



## ASSESSMENT ADMINISTRATIVE STRATEGIES FOR MANAGING SECURITY IN SECONDARY SCHOOLS IN KEBBI STATE, NIGERIA

**Dr. Shehu, Bello Gwandu**

Department of Educational Foundations  
Faculty of Education and Extension Services  
Usmanu Danfodiyo University, Sokoto  
[bsgwandu@gmail.com](mailto:bsgwandu@gmail.com)  
08136125049

And

**Dr. Asheik Ali Kime**

Department of Education  
Kashim Ibrahim University, Maiduguri  
[asheikalikime@gmail.com](mailto:asheikalikime@gmail.com)  
08067071338

And

**Dr. Danbello Shehu Yabo**

Department of Educational Foundations  
Faculty of Education and Extension Services  
Usmanu Danfodiyo University, Sokoto  
[danbelloyabo25@gmail.com](mailto:danbelloyabo25@gmail.com)  
08039677567

### Abstract

This study investigated the administrative strategies for managing security in secondary schools in Kebbi State, Nigeria. Three research questions were raised to guide this study. A descriptive research design was also adopted to guide the conduct of this study. The population of the study consist of all the principals and teachers in secondary schools in Kebbi State, Nigeria. A sample of 205 teachers and principals of senior secondary schools were involved in this study across the three educational zones in the state which was determined using multi-stage sampling and research advisor table. The instruments for data collection were questionnaire which was designed by the researcher and was titled Administrative Strategies for Managing Security Questionnaire (ASMSQ), administrative measures for enhancing security questionnaire (AMESQ), and community involvement in improving security management questionnaire (CIISMQ) which was administered to teachers and principals of the sampled schools and was duly validated by experts. Observations, corrections and suggestions were made and were duly effected which made the instrument valid. Reliability of the instrument was obtained from a test-retest method through a pilot study in which the instrument was administered on teachers and principals of 2 schools that are not part of the sampled schools, the Pearson product moment correlation coefficient was used in correlating the test-retest exercise and the reliability index of 0.88, 0.75, 0.78 were obtained. The study adopted simple statistical method of analysis, which involves the use of tables, mean and standard deviation to analyse the data collected. The findings of this study revealed that there was moderate level of administrative strategies applied in managing security in secondary schools in Kebbi State, Nigeria. The researcher recommended that Government and private individual should provide school-based security guards or present of police officers, fencing of schools, staff and visitor ID badges, enhance community engagement, in secondary schools in Kebbi State, Nigeria.



**Keywords:** Administration, Strategies, Managing, Security, Secondary Schools

### Introduction

The rise in crime, violence, and security challenges in Nigeria has significantly affected schools, with incidents such as student abductions, sexual assault, cult activities, ritual killings, and destruction of property increasingly threatening the safety of students, staff, and facilities. Both public and private secondary schools report daily security threats, highlighting school safety as a critical concern in the current climate of terrorism (Onochie, 2018). Schools, as institutions that foster positive social values and prepare students for societal contribution, can only fulfill their educational mandate when they provide a safe and secure environment, making the protection of all stakeholders essential (FRN, 2014; Burton, 2018). School principals, as chief administrators, play a central role in ensuring safety through the implementation of coordinated security measures. Administration in schools involves planning, organizing, staffing, directing, and supervising all activities, including curriculum implementation, student discipline, budget management, and stakeholder communication (Nwankwo, 2017; Dantani, 2019; Aniebi, 2018; Nwajioha & Chukwu, 2021). Effective administration ensures quality education, supports student success, and maintains a positive school environment. Strategic planning, originally a military concept, guides school leaders in aligning institutional values with objectives and deploying resources efficiently to enhance the quality of education (Whipp, 1998; Preedy & Lavalic, 1997 in Shehu, 2021).

School security involves measures to protect staff, students, and facilities from harm or disruption, providing a stable environment that minimizes risks and fosters a sense of safety (Ike, 2015; Burton, 2018; Dantani, 2019). Effective strategies begin with careful site selection, avoiding

high-crime areas and ensuring proximity to security agencies. Principals should establish School Security Committees, including students, parents, staff, and community members, to develop and implement security plans, assess resources, and provide professional development. Tools such as anti-bullying programs, peer mediation, access to counselors, and anonymous reporting mechanisms help students communicate potential threats safely (Aloga, 2014). Properly constructed school facilities and functional communication networks are essential to prevent theft, violence, and abduction, as demonstrated by incidents such as the Chibok kidnappings (Manga, Hakimi & Nakazalle, 2013). Security measures include human resources (guards, staff, community involvement), physical infrastructure (fences, locks, alarms, surveillance), technological systems (CCTV, motion detectors, alarms), and organizational protocols (restricted access, monitoring local crime trends, clean and well-maintained facilities) (Nwobodo & Udebunu, 2018; Kazlauskas, 2016; Mackin, 2017; Onuorah & Nwankwo, 2020; Udali, 2020; Geyer, 2021). Training staff to identify early warning signs of antisocial behavior further strengthens school safety and ensures an environment conducive to teaching and learning (Uwazurike, 2019).

### Statement of the Problem

The security situation in Nigeria, particularly in Kebbi State, is increasingly alarming, with attacks on students, abductions, and destruction of school properties becoming frequent. Many public secondary schools lack essential security measures such as personnel, fencing, secure classrooms, and modern technologies like CCTV. Poor control of student's movement and neglected school clinics further compromise safety and wellbeing, causing



fear, anxiety, and reduced academic performance. The extent to which principals adopt effective security measures remains unclear, highlighting the need for empirical investigation. However, the main problem of this study is to find out the administrative strategies to be applied to manage security in secondary schools in Kebbi state, Nigeria.

**Objectives of the Study**

The main thrust of this study was to investigate the administrative strategies to be applied in managing security in secondary schools in Kebbi State, Nigeria. The objectives of this study are to find out;

1. The strategies to be applied to manage security in secondary schools in Kebbi State, Nigeria.
2. The level of community involvement in improving security management in secondary schools in Kebbi State, Nigeria.
3. The Measures applied for enhancing security in secondary schools in Kebbi State, Nigeria.

**Research Questions**

The following research questions were raised to guide the conduct of this study.

1. What are the strategies to be applied to manage security in secondary schools in Kebbi State, Nigeria.
2. What is the level of community involvement in improving security management in secondary schools in Kebbi State, Nigeria.
3. What are the level of Measures applied for enhancing security in secondary schools in Kebbi State, Nigeria.

**Methodology**

This study adopted descriptive survey design. According to Nworgu (2006) a descriptive survey design is a type of research design in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of entire group.

The population of the study comprised of Principals, Secondary Schools, and Teachers of all Secondary Schools in Kebbi State. The population of the study has a total of 187 public secondary schools with 187 principals and 3,367 Teachers across the six Educational Zones in Kebbi state.

**Table 1: Population of the Study**

S/N	Educational Zones	No. of Secondary Schools	No. of Principals	No. of Teachers
1	Argungu	28	28	483
2	Birnin-Kebbi	36	36	993
3	Bunza	29	29	349
4	Jega	23	23	333
5	Yauri	27	27	369
6	Zuru	44	44	840
	<b>TOTAL</b>	<b>187</b>	<b>187</b>	<b>3367</b>

Multi-stage sampling technique was used in selecting three out of six education zones in Kebbi state, namely Birnin Kebbi, Argungu, and Bunza educational zones. Five schools were purposively selected which gave a total of 15 schools for the

three education zones. Likewise, simple random sampling technique as well as research advisor table were used to determine the sample size required for the study in respect of teachers and school administrators from each education zone.



Similarly, 217 out of 483 teachers were selected and five out of 23 principals were selected in Argungu zone. 278 out of 993 teachers were selected and five out of 32 principals were selected in Birnin Kebbi zone. 186 out of 349 teachers were selected and five out of 28 principals were selected in Bunza zone which gave a total 696 teachers and principals as a result of which the sample size was large for this study. Therefore, fish bowl method was used which gave a total of 220 out of 1908 teachers and principals across the three educational zones in the state. In this method pieces of papers were mixed; some

were marked with “YES” written on them while the remaining ones were marked with “NO” they were squeezed and put in a bowl for teachers of each of the sampled schools to pick. Using this procedure, a total of 205 teachers and principals out of 1908 for the 15 sampled schools were used as the sample for the study. The purpose of this is for the researcher to give every teacher and principal in the population of the study an equal chance of being selected. This implies that no part of the population will be omitted deliberately except by chance which shows that the selection was done unbiased.

**Table 2: Sample size for the Study**

S/N	Educational Zones	Sample size selected Schools	Sample size selected Principals	Sample size selected Teachers
1	Argungu	05	05	60
2	Birnin-Kebbi	05	05	95
3	Bunza	05	05	50
	TOTAL	15	15	205

The instrument for data collection was questionnaire developed by the researcher which was titled administrative strategies for managing security in questionnaire (ASMSQ), administrative measures for enhancing security in questionnaire (AMESQ), and role of community involvement in improving security management questionnaire (CIISMQ) for teachers and administrators. The questionnaires contained 21 items and is meant to ask teachers and principals questions on administrative strategies for managing security in secondary schools in Kebbi state, Nigeria. A total of 205 questionnaires were provided to the respondents as it is the total number of samples for the study for the three educational zones in the state.

The questionnaire is a closed ended where the respondents are restricted to pick more than one response from opinions proposed.

The questionnaire was designed based on the Likert four-point scale: Very High Quality (VHQ) 3.50 – 4.00, High Quality (HQ) 2.50 – 3.49, Low Quality (LQ) 1.50 – 2.49, and Very Low Quality (VLQ) 1.00 – 1.49. all the instruments underwent content validation by team of experts in the Faculty of Education and Extension Services, Usmanu Danfodiyo University Sokoto, who validated the instruments. The expert scrutinized the instrument in terms of items relevance, clarity and coverage of the subject matter. Based on the expert’s scrutiny, observations and suggestions were made on the instruments before final copy was produced.

Reliability of the instrument was obtained from a test-retest method through a pilot study that was conducted within an interval of three weeks and split half correlation in order to determine the coefficient of internal consistency. The result of two tests



was computed using Pearson product moment correlation co-efficient, and a reliability index of 0.88, 0.75, 0.78 was obtained.

Two research assistants were employed and trained on how to administer the questionnaire on the respondents, and retrieved them the same day. The use of these research assistants helped to ensure that the actual respondents for whom the instrument was meant were indeed those

who completed them. Permission to conduct the study was obtained by the researcher from the principals of the selected secondary schools after presenting a letter of introduction which describes and explained clearly the purpose of the study and the importance of completing the questionnaire. The method used for data analysis was descriptive statistical method which involves the use of frequency table, mean and standard deviation.

**Results**

In this section, three questions were answered and presented in the following tables:

**Research Question One:**

What are the administrative strategies to be applied to manage security in secondary schools in Kebbi State, Nigeria?

This research question one was answered and presented using table 3.

**Table 3: Administrative Strategies Applied in Managing Security in Secondary Schools in Kebbi State, Nigeria.**

S/N	ITEMS	N	$\bar{X}$	SD	DECISION
1	School administrators regularly develop and implement security policies to ensure the safety of students and staff	205	1.98	0.82	Low
2	The school management provides adequate supervision of school facilities to prevent security threats	205	3.44	0.91	High
3	Clear rules and regulations are enforced by the school administration to maintain security within the school environment.	205	2.79	0.88	Moderate
4	School administrators collaborate with security personnel or local authorities to enhance school safety.	205	1.63	0.76	Low
5	Regular security meetings or trainings are organized by the school management for staff and students.	205	1.24	0.69	Very low
6	The school administration ensures proper monitoring of visitors entering the school premises.	205	3.96	0.84	High
7	Adequate emergency response plans are established by the school management to handle security challenges.	205	2.54	0.90	Moderate
Grand Mean ( $\bar{X}$ )			2.51	0.83	Moderate

N=205

Key: VH 4.5-5.00, H 3.50-4.49, M 2.50-3.49, L 1.50-2.49, VL 1.00-1.49



Table 3 shows descriptive statistics of Mean and Standard Deviation computed to measure the level of Administrative Strategies Applied in Managing Security in Secondary Schools in Kebbi State, Nigeria. The results also revealed that most of the Mean ratings of three items were lower. However, the overall mean rating of Administrative Strategies Applied in Managing Security in Secondary Schools in Kebbi State, Nigeria. (Average mean = 2.51 and Standard Deviation = 0.83) implies that

there was moderate level of Administrative Strategies Applied in Managing Security in Secondary Schools in Kebbi State, Nigeria.

**Research Question Two:**

The level of community involvement in improving security management in secondary schools in Kebbi State, Nigeria.

This research question two was answered and presented using table 4.

**Table 4: Role of Community Involvement in Improving Security Management in Secondary Schools in Kebbi State, Nigeria.**

S/N	ITEMS	N	$\bar{X}$	SD	DECISION
1	Community members actively support security activities in secondary schools.	205	3.14	0.86	Moderate
2	Collaboration between school administrators and community leaders helps to improve school security.	205	3.44	0.91	Moderate
3	Parents' involvement contributes to the effective management of security in secondary schools.	205	1.88	0.79	Low
4	Community-based security groups assist in protecting school property and facilities.	205	1.11	0.64	Very low
5	Regular communication between the school and the community enhances awareness of security issues.	202	2.88	0.85	Moderate
6	The community provides useful information that helps prevent security threats in secondary schools.	205	3.83	0.82	High
7	Community participation in decision-making improves the overall security management of secondary schools.	205	3.55	0.88	High
	Mean ( $\bar{X}$ )		2.83	0.82	Moderate

N=205

Key: VH 4.5-5.00, H 3.50-4.49, M 2.50-3.49, L 1.50-2.49, VL 1.00-1.49

Table 4 shows descriptive statistics of Mean and Standard Deviation computed to measure the level of Role of Community Involvement in Improving Security Management in Secondary Schools in Kebbi State, Nigeria. The results also revealed that most of the Mean ratings of three items were moderate. However, the overall mean rating of Role of Community Involvement in Improving Security Management in Secondary Schools in Kebbi State, Nigeria (Average mean = 2.83 and Standard Deviation = 0.82) implies that

there was moderate level of Role of Community Involvement in Improving Security Management in Secondary Schools in Kebbi State, Nigeria.

**Research Question Three:**

What are the level of Measures applied for enhancing security in secondary schools in Kebbi State, Nigeria?

This research question three was answered and presented using table 5.



**Table 5. Measures for Enhancing Security in Secondary Schools in Kebbi State, Nigeria.**

S/N	ITEMS	N	$\bar{X}$	SD	DECISION
1	The installation of perimeter fencing helps to enhance security in secondary schools.	205	3.92	0.85	High
2	The use of security personnel (e.g., guards) contributes to maintaining safety within the school premises	205	3.46	0.90	Moderate
3	Surveillance tools such as CCTV cameras are effective in improving school security.	205	2.79	0.78	Moderate
4	Proper lighting around classrooms and school compounds enhances safety in the school environment.	205	2.74	0.62	Moderate
5	Regular inspection of school facilities helps to identify and prevent security threats.	205	2.37	0.84	Low
6	Controlled access to the school premises reduces unauthorized entry into the school.	205	3.45	0.81	Moderate
7	Emergency preparedness measures (such as drills and alarms) improve the ability of schools to respond to security challenges.	205	3.11	0.87	Moderate
	Mean ( $\bar{X}$ )		2.83	0.81	Moderate

N=205

Key: VH 4.5-5.00, H 3.50-4.49, M 2.50-3.49, L 1.50-2.49, VL 1.00-1.49

Table 5 shows descriptive statistics of Mean and Standard Deviation computed to measure the level Measures for Enhancing Security in Secondary Schools in Kebbi State, Nigeria. The results also revealed that most of the Mean ratings of three items were moderate. However, the overall mean rating of Measures for Enhancing Security in Secondary Schools in Kebbi State, Nigeria (Average mean = 2.83 and Standard Deviation = 0.81) implies that there was moderate level of Measures for Enhancing Security in Secondary Schools in Kebbi State, Nigeria.

### Summary of Major Findings

1. There was moderate level of Administrative Strategies Applied in Managing Security in Secondary Schools in Kebbi State, Nigeria. It was found that majority of school administrators does not applies strategies in order to curtail the security issues in their schools.
2. There was moderate level of Community Involvement in Improving Security Management in

Secondary Schools in Kebbi State, Nigeria. It was found that there was moderate engagement of community members by school administrators in decision making on matters related to security issues in their schools.

2. There was moderate level of Measures applied for Enhancing Security in Secondary Schools in Kebbi State, Nigeria. It was found that school administrators rarely applied measures in order to prevent any security issues in their schools.

### Discussion of Findings

Table 3 revealed that most of the items as contained therein indicated that principals of public secondary schools in Kebbi State, Nigeria applied administrative strategies in managing security issues to a moderate level. This is in line with the findings of Trump (1998) who observed that Schools administrators around the country should use a wide variety of strategies to manage the problem of physical security, including school-based security guards or police



officers, metal detectors, surveillance cameras, locker searches, limiting access to the school building (e.g., locked doors, fences, etc.), increased lighting, duress alarms, student, staff and visitor ID badges, visitor sign-in/out procedures, and marking school property for inventory control, just to name a few. The findings of their study also agreed with Manga, Hakimi and Nakazalle (2013) who opined that “any error in school location can jeopardize the security of school plant”. For instance, when a school is located in slum area, thugs around the area popularly known as “area boys” may constitute a terror to the school. Also lack of presence of security in school may lead to negative acts such as, stealing of school properties by breaking into the offices or store rooms, fighting, kidnapping and raping of students. In this situation, when the security personnel are not near, the school administrator may manage the security issue by providing school security that will oversee the security issues day and night and report the progress to him/her.

Table 4 indicated that, most of the items revealed that there was low level of Community Involvement in Improving Security Management in Secondary Schools in Kebbi State, Nigeria. The findings of this study are in line with Welner and Thomas in Aloga (2014) in their own contribution reported that students learn best when they can actively explore an environment rich with security and materials. School plant is also relevant for community activities such as extra-mural classes, adult education and home economic centers, youth clubs, meetings, sports, conference, etc. it is therefore, recommended that the school administrator should make sure that school plant is well constructed for the achievement of educational objectives.

Table 5 indicated that, there was moderate level of Measures applied for Enhancing Security in Secondary Schools in Kebbi

State, Nigeria. This coincides with the findings of Lamido (2014) who observed that these days it is really better to be safe than sorry, especially when evaluating different school locations. While, many schools and college campuses appear safe, appearance can be deceiving. Over the years’ crime has increased everywhere, even on schools and college campuses. Every college or school is required by law to publish a crime statistics report each year. These reports include burglaries, thefts, robberies, rapes, liquor violations. Before attending any college, you should review their crime statistics and find out what safeguards they have put in place to ensure the security of their students. Lamido (2014) also went ahead to mention that appropriate measures need to be taken care of in selecting a school site, the selection team should consider the following factors: (1) Proximity to airports (2) Proximity to high-voltage power transmission lines; (3) Presence of toxic and hazardous substances (4) Hazardous air emissions and facilities within a quarter mile (5) Other health hazards (6) Proximity rail-roads (7) Proximity to high-pressure natural gas lines, gasoline lines, pressurized sewer lines (9) Safe route to school (10) Presence of security.

### **Conclusion**

The safety of students and staff has become an increasing concern in the current era marked by widespread terrorism. This situation highlights the importance of effective security strategies as essential requirements for addressing security challenges and ensuring safety within educational institutions in Nigeria. However, the attitudes of some school administrators have negatively influenced the proper implementation of security measures in their schools. As the responsibilities of principals continue to grow more complex and demanding, it has become necessary for them to possess adequate knowledge of security strategies



and to adopt appropriate security measures in the administration of public secondary schools in order to achieve optimal outcomes and accomplish educational objectives. This study focused on administrative strategies for managing security in secondary schools in Kebbi State, Nigeria. It also examined various security management strategies, including perimeter fencing, secured gate systems, closed-circuit television (CCTV) cameras, and the use of security personnel, among others, in relation to the subject of the study.

### Recommendations

The following recommendations were made on the basis of this research findings;

- i. School administrators should adopt effective security strategies such as proper supervision, regular risk assessment, and collaboration with security agencies. They should also be trained through workshops and seminars to improve their knowledge of security management. This will enhance preparedness and ensure a safer school environment.
- ii. School authorities should encourage active participation of parents, community leaders, and other stakeholders in security management. Regular communication and collaboration between schools and host communities should be strengthened.
- iii. Government and relevant stakeholders should provide adequate security facilities such as perimeter fencing, controlled access points, CCTV cameras, and security personnel. Regular inspection and maintenance of these facilities should be ensured.

### References

- Aniebi, J. N. (2018). Security challenges and management strategies in public secondary schools in Aba, Abia State. *Journal of Economics and Environmental Education*, 1(1)3-6.
- Anyaogu R. O & Alagbaoso, K. S. (2022). *Safety and security measures adopted by principals in management of public secondary schools in Imo State*. University Press.
- Burton, I. (2018). *School Plant Management*. New York: Paris
- Chris, E. M. (2019). School security, gun violence on campus. <https://www.coramlifeeducation.org.uk/scarf/creating-a-safe-learning-environment>. *Unizik Journal of Educational Management and Policy (UJOEMP)*, 5, (1), 87-92
- Dantani, I. (2019). *The Fundamental of School Security*. Retrieved from <http://www.ericdigests.org/200-3/security.htm>.
- Elda, I. (2019) *Cocaine trafficking in Latin America: EU and US policy response*. Burlington: Ash Gate Publishing Company.
- Ene, I. (2023). Principals' application of security management practices in the administration of secondary schools in Enugu state.
- Federal Republic of Nigeria. (2014) *National policy on education*. Lagos: NERDC Printing Press.
- Geyer, Y. (2021)). Building safety: a twelve-classroom plan. Centre for the study of violence and Reconciliation. Available at <http://www.wits.ac.za>. Accessed 2021/04/13.



- Ike, A. O. (2015). Security management situations in public Secondary schools in North Central Zone of Nigeria. *International Journal of Research and Innovation in Social Science (IJRISS)* 5(5), 23-29.
- Lamido, A. N. (2014). School environment and academic achievement of standard students. *Journal of instructional studies in the world.* 8(5), 56-67.
- Mubita, K. (2021). Understanding school safety and security: Conceptualization and definitions. *Journal of Lexicography and Terminology*, 5 (1), 76-86.
- Nwajioha, P. N. & Chukwu, T. (2021). The place of educational administration in promoting e-learning in Nigeria Universities for global competitiveness. *International journal of Educational Research*, 8(1), 22-32
- Nwankwo, J. I. (2017). *Effective management executives*. Ibadan: Dura Press Ltd.
- Nwobodo D. & Udebunu, I.M. (2018). Appraisal of security and safety management in public secondary schools in Enugu State. *International Knowledge* 1(1), 1-8.
- Nworgu, B.G. (2006). *Educational research basic issues & methodology*. Nsukka: University Trust Publishers.
- Preedy, M.G., & Lavacic R. (eds). (1997). *Educational management; strategy, quality and resources*, Buckingham, Open University Press.
- Prothrow, L. O. & Quaday, S. O. (2000). The two faces of educational in ethnic's conflicts: towards a peace building education for children: Florence innocent research center UNICEF [www.unicef.org](http://www.unicef.org).
- Trump, K. S. (1998). *Practical school security: Basic guidelines for safe and secure schools*. Thousand Oaks, CA: Corwin.
- Udali, D. Z. (2020). *Psycho-social threats to educational institute and society*: Jos: Zimekk Communication.
- Uwazurike, C. N. (2019). *Contemporary issues in educational management and allied disciplines in a digital Era*. Owerri: Meybiks Nig. Publishers.
- Uzuegbu-Wilson, I. (2019). Management practices utilized by principals for effective administration of public secondary schools in Anambra State, Nigeria. *Sapientia Foundation Journal of Education, Science and Gender Studies*, 2(2), 193-201.
- Whipp, R. (1998). Creative deconstruction, strategy and organizations. Paper presented to the ESRC seminar series. Redefining educational management, Cardiff.