Original Article

PRINCIPALS' APPLICATION OF STAFF TRAINING AS SECURITY MANAGEMENT PRACTICES IN THE ADMINISTRATION OF SECONDARY SCHOOLS IN ENUGU STATE

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Abstract This study investigated principals' application of staff training as security management practices in the administration of secondary schools in Enugu state. The study adopted descriptive survey design. The population for the study was 8,816 respondents. It comprised 295 principals and 8,521 teachers in the public secondary schools in Enugu state. The sample size of the study consists of 338 respondents. The sample for the study consisted of 47 principals and 291 teachers among Enugu state public secondary schools, as at the time of this study. The instrument for data collection was a structured questionnaire which contained 10 items. The instrument was faced-validated by three experts; one from the Department of Mathematics and Computer Education and two from Department of Educational Management; all from the Faculty of Education, Enugu State University of Science and Technology (ESUT). The reliability of the instrument was determined using Cronbach alpha and overall reliability coefficient of 0.95 was obtained, which indicates that the instrument was reliable and therefore, considered appropriate for data collection. Hypotheses were tested at .05 level of significance. The questionnaires were administered to the respondents by the researcher with the help of five research assistants who were briefed on the method of administering and retrieving of the instruments. Statistical tools used for data analysis for the study were Mean, Standard Deviation and t-test statistics, The findings revealed that the extent to which principals apply staff training, as security management practice is to a low extent. Based on the findings, it was recommended among others that, the governments through the federal, state Ministries of Education and the Post Primary School Management Board (PPSMB) should organize workshops and seminars that will expose principals on the need to train teachers on tips to ensure security in their schools.

Keyword: staff training, security, management practices administration, secondary schools.

Introduction.

𝓔ducation, is expected to prepare it's recipients for a long valuable life through the values, knowledge, attitudes, competencies and skills imparted on them through the process of education. The socio-economic development of any nation has a strong positive relation with the caliber of human capital developed through education in that country. Hence the popular saying 'no nation can grow or develop above her educational level'. This is because education fosters the worth and development of the individual, for each individual's sake and for the general development of society. It is not in doubt that the Nigerian nation believes that education is an instrument 'par excellence' for achieving her national development goals. Consequently, Nigeria's philosophy of education is based on the development of the individual into a sound and effective citizen; the full integration of the individual into the community; and the provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system, (Federal Republic of Nigeria (FRN 2013).

The school is an organization that needs to have planned safety rules and regulations to protect its components so that the culture of learning and teaching is enhanced. School security management is the plan for the protection that is given to the stakeholders within the school, learners, educators and managers from crime and accidents, by means of well-drawn policies which should be well managed, (Trump 2010).

School remains one of the safest environments for children. However, too many schools, lack of respect for the authority, lack of respect from students to teachers and other in-disciplinary acts threaten the employees as well as the rights of other students and in turn affects quality education. Increasingly, students are belied in school by fellow students, educators as well

School system in Nigeria is categorized into primary, secondary and tertiary levels. This study focuses on secondary education. Secondary education is the education which an individual receives after the primary education and before the tertiary education. .

Secondary education is the education which an individual receives after the primary education and before the tertiary education. The aim of secondary education is to develop in a child better literacy, numeracy and communication skills.

Administration according to Ani (2010), is the process of planning, organizing, forecasting, coordinating, and the activities of the members of the organization with the sole aim of directing such activities towards the effective realization of the organizational goals.

Hence principal refers to the person in charge of a secondary school or a college, (Nyim2012). According to Ocunola (2012), in secondary school, principals are in charge or in control and are expected to possess the quality of handling carefully and not wastefully what goes on in the system. .

Since the secondary school, as a social agent, is one of the most viable and veritable tools for achieving Nigeria's national development goals, the role of principals cannot be over-emphasized

Principalship, therefore, involves the control of human and non –human resources of the school, (Bello, 2017). According to Usman, (2016). Principalship is defined on outcome-based, value-based and standard-based perceptions. It is all about what the school or students achieve. By this gauge, the process towards achieving the outcome is less considered, but the outmost priority is the outcome which is geared towards teaching. Principals do not work in isolation. They work with teachers whose primary function in school is to ensure that the objectives of education are realized.

Teacher in this context is a person of high potential. He transmits knowledge and value to the child as a locus parent. A teacher is an experienced person who consciously imparts knowledge, skills, attitude and values to the children with the intention of bringing a positive change in them,(Aguba, 2015).

To achieve effective teaching and learning in secondary schools, the principal should be able to carry out effective personnel administration and also must be security conscious.

Security implies a situation that encourages stability, economic development and holistic development of the well-being and quality of life of a people. Security according to Okene (2011), is described as the state of being secure or free from danger and risk. It is a situation where either an individual, social group or geo-political entity is protected against any form of danger, espionage or attack of any sort, internally or externally, or defined as freedom from danger, fear, aggression, war. The quest to remain secure and live peacefully to pursue development efforts are the bane of a peaceful and secure society, which cannot be achieved without proper management. The management of security is paramount to the effective management of schools and it is an issue that has attracted a great deal of attention and concern from learners, educators, parents, and the public at large.

Management according to Nwangwu, Otegbulu and Eze (2017), is the process of getting things done through and with others. It is also regarded as a process of supervising, controlling and coordinating of activities to achieve optimum results with organizational resources. . According to Nwankwo (2014), management is a social process which is designed to ensure efficiency in the cooperation, participation, intervention, and involvement of people in the effective achievement of given objective (that is education).Management was viewed as the coordination of all the resources of an organization, through the process of planning, organizing, directing, and controlling, in order to attain organizational goals (Menkiti (2012).

The school is an organization that needs to have planned safety rules and regulations to protect its components so that the culture of learning and teaching is enhanced. School security management is the plan for the protection that is given to the stakeholders within the school, learners, educators and managers from crime and accidents, by means of well-drawn policies which should be well managed, (Trump 2010).

In Enugu State, the story of unsafe school environment is the same. Trump (2010), warns that if learners do not feel safe to learn and teachers do not feel safe to teach, the focus shifts from academic task to discipline and personal safety. Such security threats need to be defined, acknowledged and prevented. If something drastic is not done, the existing security threats such as terrorism, bombing, armed robbery insurgency and lack of proper physical security facilities like fences, good security personnel, is out of control in Enugu state in particular and Nigeria as a whole, it will leave a large number of students fearful, injured and deceased. These are reasons for concern in the study of principal's application of security management practices in the administration of secondary schools in Enugu state because of the escalating cases of security threats undermining the security of the school communities thereby creating a climate of insecurity and fears which impairs the purpose of the school.

School security is the establishment and maintenance of protective measures that ensure a state of inviolability from hostile act or influences, (Trump, 2010). This is to say that security measures are to be reinforced to keep the school, and the environment free from harm and danger. Creating and

maintaining secure environment needs clear understanding and management by all stakeholders. Crime, violence, bombings, gunmen inversion are the problems facing secondary schools in Enugu State. The security of staff, students, and every member of the school community has become an issue of concern which needs to be addressed. According to Menkiti and Xaba (2015), for schools to be safe environment, they should have safety programmes and preventive strategies should be implemented by all relevant authorities. Even the availability of drugs and alcohol are also seen as the main causes of violence in public secondary schools. Mastisa (2011) further stated that for learners to overcome such security threats, the co-operation of teachers in schools, government, law enforcement agencies and communities are required. Creating safe school environment involves designing various security awareness programmes and practices as well as mobilizing school support networks. Principals ought to have knowledge and understanding of relevant legislation and skills to implement those legislations and policies, in Enugu state. According to Mastisa (2011) to help create a safe, attractive and secure school environment, school principals have to enhance the physical security. Okene (2011) posits that principals should be helped by the government to develop some security devices, plans, train staff on security guards and implement systems such as use video surveillance cameras, have physical access controls , perimeter fence, use radio and alarm systems. According to Trump (2012), to ensure security in the school compounds, placing cameras throughout the school buildings will allow the personnel to see and possible video tape more motion of anyone within the camera, field view will be of a great advantage to monitor the school environment. Tagbo (2015), posited that there should be computer assisted design programmes in 3-D format (digital radio system, digital signage, and

desktop videos), that can map how many people that are in a room at a particular location, and also that can be put in place to enhance security of lives and properties in secondary schools. Among the above mentioned security devices by Okene (2011), the researcher picked, Staff training,

Staffing is broadly defined as the process of directing, selecting, recruiting, competent personnel to meet organizational goals. It is also process of selecting and training of individuals for specific job function, and charging them with associated job responsibility, both hiring and firing of workers in the organization. Training refers more to the learning on new on-the-job skills that are needed for a specific job.

Staff training is a programme implemented by a manager or a person or authority to improve specific staff members with the necessary skills and knowledge for their current role. Its often compulsory for some level of training to be offered to new members of staff as you prepare them for their role. Video surveillance, also known as Closed Circuit Television (CCTV), is the use of video cameras to transmit a signal to a specific place on a limited set of monitors. Margaret (2018). Some security preventive measures necessary to secure the school environment have been employed in many schools such as the introduction of identity card for student, school staff and visitors. Some employ security guards, locking all doors and windows but despite these efforts, the problems of school security threats persist on increase which indicates that it is very necessary to take continuous measure for daily security application, such modern security checks as video surveillance, cameras, physical access controls, radio systems, computer assisted programs, can be used in schools to cope with the necessary threats of insecurity beseeching the public secondary schools in Enugu State. The problem of the study is to which extent do Principal adopt security

management practice in the administration of secondary schools in Enugu State.

Purpose of the study

The purpose of the study is to determine principals' application of staff training as security management practices in the administration of secondary schools in Enugu state

Research question

The following research question guided the study,

To what extent do principals apply training of staff as security management practice in secondary schools in Enugu state?

Hypothesis

The following null hypothesis was formulated and was tested at .05 level of significance.

There is no significant difference in the mean ratings of principals and teachers on the extent to which principals apply training of staff as security management practice in secondary schools in Enugu state.

Research Method

In this study, a descriptive survey design was adopted.. This study was carried out in Enugu State of Nigeria. The population for the study is 8,816, consisted of all the 295 secondary school principals and 8,521 teachers from all the 295 public secondary schools in Enugu state, as at the time of this study. Questionnaire was used for data collection for this study.

Statistical tools used for data analyses for the study were Mean, Standard Deviation and t-test statistic. Specifically, mean and standard deviations were used to answer the research questions while t-test statistics were used to test the hypotheses at .05 significant level.

Results

Results are presented in table according to research questions and hypothesis

Research Question: To what extent do principals apply training of staff as security management practice in secondary schools in Enugu state?

Table 1: Mean response scores of principals and teachers on the extent to which principals apply training of staff as security management practice in secondary schools in Enugu state

S/N	To what extent do you apply training of staff as security management practice in secondary schools	Principals = 47			Teachers = 291			Total = 338		
		X	SD	Deci.	X	SD	Deci.	X	SD	Deci.
1	By introducing staff ID card with security seal to avoid fake	2.28	0.93	LE	2.09	1.03	LE	2.12	1.02	LE
2	By introducing staff code of conduct to check abnormal behaviors	1.94	0.87	LE	2.35	0.96	LE	2.29	0.96	LE
3	By introducing school counseling Services	2.51	0.93	GE	2.61	1.12	GE	2.60	1.09	GE
4	Providing conflict resolution services	2.21	0.81	LE	2.24	0.93	LE	2.24	0.92	LE
5	By organizing staff development programmes	1.96	1.02	LE	2.22	1.08	LE	2.18	1.07	LE
6	Having school authorities support teachers to promote good relationship among them	2.66	1.17	GE	2.71	1.05	GE	2.71	1.07	GE
7	Creating community mediation with schools to help support school activities	2.53	1.06	GE	2.52	1.12	GE	2.52	1.11	GE
8	Staff briefing on safety and security	2.02	0.94	LE	2.26	0.91	LE	2.23	0.92	LE
9	Fencing of staff quarters where available	2.00	0.93	LE	2.34	1.00	LE	2.30	1.00	LE
10	By constantly conducting security survey in the schools to control the movement of weapons	2.06	0.94	LE	2.13	0.93	LE	2.12	0.93	LE
	Grand mean	**2.22**	**0.96**	**LE**	**2.35**	**1.01**	**LE**	**2.33**	**1.01**	**LE**

Data in Table 1 shows mean responses of principals and teachers on the extent to which principals apply training of staff as security management practice in secondary schools in Enugu state. From the Table, it shows that principals disagreed to all the items except items 3, 6 and 7 which had mean scores of 2.51, 2.66 and 2.53 respectively. These are greater than 2.50 mean cut off point set for the study. In like manner the teachers disagreed to all the items except items 3, 6 and 7 which had mean scores of 2.61, 2.71 and 2.52 respectively. The overall grand mean score of 2.33 shows that the extent principals apply training of staff as security management practice in secondary schools in Enugu state is to a low extent. The overall standard deviation score of 1.01 shows that the mean responses of the respondents are scattered.

Hypothesis

The following null hypothesis was formulated and was tested at.05 level of significance.

H0₁: Principals and teachers will not significantly differ in their mean rating on the extent to which principals applied training of staff as security management practice in secondary schools in Enugu state.

Table 1: t-test analysis result of on the mean ratings of principals and teachers on the extent principals applied training of staff as security management practice in secondary schools in Enugu state

Group	N	Mean	SD	t	df	Sig	Decision
Principals	47	2.22	0.48	-1.66	336	0.098	NS
Teachers	291	2.35	0.51				

Table 1 shows that the t-calculated value of -1.66, is not significant at 0.098 level of significance, which is greater than 0.05 level of significance set for the study. Therefore, the null hypothesis is not rejected as stated. This means that principals and teachers did not significantly differ in their mean ratings on the extent to which principal apply training of staff as security management practice in secondary schools in Enugu state.

Discussion of findings

The research question sought to find out the extent to which principals and teachers apply training of staff as security management practice in secondary schools in Enugu state. The finding revealed that the extent principals apply training of staff as security management practice in secondary schools in Enugu state is to a low extent. Also both the principals and teachers do not differ in their response. The finding aligns with the finding of Mastisa (2011), who found out that in secondary schools in Enugu state, all the efforts made to train staff on security management practice they were not protected because of lack of implementation of what they are trained for. Also, the finding justifies the finding of Kola (2013), which stated that the rules and regulations of schools in Enugu state is mere paper work with no effective implementation strategy. Hence this shows that there is no proper training of staff as regard security management of schools in Enugu state. The researcher found out that without training of staff on the security management practice the teachers will be cheating students instead of teaching them because they cannot give what they do not have.

Conclusion

This study investigated principals' application of security management practice in the administration of secondary schools in Enugu state. The findings revealed that the extent to which principals apply staff training as security management practice is to a low extent. This is an indication that principals do

not organize training for their staff on how to handle threats in the school environment which is paramount to learners' safety and theirs as well.

Recommendations

Based on the findings, it was recommended that:

The governments through the federal and state Ministries of Education and the Post Primary School Management Board (PPSMB) should organize workshops and seminars that will expose principals on the need to train teachers on tips to ensure security in their schools.

The school principals should collaborate with local vigilante groups in the communities where the schools are located to provide for school security for effective administration of public secondary schools.

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