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Managing Ibadan Municipal Secondary Schools in Periods of Increasing National Insecurity to Educational Institutions, Oyo State, Nigeria

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Abstract

The problem of insecurity to educational institution has attracted the attention of stakeholders in recent years hence this study investigated insecurity in Ibadan Municipal schools. Specifically, the study investigated the state of facilities in public and private secondary schools. The survey research design of the 'ex post facto' type was adopted that covered a population of principals, teachers and students. 3 Local Government Areas [LGA]s -Ibadan North, Ibadan Northeast and Egbeda LGAs were selected for the study using the Multi stage sampling procedure to select 56 schools with 112 principals and teachers at each level of selection. Three instruments namely Oyo State Secondary Schools Security Instrument Questionnaire (OSSSIQ)1, 2 and 3 were adopted to elicit responses from respondents. The instrument was validated by colleagues in the Department of Educational Management of the Faculty of Education and test construction experts in the Institute of Education of the University of Ibadan. A reliability coefficient of ' $r=0.82$ ' was obtained in a trial test. 3 research questions and 3 hypotheses guided the study. Findings showed that a

significant difference existed between the items (infrastructure, environment and personal) security in the 2 types of institutions (public and private) with $[t(54)=3.123;p<0.05]$. Also, a significant difference could not be established between security awareness, insecurity avoidance and security defence between public and private secondary institutions in Oyo state with $[t(76)=-0.835;p<0.05]$. Mean of Private schools stood at $(m=1.43, sd = 0.480)$ while the same for public schools stood at $(m=1.43$ and $sd=0.500)$. Finally the result established that $r^2 = 0.000$. In essence, no proportion of the dependent variable can be explained by the independent variable which is not significant with $r=0.97;p<0.05$. It is recommended that more training should be carried out for teachers and students on security.

Introduction

Security is an important aspect of society. Due to its importance, the Federal Government of Nigeria in its 1999 Constitution (FRN, 1999:20,30,34) enshrined it in the document placing the security of lives, property and individuals in the hand of government hence government must at all times be in a position to guarantee the lives and property of all in the nation. In the last few decades, the case of growing and rising rates of insecurity globally has began to point directions for the need to accelerate the level of security apparatuses put in place.

According to the Annex of Statistical Information, Country Reports on terrorism 2012 [ASICRT], terrorists attacks leading to extreme insecurity is being reported and thereby placing nations on red alert on the activities of these terrorists. Most affected by these new wave of attacks are activities of terrorists on

educational institutions. ASCRIT (2013) listed 10 nations mostly affected by terrorists attacks to educational institutions in which Nigeria was one of them. The ASICRT (2013) listed the perpetrators of such attacks on regional basis, nature of attacks, tactics adopted by attackers, weapons, motives and targets of such attacks.

Among attackers with motives are Al-Shabaab in the Magreeb, Taliban (Afghanistan), Boko-haram (Nigeria). These are fighters and terrorists with sectarian motives. Other terrorists in Nigeria who cannot be classified as terrorists 'per se' but with political and economic motives are the Niger Delta Militants. The method of operation of these terrorists varies and their weapons also vary. In Nigeria, their targets also vary depending on the motive for such attacks. In recent years, it's been observed that the targets of Niger Delta Militants are expatriates in rich oil prospecting companies whom they perceive as usurping their God-giving resources for pecuniary motives in conspiracy with political powers at the helms of affairs in Nigeria. The kidnappings of the Niger Delta Militants is purely for economic reasons (ransom taking). The same is not true for 'Boko-Haram' whose main motive is sectarian and the name literally implies 'western education is anathema' and this shows that its targets are Churches, Mosque, Schools etc with killing, maiming and the use of dangerous weapons. In Nigeria, Boko-Haram terrorists have been known to use Improvised Explosive Devices (IED)s, Bombs, matches, Riffles, Knives etc to name but a few.

Nigeria with a total of 36 states with an addition Federal Capital Territory has experienced terrorist attacks in many secondary schools in North-Eastern Nigeria with several students and teachers abducted.

Some returned and some have never been seen again till date. Though Ibadan in Oyo State (South-west), Nigeria has never recorded any case of terrorists activities, there is the need to fortify any lapse that may make such possible in the event of a thought of that by terrorists. This indicates that this study is of primary importance to policy makers, parents, teachers/administrators and ministry of education officials.

Core aspects of security in this regards will include; personal, environmental and school facilities security. In the first instance, security can only be important to a person who is alive hence the provisions of (FRN: 1999) comes handy here. There should be adequate personal protection and in so doing, it is not only to be aware of your rights but to receive the right training to defend or escape with your life should there be an attack. It could be so late to advise at a time like this that we include security training in pre-service training for teachers because insecurity is already here with us so what level of training to we give to teachers and students on how to identify a terrorist, identify an IED, raise an alarm in case of infiltrators? These indices are what government can put in place urgently through right training and exposure.

Concerning school plant, some scholars (Sander, 1977; Sanni, 2007 and Kemi, 2003) identified areas of insecurity in school facilities that include; School fence (intact or porous), location (urban, semi-urban or rural), School Gates, Security Equipment (Electronic or manual), Security Posts, Security Personnel, School buildings (Windows, doors) etc with proper locks and burglary proofs? These factors need to be examined in Oyo state and must not wait until terrorism is with us before we start running helter-skelter.

Taking a cue at the provisions of the Federal Republic of Nigeria (FRN, 2004), educational provision apart from being on the concurrent legislative list now accommodates the private sector to which most Nigerian's now clamour around for the provision of education. The study will also try to shed light on the perceptions of stakeholders in regards to security issues among the two types of education providers (Public and Private). It will not be out of place to say then that this findings of this study are generalizable especially to those areas that are yet to experience any of these incidences. It is possible to plan and take precautions to avert them and also manage the situations should such issues arise.

The Problem

The problem of insecurity in Nigeria in recent years has assumed a high dimension. While several scholars see it a global challenge, some countries have been seen as targets for these attacks among which is Nigeria. It has been observed that terrorist attacks have become new methods of agitations by several people and organizations with pecuniary motives either; political, economic and sectarian. The Nigerian challenge appear to be more of economic and sectarian. Terrorist attacks have further become an object of concern because of their targets (educational institutions) whose members are defenceless. They are either killed, abducted or kidnapped. These have been very rampant in the Northeastern part of Nigeria.

Ibadan, Oyo State Nigeria appear a very peaceful place. However, it will not be in the interest of education to leave the schools as they are to experience terrorists attacks before taking precautions hence this study investigated the current state of

schools security wise in terms of (personal, environmental and physical facilities) that can enhance security. This is done to expose the level of preparedness by public and private schools in the metropolis in the event of an attack. What is government preparation for the future in the avoidance of terrorism in schools.

Research Questions

1. What is the level of security (personal, environmental or institutional) available in Oyo state schools?
2. What is the level of security awareness among staff and students of public and private schools in Oyo state, Nigeria?
3. Are there evidences of improvement in the process of securing Oyo state schools?

Hypotheses

- H₀₁:** There is no significant difference in institutional (infrastructure, environmental, personal) security among public institutions in Oyo state, Nigeria.
- H₀₂:** There is no significant difference in the level of training (awareness, defence and Insecurity avoidance) between public and private secondary institutions in Oyo state, Nigeria
- H₀₃:** Institutional security and training on security have no composite effect on the level of insecurity in Oyo state public schools.

Methodology

The study adopted the descriptive survey research design. The descriptive survey research design was adopted because of the extensive nature of the

research that covered all secondary schools (public and private) in Ibadan municipality of Oyo state. Since the population of secondary schools is 2,350 for both junior and senior secondary schools, the multistate sampling procedure was adopted to select respondents. Ibadan metropolitan area comprises of 5 Local Government Areas (LGA)s that are principally urban were selected through the purposive sampling technique. From the 5 LGAs, 3 were selected using simple random sampling Ibadan North, Ibadan North East and Egbeda LGAs giving a school population of 19 private schools and 37 public schools and altogether 56 schools. The questionnaire was meant for Principals. Teacher population was purposively done. Out of the 56 schools, OSSSSIQ 3 was dispatched to 112 Principals and Vice Principals, 78 were retrieved.

Three instruments titled Oyo State Secondary Schools Security Instrument Questionnaire (OSSSSIQ) 1, 2 and 3 designed by the researcher were used to elicit responses from respondents Principals and Vice Principals). OSSSSIQ 1 is an inventory designed to elicit responses on school facilities and infrastructure from participating schools while OSSSSIQ 2 was designed to elicit responses from principals and Vice Principals on security training and awareness. OSSSSIQ 2 was scaled after the Likert scale of 4, 3, 2, 1 in order of response magnitude to facilitate analysis of responses. Instruments OSSSSIQ 2 and 3 were structured into 4 sections. Section A elicited responses on bio-data, section B on security Awareness, section C on security training. The instruments were face validated by staff of the Department of Educational Management of the University of Ibadan and Institute of Education in same university. The instruments consistency and reliability were established through a trial test on similar subjects

outside the target population of the study that yielded a 'r'-0.82 indicating that the instruments were good enough for the purpose for which they were designed. Research Questions were answered using descriptive statistics while the hypothesis were analyzed using inferential statistics.

Result and Findings

Research Question 1

What is the level of Security (personal, Environmental and Institutional) available in Oyo State (Ibadan Municipal) Secondary Schools?

Table 1: Perceptions on Security Level in Ibadan Secondary Schools

	Frequency	Percent
Very Low	5	8.9
Low	12	21.4
High	23	41.1
Very High	16	28.6
Total	56	100
Mean=-2.89		SD=0.928

The Table above which was based on the perception of schools visited indicated a high security level with 30% only agreeing that security was low while 70% agreed that security was high. Though this was the result obtained from the perception study, it did not corroborate with the result obtained from the inventory analysis which showed that from a total of 56 schools visited only the urban schools that constituted 60% of total population had security apparatuses for example,

rural schools in Egbeda did not have facilities as School fence and gates. Though most of the schools had a type of fence or the other, such fences were not full proof from poachers and unwanted visitors. The indication was that some of the fences need real amendments. Other indices showed that though security personnel as gatemen were available in **all** the schools, their levels of trainings also differed. Some had no training at all.

Research Question 2

What is the level of security awareness among staff and students of public and private schools in Oyo State, Nigeria?

Table 2: Perceptions on Level of Security in Public and Private Schools in Oyo State, Nigeria

	Frequency	Percent
Low	28	35.9
High	50	64.1
Total	78	100
Mean=	1.64	SD=0.483

Out of 78 respondents, 50 (64)% which is high enough responded that security was high enough while only 25 (35.9)% responded that security was low. Though high statistically only 100% security could be considered high enough for a good security apparatus.

Research Question 3

Are there ongoing Security Procurement Evidences in process for securing Oyo State Secondary Schools?

Table 3: Evidences of Security in Oyo State Secondary Schools

	Frequency	Percent
Available/Utilized	57	73.1
Not Available/Utilized	21	26.9
Total	78	100
Mean= 1.27		SD=0.446

73.1% respondents here agreed that there was ongoing process to secure schools. At the same time that there were government projects in process for the security of schools. 21% disagreed.

Hypotheses

Hypothesis 1

There is no significant difference in institutional security (Infrastructure, Environmental and Personal) among Public and Private Schools in Oyo State, Nigeria.

Table 4: Private and Public Secondary School Security Difference in Oyo State, Nigeria

Schools	N	d	Mean	SD	F	t	sig
Private	19	54	1.95	0.229	112.21	3.123	0.003
Public	37		1.57	0.502		3.879	0.000

$p < 0.05$

The independent samples show that there is significant difference in the items (infrastructure, environment and personal) security in the 2 types of institutions (public and private) examined with $[t(54)=3.123; p < 0.05]$.

Again the mean of private secondary schools is 1.95 and $Sd = 0.229$ while that of public schools is 1.57 and $Sd = 0.502$.

Hypothesis 2

There is no significant difference in the level of security training (Awareness, Defence and Insecurity Avoidance) between public and private secondary institutions in Oyo state, Nigeria

Table 5: Security indices (awareness, defence and insecurity avoidance) measurement between Public and Private Secondary Schools in Oyo State

Schools	N	df	Mean	Mean Difference	SD	F	t	sig
Private	27	76	1.33	-0.098	0.480	112.21	-0.835	0.407
Public	51		1.43	-0.908	0.500		-0.845	0.402

$p < 0.05$

The full evidence here is that a significant difference could not be established between security awareness, insecurity avoidance and security defence between public and private secondary institutions in Oyo state as both mean difference was $[t(76) = -0.835; p < 0.05]$. Again the Mean of Private schools stood at $(m = 1.43, sd = 0.480)$ while the same for public schools stood at $(m = 1.43$ and $sd = 0.500)$.

Hypothesis 3

Institutional security and training on security have no composite effect on the level of insecurity in Oyo state public schools.

Table 6: Joint Effects of Security Training on Insecurity among Oyo State Secondary Schools

Model	Sum of Squares	df	Mean Squares	F	Sig	Remarks
Regression	0.000	1	0.000	0.001	0.971 ^b	
Residual	11.839	54	0.219			
Total	11.839	55				

$p < 0.05$
 $R = 0.005^a$
 $R^2 = 0.000$
 Adjusted $R = -0.018$
 Standard Error of the Estimate = 0.468

a =Dependent Variable (Institutional Security and Training)

b =Predictors (Constant) School Security

Variables	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig
	β	Std Error			
Constant	1.703	0.193	-	8.823	0.000
School Security Training	-0.005	0.148	-0.005	-0.036	0.971

The result above shows that with $r^2 = 0.000$, no proportion of the dependent variable can be explained by the independent variable. The current level of training of teachers and students on security issues is not significant with $r=0.97$; $p < 0.05$. There is need for more training and awareness creation. A simple linear regression calculated to predict the relative influence of Institutional Security (IS) on School Security (SS) showed a decrease of 0.005 for the independent variable.

Summary of Findings

In this study the following findings were established;

1. Security levels in Oyo State secondary school is high with a teacher perception level of 70%
2. A marked difference exist between security apparatus in private and public secondary schools in Oyo state
3. Oyo State government is putting more security apparatuses in place for the future
4. That the current levels of trainings and awareness on security issues among principals, teachers and students in Oyo state secondary schools is insignificant
5. All the independent variables jointly showed insignificance when regressed against the dependent variable.

Discussion of Findings

This study has made revelations in terms of security and insecurity among Oyo State secondary schools. Emerging trends in security studies indicate that the schools have become vulnerable to attacks both within and outside Nigeria. Attacks on schools these days come from terrorists, kidnapping for ransom and ritual purposes. Though this study was carried out in Oyo state, the purpose is to find out how prepared Oyo state is for such challenges in the event that they occur here.

School Security

School security dealt with the aspects of physical facilities, environment and personal. Physical facilities included such as a good school fence, gate, presence of lockable windows and doors, good security apparatus such as trained gatemen, entry and exit

books with the gatemen. These facilities makes it impossible to easily break into a school and either abduct or kidnap students. It is the firm belief of this paper that if security facilities are well put in place, the issue of abduction or kidnap will only be limited to the streets or to high level violence. From the results obtained from Oyo state schools it was observed that 70% of Principals agreed that security in Urban schools was high while 30% opined that it was low. However, security awareness among the same set of respondents scored 65%. From the personal assessment of the researcher, level of use and availability of security apparatus which was based on observable evidence 73%. In this case, there were school fences but the gates could not be locked. Others include that there are gates, fences and security men but no records of visitors, entry and exit. These make it possible for unknown or unidentified people to enter school premises, wreck havoc and then escape with their prey.

The finding of this study is not too different from what has been researched over the years concerning school facilities and personnel. School plant facilities is a major pre-occupation of the Nigerian government and any other nation. FRN (1999), section 14:2:16 puts the security of any person or organization within a nation at the doorsteps of the government hence it is seen as an essential provision in the Nigerian constitution. Moreover, school facilities as identified in this study protects the organization from theft, destruction etc. The purpose being that such resources are not easy to replace especially in the face of dwindling economic fortunes of the Federal and state governments in Nigeria (Thomas, 1999; Fabunmi and Isah, 2009). Again, it is common to see that where

these facilities have been provided, they are not 100% full proof against burglary and other vices. It is the opinion of this paper that a thief, burglar, kidnapper or abductor of persons for ransom going to a school to operate must first find out if the environment is conducive for such as operation. On observing that it will take some time to fulfil that venture and in the process apprehended, the poacher may drop his ambition or intention but where such a vice can easily be committed, our schools are left vulnerable. Only a 100% guarantee in schools can meet such a need.

The difference and perception to school security and facilities is quite exemplified in the findings of hypothesis 1 that attempted to survey the difference in the provision apparatus between State public schools and private schools. It was found that a significant difference existed with a mean of 1.95:1.75 in favour of private schools and an SD of 0.229:0.502 in favour of private schools and a difference of $[t(76)=-0.835;p<0.05]$. This is in line with age long research findings where governments appear to care less about schools infrastructure (Isah:2012). In relative periods of peace, no one cares about what happens in schools. Also it is evident that Oyo state is currently relatively peaceful but not as we think. Even in Private schools, adequate security checks are not fully utilized for example, the media reported not too long ago that a storey building housing school pupils collapsed and killed some of those children. School fences are porous and aggrieved parents, individuals offended can easily enter the schools and cause some level of harm or take their children away from schools unnoticed. Students and pupils can also leave the environment unnoticed after marking the attendance registers.

Happenings in some aspects of the world ought to draw the attention of education providers to the urgent need to reposition school infrastructure for personal security as the environment is becoming more complex.

The Global Index on Terrorism (2011), that captured terrorism indices between (2002-2011), had consistently been reporting the damages done to nations for example, on the first of September 2004, it reported that in Ossetta, (Russia), 900 pupils and 400 parents were taken hostage out of which 186 of these hostages eventually died in a shootout. In Iraq alone in 2003-2007, a total of 186 university teachers were killed by unidentified gunmen with sectarian motives. The list can go indefinitely but the simple implication is that it is time for the Nigerian government through relevant laws to take precaution to avoid these calamitous ending to our educational sector

Security Training for Peaceful Environment

The result on security training showed that most teachers did not know anything about security training which to a large extent could affect any school in times of terrorists attacks. The same applied to principals and students. In a post on www.educationword.com indicated that most schools not only in Nigeria do not have terrorism plan. It is clear that the finding is in line with events in other parts of the world. According to ACRIT (2013), the absence of such plans could be due to the fact that before now, schools were not subject of attacks. The document further went on to explain that in a survey carried out on July 22, 2002 on 658 schools, 70% responses indicated that their school was 80% vulnerable to terrorists attacks.

Conclusion

This study investigated ways of managing schools in Ibadan metropolis during periods of national insecurity and found out that though perception on schools security was high, preparation for emergencies through training is very low. Most school administrators and teachers have no training on security awareness as there has never been an attack on their schools. It is well known that attacks are usually fatal when terrorists are not envisaged and they eventually attack hence the study on Ibadan municipality considered peaceful and safe.

Recommendations

The study advises policy makers and schools administrators to adopt the following recommendations:

1. Fortify all facilities in the school environment such as ensuring that there are burglary proofs on all windows, doors are lockable, attention to documentation.
2. Train security personnel on security matters not just to get some old people at the school gate who do not know what security is all about.
3. Regular training should be provided by men of the Nigerian Security and Civil Defense Corps (NSCD) to schools that will involve principals, teachers and students.
4. Establish safety standards in schools such as stating what the height of a school fence must be, knowing who and what is responsible for anything, having the right personnel in the right position.
5. Adequate provision for emergency supplies at all times. Let there be communication on schools at all times.

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