1.83	0.69	LE	2.11	0.46	LE
8.	Providing procedures for identifying and addressing mental health needs for effective administration of public secondary schools.	2.22	0.56	LE	2.07	0.66	LE	2.08	0.28	LE	2.18	0.77	LE
9.	Having a laid down procedure to track reports of worrisome behaviours over time in the school for effective administration of public secondary schools	2.14	0.35	LE	2.13	0.33	LE	2.25	0.44	LE	2.06	0.23	LE
10.	Providing an anonymous hotline to report threatening behaviour	2.14	0.35	LE	1.88	0.60	LE	2.08	0.28	LE	1.95	0.62	LE

	from students for effective administration of public secondary schools.												
11.	Providing an anonymous hotline to report threatening behaviour from teachers for effective administration of public secondary schools	2.00	0.54	LE	2.06	0.24	LE	1.92	0.50	LE	2.11	0.32	LE
12.	Developing an “all hazards” emergency preparedness plan that covers natural disaster for effective administration of public secondary schools.	2.07	0.46	LE	2.00	0.42	LE	2.17	0.37	LE	1.94	0.23	LE
13.	Developing an “all hazards” emergency preparedness plan that covers man-made threats for effective administration of public secondary schools.	2.21	0.41	LE	2.13	0.33	LE	2.17	0.37	LE	2.16	0.37	LE
14.	Developing a clear ranking structure that defines the duties and responsibilities of all school members during crisis for effective administration of public secondary schools	2.42	0.50	LE	2.06	0.24	LE	2.17	0.37	LE	2.27	0.45	LE
15.	Having a clearly specified procedures for checking and admitting visitors into the school premises for effective administration of public secondary schools	2.29	0.46	LE	2.00	0.24	LE	2.25	0.44	LE	2.06	0.23	LE
16.	Instituting a crisis response team for school emergencies for effective administration of public secondary schools.	2.14	0.35	LE	2.44	0.50	LE	2.48	0.50	LE	2.11	0.32	LE
17.	Ensuring that students and staff are familiar with emergency evacuation drills including those for use at night, in case of fire for effective administration of public secondary schools.	2.07	0.60	LE	2.06	0.24	LE	2.17	0.69	LE	2.00	0.24	LE
<b>Grand Mean</b>		<b>2.17</b>	<b>0.45</b>	<b>LE</b>	<b>2.11</b>	<b>0.40</b>	<b>LE</b>	<b>2.32</b>	<b>0.45</b>	<b>LE</b>	<b>2.34</b>	<b>0.39</b>	<b>LE</b>

Data in Table 1 reveal that the 17 listed security management procedures had mean ratings ranging between 1.83 to 2.48 according to gender and location of principals in secondary schools. This means that principals apply them in public secondary schools at a low extent. The grand mean scores of 2.17 for principals in the rural area and 2.11 for principals in urban areas shows that public secondary school principals in Anambra State apply school security management procedures for effective administration of public secondary schools at a low extent.



This is also consistent with the grand mean scores of 2.32 for male principals and 2.34 for female principals which show a low extent of application security management procedures for effective administration of public secondary schools in Anambra State. 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 rural and urban secondary schools in Anambra state on the extent they apply school security management procedures for effective school administration.

**Table 2**

**t-test analysis on the Mean Ratings of Principals in Rural and Urban Secondary Schools on the extent they Apply School Security Management Procedures**

Variable	N	Mean	SD	df	$\alpha$	t-cal.	t-crit.	Decision
Rural Principals	122	2.17	0.45	236	0.05	0.67	1.96	Not Significant
Urban Principals	116	2.11	0.40					

Data in Table 2 show that the calculated t-value of 0.0.67 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 application of school security management procedures 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 secondary schools in Anambra state on the extent they apply school security management procedures for effective school administration based on gender.

**Table 3**

**t-test analysis on the Mean Ratings of Male and Female Principals in Secondary Schools on the Extent they Apply School Security Management Procedures**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>df</b>	<b>α</b>	<b>t-cal.</b>	<b>t-crit.</b>	<b>Decision</b>
Male Principals	86	2.32	0.45	236	0.05	0.54	1.96	Not Significant
Female Principals	152	2.34	0.39					

Data in Table 3 show that the calculated t-value of 0.54 at 236 degree of freedom and at 0.05 level of significance is less than the critical t-value of 1.96. This shows that the gender of the respondents did not significantly affect their application of school security management procedures for effective administration of secondary schools in Anambra State. Therefore, the hypothesis is accepted.

**Discussion**

Findings of the study indicated that principals of public secondary schools in Anambra State apply school security management procedures to a low extent. This might have resulted because there are no laid down security procedures for secondary schools in Anambra State. This impedes on the ability of the principal to make and apply security management procedures in their schools for effective administration. In another vein, some principals appear to be unaware of the need for having school security management procedures in their schools. Thus there lack of interest in applying security management procedures in their schools. Furthermore, the finding is in line with Nyakundi (2012) who found that public secondary schools do not adopt proper security procedures. According to Maritim (2014), safety procedures are formulated

by the ministry and passed down to schools for application. However, Maritim noted that the ministerial guidelines are issued but are never implemented in many schools. Similarly, Ike (2015) also observed that despite the formulation of safety policies in some schools in Nigeria, it appears that the policies were not applied by the administrators in those schools. This situations result because funds might not have been made readily available for school principals to implement the security management procedures in their schools.

The findings also revealed that the principals do not differ significantly in their mean ratings on their application of school security management procedures based on location. This shows that the location of the respondents did not significantly influence the extent of their application of school security management policies and procedures. This is also in line with the findings of Maritim (2014) who reported that principals of public secondary schools do not apply the safety guidelines and policies in their schools.

Furthermore, it was also revealed that male and female principals do not differ significantly in their mean ratings on the other six school security management procedures. This is also in agreement with Xaba (2006) who noted that school administrators irrespective of gender seldomly apply security management policies and procedures in secondary schools in Africa. This might be because of lack of awareness of laid down school security procedures among the principals. It, therefore, becomes pertinent that a unified school security procedure should be mapped out by the state ministry of education or the post primary school service commission in collaboration with the school principals, parents, community vigilante groups and other stakeholders in education so as to ensure optimum safety 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 school security management procedures for effective administration of their schools. This justifies the rising case of crime and criminal activities relating to secondary school students in Anambra State. It is therefore imperative that all hands should be put on deck to salvage the security threats affecting educational activities in public secondary schools in Anambra State.

## **Recommendations**

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

1. The Anambra State Government through the State Ministry of Education and the Post Primary School Service Commission (PPSSC) should formulate a comprehensive framework of security procedures for public secondary schools in the State.
2. The Anambra State Government through the State Ministry of Education and the Post Primary School Service Commission (PPSSC) should organize seminars and workshops for secondary school principals where they will be trained on current trends in school security management procedures.
3. Principals of public secondary school should collaborate with security experts in their host communities to draft temporary security procedures that will help to keep their school safe from security threats.
4. School Principals can also educate themselves by reading journals, articles and security blogs online on current security procedures in schools.

5. Public Secondary school Principals should set aside days in the week whereby the entire members of the school community engage in school security drills. This will practically educate the students and staff on the schools security management procedures.

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