

P RINCIPALS' MANAGEMENT STRATEGIES: A PANECEA FOR SECURITY CHALLENGES AFFECTING STUDENTS LEARNING IN SENIOR SECONDARY SCHOOLS IN AKWA IBOM STATE, NIGERIA

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ABSTRACT

This paper focused on principals' management strategies as panecea to insecurity challenges affecting students' learning in Akwa Ibom State. Two research questions were raised to guide the study. The researcher used survey research design for the study. The population of the study was 237 Public Senior Secondary Schools in Akwa Ibom State. This was also used as the sample of the study through purposive sampling technique. Questionnaire was used to collect data for analysis, simple frequency and mean statistics were used to analyse the research questions. The findings of the study revealed that management are faced with security challenges in secondary schools in Akwa Ibom State. Also that management did not apply any management security strategies to control security in secondary schools in Akwa Ibom State. Due to the findings of the study the researcher recommended that: both federal and state governments should give sufficient funds to secondary schools management for purchasing of vital security equipment. The government should ensure that secondary school management and other staff including students are well trained to handle insecurity issues.

Introduction:

Insecurity has been a terrible challenge to management in secondary schools whether they are school based or outside the school. The school based insecurity factors border on lack of trained and enough security guards, lack of enough security equipment, students' molestation by staff or rough students etc. Bruce (2010) reported during the United Nations Conference on Girls Education Initiative that sexual violence on girls has made them not safe at home, on the way to school, and even in schools, "that this has made them not to want to go to school". More so, lack of good governance in schools, lack of cordial relationship existing between teachers

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and students have constituted school based insecurity factors in secondary schools. Furthermore, the outside school factors include violent action from insurgent groups such as Boko-Haram, Fulani herdsmen, the militant group, hired killers, kidnappers, ritual killers etc. Orikpe (2013) lamented on the massacre of the “innocent students” at college of Agriculture, Yobe State by the Boko Haram bombers created a very devastating insecurity state in the school. Management of schools are facing big challenges affecting the school from within and outside. This definitely has a setback effect on the students learning. School environment according to Adetayo (2016) should be a place where effective teaching and learning take place, an environment that should be conducive devoid of assault, intimidation, bullying, rape, bombing, kidnapping, ritual killings, assassins and other insecurity exigencies. The school administrators therefore have a great task to see that they device appropriate strategies to combat or to keep the school from inside or outside attacks. With this at the backdrop, this study wants to investigate the types of insecurity or attacks faced by the school, the management strategies put in place to combat insecurity for students to have secured and effective learning.

Concepts Clarification

Security

Ogunleye (2011) maintained that security embraced all measures designed to protect and safeguard the citizenry and the resources of individuals, groups, education and the nation against sabotage or violent occurrence. Some scholars in conceptualizing security placed emphasis on the absence of threats to peace, stability, national cohesion, with educational, political and socio-economic objectives of a country (Igbuzor, 2011; Nwanegbo and Odigbo, 2013, Olabanji and Ese 2014). Omede (2012) saw security as a dynamic condition which involves the relative ability of a state to counter threats to its core values and interests. Nwanegbo and Odigbo (2013) and Ese (2014) were of the view that government should be more concerned with the security in the educational setting so as to maintain peaceful teaching and learning environment.

Insecurity

The concept of insecurity connotes different meanings such as: absence of safety; danger; hazard; uncertainty; lack of protection, and lack of safety. Beland (2005),

posited that insecurity is the state of fear or anxiety stemming from a concrete or alleged lack of protection.” It refers to lack or inadequate freedom from danger. Achumba Ighomerebo & Akpan-Raban (2013) defined insecurity from two perspectives. Insecurity is the state of being open or subject to danger or threat of danger, where danger is the condition of being susceptible to harm or injury is imperative. Insecurity is also the state of being exposed to risk or anxiety, where anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune. These definitions of insecurity underscore a major point that those affected by insecurity are not only uncertain or unaware of what would happen but they are also vulnerable to the threats and dangers when they occur.

It could also connote, the state of being open to danger or threat. Insecurity means the anxiety an individual experience when he/she feels vulnerable. Insecurity tends to occur in relation to varying actions such as violence, terrorism, antagonism, threat and all dangers. Insecurity tends to take different dimensions which includes; emotional insecurity, financial insecurity, economic insecurity, violent insecurity which minimises or totally eliminates some aspects or the entire sustenance and the survival of man.

Challenges of Security Affecting Student Learning in Schools

Lack of Accurate Understanding of Safety Issues

Management in many schools fail to perform accurate assessment of their school safety as it relates to daily management of the schools. Schools do not have security audit which can focus on physical security such as having cameras and emergency plans to detect emergency challenges confronting the school and its educational programmes. The schools have no real way of collating data into a meaningful set of action plan, to combat physical challenges or attacks on the school which can devastate the whole school and deter students from learning.

Lack of Prediction, Prevention and Poor Reaction to School Safety Issues

Schools do not have procedures to assist staff and administrators in predicting and preventing against students’ aggression and criminal behaviour. Since schools do not have effective school management plans, they resort to a crisis intervention method instead of crisis preventive method to any form of crisis manifesting in schools. This can be such that affect student learning negatively.

Poor Management of Schools

This challenge fall into several categories such as:

- **Poor Time Management:** time is very important to the school and it needs management to accurately manage time so that all school activities will be fitted into the school system and be carried out properly. Some schools have left out many vital student learning activities due to poor management of time.
- Some Schools do not have Accurate Data Base while some do not have any at all. These schools lack effective and efficient means to access accurate school data that will help them to have accurate number of students and the resources that will be appropriate enough for learning to take place without interruptions. These types of schools are those whose management is unwilling to depart from their old conventional ways of using experience and manual measures to manage schools. Hence, the school management can resort to make vital decisions without essential data. This does not only affect student learning negatively, but also, the entire school standard.
- The school management lack understanding of how technology can be utilized to assure that the administrators and teachers do not spend too much time to educate students only on one aspect of learning such as on academics leaving other vital non-academic aspect.
- School not interacting cordially with the parents and the community becomes a challenge to rub them of the help these can render to the school.

Lack of Effective Plans to Combat Truancy and Lateness

Management do not have formal plan action to arrest the challenge of truancy, tardiness and lateness. They do not employ the services of the local courts, law enforcement agencies and other social services to control and reduce serious school problems such as rape, murder, arson, theft etc. which can disrupt students' learning.

Poor Emergency Management

Most schools do not have emergency plans nor train their teachers to handle emergency problems such as how to get safety during insurgency attacks, cultism, parents or teachers vicious attack on teachers or school authority. Teachers and students alike should be trained and be well equipped to handle any emergency challenging situations so that school peace should not be erupted to stop it from carrying out teaching and learning processes (Taiwan American Student Association (TASA), 2019).

Most secondary schools in rural and urban areas have no security guard; the few that have, are often not more than two, of which both run shifts. Alabi (2012)

maintained that “the quality and quantity of security personnel the school have will determine the level of commitment to their job which will consequently affect the learning environment”. Security guards are as important as the teachers in the school hence, the need to employ people in adequate enough number and train them for such task. The time has come when the government, schools and communities will no longer see the work of security as jobs that do not require adequate trained manpower.

Government have not made available adequate funds for security in schools, it has failed to consider the size of a school before allocating security personnel to it. Amachukwu (2012) asserted that insufficient funds in a country hinders the government to get resources to meet with the needs of many schools, this also poses a significant challenge to advancement in school safety and security. Parents on the other hand volunteer to make payment for school security which they never fulfil. The community the school serves assumes that safety and security of the school is solely the responsibility of the government and the school management. Electronic gadget for ensuring safety and security in schools require regular power supply for their operations is inadequate. The poor electricity supply to schools poses a challenge to the operations of some security electronic gadgets. Corruption is a major cancer worm which has eaten deep into our educational system. Funds meant for security purposes are being embezzled, some staff refuse to be committed to the task of security assigned to them because they felt that there is no financial benefit attached to it directly or indirectly. Funds are required for the procurement of adequate security and safety devices, maintenance of the physical security facilities and payment of guards employed by the schools. Some staff develops a laissez-faire attitude or laxity to security issues in the school, hence are not security conscious.

Kidnapping

Though kidnapping started in the oil-rich Niger Delta area when it was used as a tool to address the wanton neglect of their communities by successive administration, it has since grown to become the new multimillion naira business now thriving outside the region. For the south-east, kidnapping is now a tool for settling personal and political scores. Besides, the pecuniary gains accruing from the ransom collected from the families of victims, usually in huge millions of naira, many desperate politicians in Igbo and other lands are now using kidnapping as a tool of vendetta on perceived political enemies. Kidnapping has made Nigerians to live in perpetual fear; living has continually slipped to the state

of nature where life is brutish, nasty and short. The shocking example that cannot be easily forgotten is the kidnapping of over 200 Chibok girls in Yobe state in 2014 by the Boko-Haram sect (Orikpe, 2013).

Boko Haram

Is a religious Islamic sect that came into the limelight in 2002 when the presence of the radical Islamic sect was first reported in Kanama, Yobe state and also in Gwoza, Borno state (Nwanegbo and Odigbo 2013). "Boko Haram," which in the local Hausa language means "Western education is forbidden," officially calls itself "Jarna"atul Alhul Sunnah Lidda"wati wal Jihad," which means 'people committed to the propagation of the Prophet's teachings and jihad' Meehan and Speier 2011 cited in Adetayo (2016). The Boko Haram is a controversial Nigerian Militant Islamic group that seeks the imposition of Sharia law in the northern states of Nigeria. Ideologically, the group opposes not only western education, but western culture and modern science (Orikpe, 2010). The activities of the Boko Haram group constitute serious security challenges in the contemporary Nigerian state. The activities of members of this group have raised critical questions among investors on the safety of their investments in Nigeria. It has also threatened the existence and survival of many businesses in Nigeria especially in the northern part of the country. This ranges from killing of innocent Nigerians, raping of women/girls, bombing of major cities and police stations, and kidnapping of innocent female students hence jeopardising not only their education but also their lives is very appanting. Nwagboso (2012) maintained that this sect is very active in Borno, Kano, Bauchi, Niger, Yobe, Adamawa, Abuja etc.

Hired Assassins

Another big security challenges facing Nigeria today is the rampant cases of hired assassins. Many Nigerians including law-abiding citizens continue to be cut down by bullets from either the guns of the assassins, or the armed robbers and occasionally from the ransom-seeking kidnapers. Although these heinous crimes carry capital punishment in the nations various laws and statute, the situation continues to deteriorate as a result of the helplessness of the law enforcement agents to bring the perpetrators of these dastardly acts to book. The Nigeria government has failed in their basic responsibility to the citizens to protect lives and property. Adetayo (2016) decried that these hired assassins have extended their evil machination to school children, thus kidnapping them so as to receive big ransom in monetary terms from their parents if not they vulge to terminate

the lives of these innocent ones. Terminating these lives automatically means immature/abrupt ending of their schooling and education.

Principals' Management Strategies to Alleviate Security Challenges Affecting Student Learning

Electronic Measures: These include alarm surveillance camera, metal detectors and cell phones. Adetayo (2016) maintained that the use of those devices makes it a lot easier to detect intruders who want to come into the school compound and those who may have succeeded in entering the school compound. Adetayo maintain that metal detectors can spread information about an emergency situation so that school management can arrest the situation on time before it devastate student learning and jeopardise their lives. On the other hand the researcher posited that where these gadgets are not available , the school beome insecured and vulnerable to insurgency attacks. Azazi (2011) posited that in order to ameliorate the incidence of crime, the Federal Government has embarked on "criminalization of terrorism" by executing Anti-Terrorism Act of 2011, installation of Close Circuit Television Cameras (CCTV) in some parts of the country, for the enhancement of surveillance as well as investigating criminal related offences, she has also heightened physical security in the country aimed at deterring or disrupting potential attacks, strengthening the security agencies through the provision of security facilities and the development of broadcast security tips in mass media". The researcher is of the opinion that these should be done in secondary school also.

Physical and Human Measures: Include physical fencing of the school compound, increasing the height of existing fence if need be, installing well protected doors and windows. Making provision for physical protection of schools is necessary to protect staff, students and provide a means of self-defence (Global Business Coalition for Education, 2014). Shutting all entrances into the school premises in order to maintain and provide proper monitoring of the movement of staff, students and visitors in and out of the school compound are essential to check insecurity in schools for effective learning to take place. Regular clearing of bushes within and around the school premises, emptying of refuse bin before and after school, and evacuation of refuse will help to keep the school clean thereby make it difficult for intruders or bad students to hide weapons in the school compound. Adequate and functional security lightings at night will help to easily identify trespassers, who are out for hideous acts.

Human measures include having guard and security patrol agents, educational programmes, community involvement in effective management training and “school watch” initiative of school premises. Ways in which the school can ensure safety and security through the application of human measures are discussed under the following headings:

Informative Measures: School administrators should inform members of the school community of the school safety and security policy and encourage them to assist the school. For the schools to be safe for students to learn and teachers to teach, requires a commitment from all the schools and community stakeholders”. Informing and involving members of the school, community and parents in the decision making process of providing safety and security in the school will make them to be committed to the task.

Personnel Training: It is imperative that regular training programmes be organized for staff and students. Staff and students need to be trained on ways of escaping from the school premise in case of danger. Management of schools are not trained on how to handle insecurity insurgencies. (Adetayo, 2016). Members of the school security department also need training on how to pass information in the case of imminent danger, techniques of screening visitors before allowing them access into the premises, technical ways of handling visitors suspected to be harmful etc. school safety officer need to be able to “identify legitimate visitors, monitor their arrival as well as their movement around the school and their departure time. The role of students in ensuring security in the school cannot be overemphasized as greater number of the community members are students; they are in good position to provide necessary information to staff by virtue of their being close to one another within and outside the school. These students should be trained on security matters. Their training however, should be such that will not interfere with their academic work.

School Communities Involvement: School communities should be vigilant to dictate strangers in their location to ensure that criminals do not have easy access to their communities. The communities have roles to play in ensuring that the school environment is safe and secured. Involving the community in this task makes the schools to be recognized as a part of the community hence should receive adequate support. The school community should have knowledge of what is going on in the school and more so on what affect it; they may devise practical solutions for protecting the schools attack and for helping schools to become peaceful zones. The community should be made to serves as the eye and ear of

the school; it is in good position to inform the law enforcement personnel and the schools of strategy movements or activities of people through the introduction of the “school watch system” the school should encourage neighbours living around to report any suspicious person or unusual events to the police.

Religious Leaders’ Involvement: In our contemporary days, people have a lot of faith in their religious leader’s message preached in our religious centres is capable of influencing member’s behaviour positively. Achumba et al. (2013) opined that “the teachings by religious grouping are one of the bases of values development in the contemporary world so religious leaders should be encouraged to include in their messages the consequence of involving in violence and the importance of western education. This will help to reduce the membership of any violent group in the country. According to Global Business Coalition for Education of 2014, “engagement of religious leaders in the promotion of education has a significant impact in reducing attacks”.

Quick Response Measure: Quick response to an incident is required so as to minimize the physical and psychological damage it will cause to lives and properties. In such case or incident, the law enforcement personnel, fire officials, medical personnel etc should be informed early enough, and their responses should be fast. When schools are attacked, there should be a response unit quick repair, rebuilt, and replacement of destroyed educational materials, and quick restoring of teaching and learning environment back to normal. This will go a long way to reduce the psychological effect of the incident on staff, students and parents and will help the students to learn without fear (Global Business Coalition for Education, 2014).

Elimination of Corruption and Entrenchment of Justice: Corruption is the antithesis of progress and development as it creates political instability, social unrest and crime infested environment, it breeds inefficiency, incompetence, mediocrity, unethical values and other bas instincts in man such as greed, avarice and rapacity. Corruption is so entrenched in Nigeria that it has become a household word and all factors of the economy are caught in corruption web, such that Nigeria ranked among the top ten most corrupt nations in the world (Onimajesin 2013). Corruption and injustice in Nigeria must be totally eliminated; nepotism and culture of impunity must also be eschewed from our national psyche and life. The principal should make sure that the students are well trained to eschew from these vices and that they are well protected against the manifestation of such acts which can be seen in their abating examination

malpractices, forging results for parents, lack of studying and absolute abscondment from school.

Creating Employment to Unemployed Youths: Social effects of unemployment include personal hardship, depression, decay of acquired but unused skills, involvement in crime (mostly among youths) as well as dispute among married people, delayed marriages among singles and sometimes broken homes. Joblessness of a husband can lead to infidelity of the wife. Unemployment increases governments' expenditure or transfer payments where welfare programs are implemented in favour of the unemployed. The school management should ensure that training in vocational and entrepreneurial skills are made available for students so that they can have the choice of involving in self-employed job after schooling.

Good Governance: According to Oluwarotimi (2012), good governance is the panacea for the insecurity challenge in Nigeria. The researcher stated that the war against insecurity would be won only by raising good governance standards, which is, cultivating the culture of good governance where the government is responsible and accountable to the people. In her view, security engagement cannot be separated from good governance. Many others have also linked security to governance system. The general view is that peace and security is determined by good governance. However, Oluwarotimi (2012) pointed out that good governance is a function of effective, visionary, transparent, trustworthy and credible political/school leadership whose driving force is an improvement in the collective wellbeing of the citizens through well conceived, effectively implemented economic policies and human development programmes. The underlying principle of good governance is the focus on people as the ultimate objective of governance.

School Security and Learning

A school is said to be safe for learning when its physical environment is such that create an emotionally, psychologically and socially conducive atmosphere to the members of the school community thereby allowing effective teaching and learning to take place. It is an environment where the learner should feel at home, develops confidence, maintains a stable state of mind, and does not show any sign of withdrawal (Amachukwu, 2012). The school should create a conducive teaching and learning environment void of fear and anxiety; it should involve planning for the prevention, intervention and mitigation of and recovering from

the variety of natural, physical, social and technological threats for the entire school community.

Learning environment should be a place that appeals to the members of the school community especially the students so as to enhance teaching and learning. Effective learning activities should take place in an environment that is conducive, where a sense of feeling secured is created, this environment should be freed from intimidation, assault, bullying etc. Students should develop a sense of belonging, have confidence; maintain positive state of mind, feel safe and secured. Good learning environment has the advantage of fostering learning centre method with desirable behaviour and attitude, which can help the teacher in the development of problem solving skills, student to develop creative thought; it can aid to encourage students' interrelationship and foster good learning skills. Over the years, after the home, schools have been seen as the safest place for children; however today, the security threats and attacks on schools make one wonder if the schools are still safe. This is evident from a summary of the report on the attack of Boko Haram group on schools from April 2011 to February 2015. These include:

1. The abduction of over 200 girls in April 14th 2014.
2. Suicide bombing in government secondary school Postiskum, Yobe state killing, 49 students, and leaving 69 students and teachers injured in November 10th, 2014.
3. Bomb blast in school of agriculture Yobe state, killing 60 students in September 16th, 2013.

The school is a place for learning and should be treated as such, the government, schools communities, parent, NGOs etc are to take necessary steps to ensure that all that is required to qualify a school to be termed 'safe and secured' for student learning both in urban and rural areas, are adequately provided.

Amanchukwu, (2012) maintained that 'safety in Nigerian schools should be the concern of teachers, parents, and school administrators, all of whom should see students as great Nigerians who will soon pilot the affairs of the nation'. Recommendation of a functional school safety committee will make the school environment a safe haven for learning, through a collaborative effort of the school and Parent Teachers Association (PTA), the committee will be able to achieve its aim. For better result, the committee should work hand in hand with the school security department, it should comprise of the following units:

Advisory Unit: This should include representatives from the school community, community partners, and Non Governmental Organization (NGOs). They should be responsible for providing necessary information on safety and security matters between the school and community. This could be through the provision of counselling services, organizing a forum for safety and security discussion etc.

Finance Unit: should be responsible for generating fund for school safety and security, and ensuring that the fund generated are properly spent. A system of accountability will help to ensure checks and balances in the unit which will also help to succeed in achieving its educational objectives.

Emergency Unit: the school management should respond fast to investigating unavoidable insecurity incidents.

A variety of reasons have been given to explain why some children were not going to school, these range from poverty, early pregnancies, lack of security etc. Students' fear of assault (by boys), rape, sexual assault and harassment make them to feel insecure which can also lead to their not performing well in school activities, learning, academic performance even if they attend school and may even lead to their dropping out completely from school.

Statement of Problem

Safety, security of students and learning environment are major factors to be considered when institution of learning is seen as a tool for growth and development of individuals. When institutions are insecure the hope of it to make the individuals to grow and develop in all endeavour of life will be bashed. The insecurity challenge faced in the country has assumed formidable magnitude, leaving the educational institutions a menace to incessant attacks. The number of violent cases such as sexual abuse, kidnapping, ritual killings, politically-motivated killings, ethnic clashes, terrorism especially the Boko-Haram and a host of others have increasingly brought people into their early graves. It has also stopped students from attending school and this has affected their learning drastically. This problem has motivated the searcher to examine the management strategies adopted by principals to combat insecurity affecting student learning in public senior secondary schools in Akwa Ibom state.

Purpose of the Study

The study sought to investigate:

1. The security challenges the principals faced which affect student learning in secondary schools in Akwa Ibom state.

2. The management strategies used by the principals to control security challenges affecting student learning in secondary schools in Akwa Ibom state.

Research Questions

1. What are the security challenges the principals faced which affect student learning in secondary schools in Akwa Ibom state?
2. What are the management strategies used by the principals to control security challenges affecting student learning in secondary schools in Akwa Ibom state?

Methodology

The researcher used survey research design for the study. The design helped her to select representatives from the large population as the sample of the study (Nakpodia 2010). Information was gotten from these representatives to generate data for the present study analysis. The population of the study was 237 Principals from Public Senior Secondary Schools in Akwa Ibom State. The 237 principals were sampled for the study through purposive sampling technique. Questionnaire on "Principals Management Strategies: a Panacea for Challenges of Security Affecting Students Learning" (PMSPCSASL) was used to collect information from principals. The questionnaire was validated by experts in the Department of Educational Administration and Foundation, University of Uyo, Akwa Ibom State. The reliability of the instrument was done by conducting a pilot study, which 10 principals considered from the study population participated, they responded to the questionnaire. The instrument was divided into two sets by using Split-half statistical method. Data was collated from the two sets of the questionnaire were analysed using Pearson Product Moment Correlation coefficient statistics. The index score achieved after analysing the data was 0.73 coefficient index score; this proved that the instrument was reliable to be used for the study. Data collected was analyzed using frequency and mean decision rule was applied to obtain authentic results, the mean score of 2.50 and above were adjudged agreed and accepted (as in case of sectional mean score) whereas mean score of 2.49 and below were disagreed and rejected (as in case of sectional mean score).

Data Analysis

Research Questions

Research Question 1: What are the security challenges principals faced which affect student learning in secondary schools in Akwa Ibom state?

Table 1: Security Challenges Affecting Students Learning in Secondary Schools

N=237

S/N	Items on Security Challenges Affecting Student Learning in Secondary Schools	4	3	2	1	X	Decision
1	Lack of safety gadgets such as: circuit television cameras (CCTV)	106	81	30	20	3.15	Agreed
2	Lack of enough trained security guards	90	72	34	41	2.90	Agreed
3	Lack of funds to purchase needed security equipment	80	95	24	38	2.92	Agreed
4	Kidnapping of students and kidnappers seeking for ransome fees	77	93	33	34	2.90	Agreed
5	Not having the necessary equipment to train students how to be safe guarded in times of insecurity insurgencies	91	96	24	32	3.09	Agreed
6	Lack of emergency plans and equipment to handle emergency security challenges in school.	88	83	42	24	2.99	Agreed
	Sectional Mean					3.00	Accepted

In table 1 all the respondents agreed with mean sores of 3.15, 2.90, 2.92, 2.90, 3.09 and 2.99 respectively that there are lack of safety gadgets such as: circuit television cameras (CCTV), Lack of enough trained security guards, lack of funds to purchase needed security equipment, kidnapping of students and kidnappers seeking for ransome fees, not having the necessary equipment to train students on how to be safe guarded in times of insecurity insurgencies and lack of emergency plans and equipment to handle emergency security challenges in school. All the respondents accepted with sectional mean score of 3.00 that

security challenges faced by principals affect student learning in secondary schools in Akwa Ibom state.

Research Question 2: What are the management strategies used by principals to control security challenges affecting student effective learning in secondary schools in Akwa Ibom state?

Table 2: Principals Management Security Strategies to Control Security Challenges for affecting Student Learning

N=237

S/N	Items on Principals Management Security Strategies to Control Security Challenges for Effective Student Learning	SA	A	D	SD	X	Decision
	The principal did not applied:						
1	Electronic gadgets such as: (alarm surveillance camera, metal detectors, cell phones etc.) to control security challenges	78	69	29	61	2.69	Agreed
2	Physical measures to protect staff, students and provide means for self-defense, nor to monitor individuals' movement etc.	100	74	32	31	3.03	Agreed
3	Human resource measure i.e. to execute vital security information, ensure personnel training, and involve school communities and religious leaders in school security issues	85	86	30	36	2.93	Agreed
4	Quick response security measures and elimination of all forms of corruption debaring establishing security unity in schools.	111	61	40	25	3.09	Agreed

5	Equipment to train the students to have the knowledge and skill to safeguard themselves during insecurity insurgencies	96	91	23	27	3.08	Agreed
6	Security training skills to handle insecurity issues	100	61	43	33	3.00	Agreed
	Sectional Mean					2.96	Accepted

All the respondents in item 2 agreed with mean scores of 2.69, 3.03, 2.93, 3.09, 3.08 and 3.00 respectively that principal did not apply: electronic gadgets such as alarm surveillance camera, metal detectors, cell phones etc. to control security challenges; physical measures to protect staff, students nor provide means for self-defense, or monitor individuals' movement etc.; human resource measure i.e. to execute vital security information, ensure personnel training, and involve school communities and religious leaders in school security matters, quick response security measures and elimination of all forms of corruption debaring security establishment in schools, equipment to train the students to have the knowledge and skill to safeguard themselves during insecurity insurgencies and security training skills. All the respondents accepted that principals did not apply any management strategies to control security challenges affecting student learning to take place in secondary schools in Akwa Ibom State with the sectional mean score of 2.96

Discussion

The study finding revealed that there were security challenges the principals faced which affect students learning in secondary schools in Akwa Ibom State (table 1). The study finding go concormitedly with researchs submissions of Orikpe (2013) who found out that the most shocking happening which cannot easily be forgotten was the kidnapping of over 200 chibock girls from the school in Yobe State in 2014 by the Boko-Haram sect. Adetayo (2016) decried that hired assassins have extended their evil mecrinations to children, kidnapping and demanding for huge ransome in monetary form from their parents, which if not payed may result to wasting the lives of the innocent children.

Adetayo (2016) also mentioned lack of trained security staff, that these untrained security staff cannot competently handle security issues in schools. Taivan

American Student Association (TASA, 2019) reported that school management lack of accurate understanding about safety issues, lack of knowledge and equipment of how to predict or prevent any insecurity events from devastating the school and its programmes. These are insecurity challenges plaguing the schools. The finding also revealed that the school management did not apply any management strategies to control insecurity challenges affecting learning in secondary schools in Akwa Ibom State. The finding of TASSA (2019) is in consonance with the present study, it found out that secondary school management does not have the knowledge nor equipment to handle insecurity issues to keep environment conducive for learning. Adetayo (2016) maintain that lack of security electronic equipment such as alarm surveillance camera, metal detectors, close circuit television cameras (CCTV) etc make the school management lack the capacity to control insecurity challenges in school. On this note, Azazi (2011) opined that the government should ensure the provision of these equipment in schools. Amachukwu (2012) emphasised that to help management in secondary schools combat insecurity insurgencies that government should provide sufficient funds for them.

Conclusion

It was concluded from the findings of the study that management faced a lot of security challenges in secondary schools in Akwa Ibom State. Also that management did not use any management strategies to control security challenges affecting learning in secondary schools in Akwa Ibom State.

Recommendations

From the finding of the study the following recommendations were offered:

1. Government both Federal and State should ensure that enough fund is provided to the secondary schools management to purchase vital security equipment for the schools
2. The State government should ensure that management, academic, non-academic and security staff and students undergo adequate training on how to predict, prevent or handle any insecurity insurgencies.
3. Secondary schools should ensure that the state has given enough qualified security guards for the school.

4. The school management should make sure that staff and students are security conscious so as to detect any insecurity acts, movements by suspected individuals.
5. The school management must have devices to immediately alert the state security if the insecurity situation is such that she cannot handle.

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