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REVIEW ARTICLE

ASSESSMENT OF CAUSES AND FORMS OF INSECURITY IN EDUCATIONAL INSTITUTIONS IN KEBBI STATE: IMPLICATIONS FOR SCHOOL ADMINISTRATION

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ABSTRACT

Insecurity in schools is an international problem that is affecting all parts of the world and Nigeria in particular. To get the right antidote, the causes and forms of insecurity affecting schools must be correctly diagnosed. This paper therefore, assessed the causes and forms of insecurity in educational institutions in Kebbi State, Nigeria. In conducting this study a simple descriptive survey was adopted. Deliberate sampling was used to select 100 school administrators out of 460 comprising of headmasters, principals, provosts, rectors, and university administrators. The study also purposely selected 100 parents out of 1,870 represented by Chairmen of Parent Teachers Association (PTA) and School Based Management Committee (SBMC). Cluster and stratified random sampling techniques were used to select 300 out of 1,950 teachers cutting across the 50 schools which were selected from all the five Education Zones in Kebbi State to get a total sample of 500 participants. A researcher designed instrument titled Causes and Forms of Insecurity in Schools Questionnaire (CFISQ) was validated by experts in school security management. The instrument was pilot tested by test re-test method and reliability index of 0.71 was obtained using Crombach Alpha Co-efficient at 0.05 level of significance. The instrument was based on an adopted four point Likert scale by which the Mean of 2.50 and above was used for acceptance, while below 2.50 was used for rejection. The findings of the study indicated that the cause of insecurity in schools included non-chalant attitude of some school administrators towards security matters, lack of a comprehensive and well disseminated school security policy, lack of execution of security duties by school security guards among others. It was also found the forms of insecurity prevalent in schools include physical attacks, abduction and rape among others. It was therefore recommended that school administrators should make school security their priority. They should identify peculiar forms of insecurity in their schools and devices preventive measures to protect the lives and properties of staff and students in their schools.

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INTRODUCTION

Schools all over the world are designed to be centers of learning and propagation of good conduct. School premises are expected to be places that are safe, secured and peaceful. When a child goes to school, one of the most critical things that parents are concerned about is the safety and security of children in school or while commuting (James,2019). Keeping schools secure and safe is a very important task that should not be taken lightly. Terrorist attacks on schools are no longer a far-fetched notion that can be ignored. The primary goal of terrorism is to spread fear, and schools are now prime targets for causing such fear (Mutum, 2018). The mere apprehension of a crime can be as debilitating as crime itself.

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Even when the actual crime rates are not as bad as they seem, the fear of becoming a victim is real (Edwards, 2003). Going by any security standards, public and private schools at all levels in Kebbi State have low degree of security. One of the critical elements embedded in the foundation of a conducive school environment for learning is the provision of safety and security. According to Dungu (2019) attendance and academic performance are closely linked with the degree to which students perceive their school environment to be secured. It is hard for pupils to concentrate on learning task when they feel vulnerable. To this extent, safety and security concerns are fast becoming an important part of any dialogue about improving school wide academic performance (Edwards, 2003). The concept of school security has been viewed from different angles by different scholars. Thomas (2009) views security as the protection of lives and property against attack or danger.

This implies that school security is the protection of lives of students and staff as well as school facilities against external attack and internal crimes happening within the school itself. Arisi (2011) defined security as the existence of a relatively stable environment in which individuals, feel protected. It means that school security is the establishment and sustenance of a peaceful school environment in which staff and students perform their activities without fear or apprehension of impending threats or attacks on schools.

Theoretical Framework: The theoretical consideration of this study was based on Maslow's hierarchy of needs theory cited in Manga (2015). The theory highlighted that security is a basic need of man, if he must survive and achieve self-actualization. Going by the deteriorating state of insecurity in Nigeria, particularly in North Western Nigeria to which Kebbi state belongs, it is obvious that there is a wide gap between Maslow's theories which emphasis the need for security and the extent to which school security is provided in schools. Despite the rapid spread of terrorism, banditry, kidnapping and other security challenges, schools in Kebbi State have taken little or no concrete steps to improve their internal security and compliment the efforts of state security agencies. Insecurity in this paper is operationalized to be a state of fear of impending danger and actual experience of harmful activities that are destructive to lives and properties. Educational institutions in this paper refer to primary and secondary schools, tertiary institutions and universities. School security guards are officers appointed and posted to schools to serve as permanent security staff. Security duties are statutory and legal functions carried by security guards to ensure the security of schools at all times.

Review of Related Literature: Insecurity in schools may be caused by internal external factors. The fact that a school is not attack by external forces it does not always signify that the internal security of the school is good enough to eliminate all anxiety and fear of harm in school environment. The greater part of insecurity is the occurrence of various crimes and other violent activities in schools. Educational administrators have a lot to do in order to protect their schools and ensure a relatively threat free environment. To do that effectively, the critical causes of insecurity in schools must be identified, x-rayed and clearly articulated for coherent action.

The first cause of insecurity in schools has been attributed to nonchalant attitude of school management towards security issues. According to Jill (2000) many school administrators lack realistic school security plans that spell out what security tasks need to be performed, who is to be held responsible, how the task should be carried out, when it must be done and why it need to be done. Many school administrators do not efficiently recognize, direct, coordinate, supervise and monitor security activities in their schools. In many instances they do not evaluate security loopholes and provide appropriate solution and the required staffing to man security duties. Hardly do school administrators consider the use of internally generate revenue to fund security activities in their schools. This renders many schools to be left open to all sorts of insecurity challenges. Gross incompetence of school security guards tends to contribute a lot to cause insecurity in schools. Garry (2000) noted that in spite of the over increasing spate of school shootings around the world, many schools neither have full time security guards as their employees nor do they hire them for the school. Where security guards exist, they are usually retired, old and physically weak men who lack the strength,

agility and good eyesight to perform security duties efficiently. Cases abound where some school security guards are illiterates, untrained and handicap. Some of them are corrupt, lazy and grossly inefficient in the discharge of their duties. This is in addition to the fact that the school security guards in Nigeria and Kebbi State in particular are generally unarmed and ill-equipped to cope with internal security challenges and are not fully prepared to defend schools from external attack by terrorists and other criminals. Poor of performance of routine security duties by security guards across the schools has been identified as one of the major causes of insecurity in schools. Kenneth (2003) noted that many security guards in schools do not engage in primary security duties of patrolling the school environment both by the day and by night; guarding of buildings; facilities and infrastructure; intelligence gathering and scouting. In some cases school security guards do not investigate urgent security reports brought to their attention nor do they make tangible efforts to apprehend, detain and hand over people caught in criminal acts in the school to the police for prosecution. There is lack of synergy and joint collaborative action between school security guards, local vigilante groups and state security agencies. Poor performance of security duties in schools is worsened by lack of regular security inspection of schools by the Ministry of Education.

Although students are at the center of the education system, they too sometimes contribute to cause a lot of security problems to schools. Sheila (1998) highlighted that overcrowding students in school hostels, classrooms, laboratories and vital places in schools could generate conflict in the use of limited resources which could disrupt peace and orderliness. Sometimes when student misconduct is not promptly punished appropriately, it tends to embolden students to commit more crimes which in turn escalate to cause insecurity in schools. There are cases where exceptionally good students are not rewarded as reinforcement for peaceful conduct. With time they lose confidence in school justice and take the law into their hands. Students in most cases lack security consciousness as they sometimes loiter in secluded places alone where they can easily be abducted without notice. Some students do not promptly report suspicious characters, objects or movements that they observe in the school environment and this may threaten the security of the school. (Egene, 2001).

Deficiencies in the construction of school plant may contribute to cause security problems in schools. The National Crime Prevention Center (NCPC 2001) stated that schools that are not fenced provide easy access to criminals and other trespassers while school buildings that are not constructed in line with standard specifications may soon collapse causing loss of lives and property. Dwyer and Ogbar (2000) in addition noted that bad school layout with untrimmed flower, trees and bushes may pose a security threat by shielding criminal activities. Likewise, schools that have no street lights and security lights on buildings and other strategic locations may contribute to cause insecurity as this makes it easy for criminal to commit crimes in the school under the cover of darkness. Schools suffer from various forms of insecurity, some of which are serious enough to cause constant fear in schools. Forms of insecurity are manifested by various acts of commission or omission that are harmful and destructive to lives and property. Arisi (2005) noted that one of the greatest forms of insecurity in schools is physical violence in form of assault, battery, bullying manslaughter and outright murder.

Physical violence may also take the form of kidnapping, robbery, abduction, false imprisonment and school shootings. Kemi (2011) stated that insecurity in relation to school property may take the form of stealing, burglary, vandalization, arson, illegal seizure of personal property and conversion. In addition, building collapse and use of insecure buildings that have faulty doors, windows and roofs constitute a form of security risk. Thomas (1999) stated that violent student behavior, drug abuse, alcoholism, smoking of dangerous substances are serious forms of insecurity that generate misconduct and criminal activities. Mohammed (2013) highlighted that reckless driving and use of old, faulty, over loaded school vehicles may result in fatal accidents and therefore contribute a form of insecurity to students and teachers. Suspicious vehicles with dark tinted glasses may be used to kidnap and smuggle victims to criminal hideouts. Over speeding with school vehicles and driving vehicles that have faulty brakes, broken windscreens, poor steering function and other mechanical faults are forms of insecurity. Some school bus drivers are reckless, inexperienced, incompetent and prone to frequent accidents. Some bus drivers sometimes drive under influence of intoxicants with high likelihood of losing control of the vehicle and causing injury to passengers thereby constituting a form of security threat.

Statement of the Problem: Students of all ages are victims of crimes committed at school. Although school shootings in Bornu, Yobe and Adamawa States by Boko Haram terrorist have dominated the media, it must be remembered that other less dramatic and less deadly outbreaks of violence take place in schools across the country. These events may seem insignificant compared to the horrors of school bombings in North-East Nigeria but they are symptoms of problems that should urgently be addressed. Assault, battery, stealing, rape and other crimes committed in schools need to be addressed as they can serve as a foundation for more lethal events in the future and the seemingly minor incidents can often escalate into crisis situation. Based on complaints from parents and public outcry it is obvious that the security situation in schools in Kebbi State is far from satisfactory. The main thrust of this study therefore, was to ascertain the causes of insecurity and the various forms of insecurity affecting schools in Kebbi State and the implications for school administration.

Objectives of the Study

The objectives of this study where to find out

- The causes of insecurity in educational institutions in Kebbi State, Nigeria; and
- The forms of insecurity in educational institutions in Kebbi State, Nigeria.

Research Questions

- What are the causes of insecurity in educational institutions in Kebbi State, Nigeria?
- What are the forms of insecurity in educational institutions in Kebbi State, Nigeria?

METHODOLOGY

In conducting this study a simple descriptive survey was adopted.

Deliberate sampling was used to select 100 school administrators out of 460 comprising of headmasters, principals, provosts, rectors, and university administrators. The study also selected 100 parents out of 1,870 represented by Chairmen of Parent Teachers Association (PTA) and School Based Management Committee (SBMC) were purposely selected. Cluster and stratified random sampling techniques were used to select 300 out of 1,950 teachers cutting across the 50 schools comprising of primary, secondary and tertiary educational institutions were purposefully and randomly selected from all the five Education Zones in Kebbi State to get a total sample of 500 participants. A researcher designed instrument titled: Causes and Forms of Insecurity in Schools Questionnaire (CFISQ) was validated by experts in school security management. The instrument was pilot tested by test re-test method and reliability index of 0.71 was obtained using Crombach Alpha Co-efficient at 0.05 level of significance. An adapted four point Likert scale with the Mean of 2.50 and above was used for acceptance, while below 2.50 was used for rejection.

RESULTS

Two research questions were answered, presented and analyzed sequentially:

Research Question 1: What are the causes of school insecurity in educational institutions in Kebbi State, Nigeria?

This research question was answered and presented in table 1. Table 1 indicates that the average mean of 3.036 shows that school administrators, teachers and parents accepted that are the items on the causes of insecurity in educational institution in Kebbi State, Nigeria. This means that all the participants to the study accept that the causes of school insecurity in educational institutions in Kebbi State include non-challant attitude of school administrators on security matters (3.412); lack of a comprehensive school security policy (2.868); non execution of security duties and incompetent school security guards (3.336); overcrowding of students with diverse characteristics (2.718); deficiencies in school plant construction and faulty buildings (3.224); lack of permanent school security guards in schools (2.862); lack of regular inspection of school security by the ministry of Education (2.918).

Research question 2: What are the forms of school insecurity in educational institution in Kebbi State, Nigeria ?

This research question was answered and presented in table 2. Table 2 indicates the average mean of 2.789 schools administrators, teachers and parents accepted that all the items on table 1 constitute forms of insecurity in educational institution in Kebbi State, Nigeria. This means that forms of insecurity prevalent in educational institutions in Kebbi State include physical violence, battery and assault (2.948); burning of schools and fire outbreak (2.718); abduction and kidnap of school personnel either within or outside the school premises (2.862); false imprisonment or detention of students after school hours as corporal punishment (2.713); stealing (2.691); burglary and vandalization of school facilities (2.904); vehicle accidents (2.713); drug abuse and smoking of substances (2.875)

Summary of Major Findings: The following findings were made in this study:

Table 1. Causes of School Insecurity in Educational Institution in Kebbi State, Nigeria

S/N	Causes of School Insecurity	N	\bar{X}	Std
1	Nonchalant attitude of school administrator son security	500	3.412	.615
2	Lack of comprehensive school security policy to guide action	500	2.868	.950
3	Non execution of security duties by incompetent guards	500	3.336	.601
4	Overcrowding of students with diverse characters in schools	500	2.718	.887
5	Deficiencies in school plant construction and faulty buildings	500	3.224	.612
6	Lack of permanent security guards in schools	500	2.862	.953
7	Lack of security inspection by the Ministry of Education	500	2.918	.887
8	Faulty school vehicles and reckless driving	500	2.948	.980
	Mean	500	3.036	.811

Table 2. Forms of School Insecurity in Educational Institutions inKebbi State, Nigeria

S/N	Forms of School Insecurity	N	\bar{X}	Std
1	Physical violence,battery and assault	500	2.948	.981
2	Burning of schools or fire outbreaks	500	2.718	.881
3	Abduction and kidnapping of persons	500	2.862	.953
4	False imprisonment and detention of students	500	2.713	.764
5	Armed robbery, stealing and trespassing	500	2.691	.683
6	Burglary and vandalization of facilities	500	2.904	.961
7	Rape, sexual harassment and prostitution	500	2.718	.887
8	Bombings and school shootings	500	2.862	.953
9	Vehicle collision and crashes	500	2.713	.764
10	Drug abuse, alcoholism and smoking	500	2.676	.695
11	Cultism andhooliganism	500	2.875	.694
	Mean	500	2.789	.837

- Educational institutions in Kebbi State experience one form of insecurity or the other. Causes of insecurity maybe blamed on school administrators, policy makers, school security guards and students themselves.
- Forms of School insecurity in Kebbi State include physical attacks, stealing, drug abuse, bullying, among others.

Discussion of Findings: Results of research question one show that insecurity is caused by many factors. These include nonchalant attitude of school administrators towards planning, organizing, directing, coordinating, supervising and monitoring of security activities in the schools. Some school administrators assume that their schools can never be faced with deadly security incidents. As a result they do not make time for regular evaluation of security situation in their schools let alone ensuring that their staff and students practice emergency security procedures of evacuation and lockdown in a case of unforeseen and sudden eventualities. This findings agrees with Jill (2000) who also noted that the careless attitude of the schooladministrators may partly be due to the lack of security training and the assumption that the overall security responsibility in schools is vested in the hand of state security agencies.

Another contributory cause of insecurity in educational institution in Kebbi state is the lack of properly articulated comprehensive and well disseminated school security policy. The absence of an existing school security policy in schools means that school may haphazardly map out their security strategies or even ignore any attempts at making serious efforts to put in place any security plans. This findings is in line with Garry (2000) who opined that without a clear official school security policy, school managers, teachers and students may not have a clear understanding of the objectives of schools security; strategies to achieve them; resources required to execute the strategies as well as required standards of school security atmosphere in schools. Lack of execution of school security operations by school security guards in schools is found to be a cause of insecurity in schools.

Many schools do not have security permanent security guards and are not willing to hire security guards at their own expense. This findings is line with Garry (2000) who noted that some school security guards lack adequate training, are old, weak and incapable retirees. Some of them are lazy, corrupt, and physically handicapped. Thus it is not surprising that they are unable to perform their statutory security responsibilities satisfactorily. This agrees with Kenneth (2009) who noted that the most neglected school security operations include lack of regular patrols, improper guarding of school facilities and infrastructure, lack of regular scouting, inefficient crime investigation, poor reporting of security threats, and lack of intelligence gathering. In addition school security guards do not involve themselves in arresting, detention and handing over criminals to the police for prosecution. Above all there is the lack of sustained joint collaboration between school security guards, state security agencies and local vigilante groups. The findings reveal that the way and manner students conduct themselves causes a lot of insecurity in schools. The finding is in line with Sheila (1998) who noted that students cause insecurity by engaging in violent activities such as fighting, armed robbery, kidnapping, rape, bullying and other antisocial behaviours, among others.

Edwardes (2003) pointed out that some students commit crimes and get away without requisite punishment, while some expose themselves to danger by being alone in isolated places as well as failing to report suspicious characters, objects and activities in their vicinity. Deficiencies in school plant construction and layout have been found to contribute to cause insecurity in schools. National Crime Prevention Center (NCPC 2001) highlighted that schools that are not properly fenced and buildings that have damaged doors and windows signals an invitation to security violation as this provides unhindered access by criminals. Ewegwnw (2001) noted that poor layout shields criminals while poor quality of school building construction leads to frequent building collapse with irreparable loss of lives and property. Faulty school vehicles have been found to cause a lot of insecurity by killing and

maining staff and students through frequent crashes and head on collisions. This finding agrees with Dungu (2019) who noted that some school busses are old, while some have faulty breaks and other mechanical faults that renders their road worthiness to be deficient. This is worsened by over speeding and reckless driving by unqualified school bus drivers. As a whole the findings indicated that lack of school security inspection by the Ministry of Education, Primary School Education Boards, Secondary Managements Boards and other relevant authorities causes school to ignore security matters, thereby making schools to be porous and soft targets for bandits, kidnappers and other criminals. The findings of research question two shows that educational institutions in Kebbi State experience various forms of insecurity. This is in line with Arisi (2005) who identified assault, battery, bullying, manslaughter and murder as forms of insecurity. It agrees with Kemi (2011) who listed robbery, stealing, transparency, kidnapping, abduction, burglary and vandalization as forms of insecurity. It is also in agreement with Thomas (1999) who mentioned shooting, bombing, rape, prostitution, sexual harassment, gangsterism, alcoholism, smoking and drug abuse as critical forms of security challenges in schools.

Conclusion

Based on the findings of this study, it is concluded that insecurity in schools is real and it constitutes a threat to survival, preservation of school property and conduct of peaceful activities in educational institutions in Kebbi State. Insecurity is caused by many factors which emanate from school management, students conduct, inadequate facilities, and lack of security priority. Schools experience various forms of insecurity which include injury to persons, as well as destruction of lives and properties in extreme cases. School administrators have the highest responsibility of maintaining security of schools entrusted to their care. The findings of this study clearly show, that the problem of insecurity is prevalent and widespread in schools in Kebbi States Nigeria. The causes of insecurity are diverse and complex as the school administrators, students, teachers, Ministry of Education and all stakeholders contributes in one way or the other through their acts of omission or commission. The various forms of insecurity experienced in schools is not new but the modes are rapidly changing and assuming alarming dimensions. The problems of insecurity in schools is however surmountable with careful planning and appropriate efforts.

Recommendations

- School administrators must make school security as a top priority. They should enlighten staff and students on security consciousness through talks, seminars and workshops and also ensure that school security guards perform their duties efficiently and effectively.
- School administrators should identify various forms of insecurity in their schools and device preventive measures so as to protect the lives of staff and students in their schools.

Implications for School Administration

Based on the findings and conclusion of this study, the following implications for management of school security in educational institutions in Kebbi State are highlighted. School

administrators should make regular appraisal of security situation in their schools. They are to objectively examine and uncover the various causes of insecurity peculiar to their schools. This will enable them give the right antidote for existing security loopholes in the school. It also implies that School administrators should brainstorm with staff and security experts on ways of effectively responding to various forms of challenges affecting the school. This will enable them to take pre-active measures to maintain security.

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