PROPOSED MODEL FOR MANAGEMENT OF SCHOOLS IN TIMES OF INSECURITY IN NIGERIA

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ABSTRACT: *The aim of this project was to propose a model for the management of schools in times of insecurity. Quantitative research method was employed while using descriptive research design. A total of 139 school managers' respondents which was ten percent of the target population were sample size. The instrument was subjected to content validity and inter-raters reliability was also employed. Data collected was analyzed using frequency counts; percentages, mean, standard deviation, bar chart and chi-square. The major findings revealed that education, religion and lack of facilities constituted the major insecurity in schools. Tripartite model was discovered to be an effective model school managers should employ for the management of insecurity in schools. Based on the findings, it was recommended that tripartite model should be employed for capacity building and training of school managers, teachers and government educational agencies for effective management of schools in Nigeria in times of insecurity.*

KEYWORDS: grassroots, Boko-Haram, internet of things, management styles, tripartite model.

INTRODUCTION

Security of life and property is one of the desirable things in human life. Crime radicalization and violence are non-arbitrary and even non-foreseeable, though they seem to cluster in time, space and among specific population groups. Schools as a social system equally face the problems of insecurity in the society. Over the years, it appeared that not much has been done in managing Nigerian school insecurity. From the look of things, it seems that school managers neglected and left such task to governments alone who have their own schedules of handling insecurity in the society at large. Some school managers who tend to manage their school security appear to be employing ineffective models in managing insecurity which results in the destruction of life and properties in the school on regular bases. The arguments the researchers made in their previous work are the ground for its sequel.

The Boko-Haram beastly activities that are presently taking the Nation to the Stone Age era must be completely halted. Odun (2019) lamented that kidnapping, Herdsmen attacks and raping are equally rampart in Nigerian secondary schools than one wants to believe. Some parents collapsed with despair while others loudly express their fury. Sometimes, the mob of abductors, herdsmen tunneled a hole through the school fence and gash into the student especially female students.

Similarly, Global Food Insecurity Risk international (GFIRI) according to Adam (2020) exposed that food and pure water brought to Nigerian schools are not safe for human consumption. According to them, there are links between income poverty and food insecurity in Nigerian schools. Students from poor family tend to buy very low quality food. According to UNICEF (2020) and Adam (2020), because of a lot of insecurity in schools, there seem to be management lapses that made secondary schools to have both low attendance and poor academic performance. Issues associated to water and hygiene affect youngsters' right to education in many ways. They are affected by being infected by intestinal worms which could sap their learning abilities. This work will focus on the model for managing insecurity caused by Boko Haram.

 Boko-Haram threats differ from other types of insecurity. This is because they are Nigerians immediate colleagues and relations with whom they sleep, keep pleasant company and dine with on daily bases that turn to threaten them. Umoru (2020) described Herdsmen as another Boko-Haram. Currently, they attack schools inform of herdsmen, kidnappers and other forms of attack. They come with AK 14 rifles making the job of school managers according to Odum (2019) more complex and highly hazardous. The Boko-Haram threats in schools are capable of heightening apprehension and insecurity in schools. Nigerian gallant forces deserve peoples' appreciation. They need people's support to go after the terrorists and have them to pay a huge price. This is because the Nigerian society and schools in particular will not be destroyed by those who do evil but by those who watch and do nothing. According to Longe (2020), herdsmen (Boko-Haram) with cutlasses and guns came to their school, Obi primary school, Edo State, wounded some teachers and kidnapped their female teachers. Furthermore, in Nasarawa State, according to Uduns (2019), a total of 2,000 children of school age pupils were attacked by Fulani Herdsmen in their schools and many of them lost their lives.

The Boko-Haram which is the Major threats to Nigerian schools has turned Sambisa forest into their territory. Security agencies appear not to be familiar with majority parts of this forest. The Boko-Haram is still very much around. Hence, some people take insecurity case to God. This is because the longer it continues the more challenging it will be to put it to rest and if that is not done at this time, it will be a big threat to Nigerian schools and by extension to the existence of Nigerian Nation. There must be no sentiment to the approach of putting Boko-Haram to rest. This is not an assumption. It has being done with the Tamil Tiger in Sri-Lanka. After indicting a war for decade, the insurgents were able to carve out areas for themselves. The war was wearisome until the Sri-Lanka army decided to take the fight to their enemy. There was no looking back. It was a zero summation game. Nigeria has hurled a massive joint aggressive with troops from Chad and Niger against this terrorist waging a decade-long insurgency in the region.

This equally has failed to end the bloodshed in schools; Nigeria will either win completely or lose completely. Yes, though spending on weapons to fight insecurity in educational system can rob the world of resources for other infrastructure especially during this period of coronavirus pandemic fight, yet modern weapons are urgently needed in all security and educational sectors. Never do your opponents an inconsequential injury. This implies that if one is to defeat terrorists, one should ensure he/she (i.e. security forces) deals with them thoroughly that they will never have the capacity to rise against the schools/society again, because if they are allowed, they will have the opportunity for a future revenge against those they claimed to be their enemies. Book-Haram appears to have a political undertone but hide under religious garb.

LITERATURE REVIEW

Hassan (2020) opines that failure of schools to optimally operate due to poor electricity was partly responsible for the Nation's state of insecurity in schools. Hence, schools cannot thrive without power and job cannot be created without education, hence, insecurity rises without job. Furthermore, Duru (2020) attributed insecurity in the schools to lack of education and biased kind of indoctrination, especially among the Northern youths. Consequently, the most potent weapon to fight insecurity is education. Resorting to self-defense among the school occupants could be another strategy to fight terrorism.

However, Nigeria president has continuously stated that his major priority is the provision of security for all Nigerian citizens including students. Some of the armed forces capacity building and training are an indication of his commitment to prevent and counter all terrorist activities. Terrorism is a broad problem. With ICT, they better equip themselves in terms of communication, access to resources, to learn from their mistakes and that of others, spread their propaganda while adapting new environs and situation and yet remain unknown. It appears the country and school managers show low international and community collaboration in the management of school threats.

According to Pantami (2020), terrorists now recruit their members through media. According to him, facts can be examined to comprehend circumstantial, reasons, modus operandi and method of stakeholders' communications. Big data could be employed to inspect and investigate social media such as Facebook and Twitter so as to locate the origins of supporters of terrorists and organizational members. This is how it is done in a developed world like USA and Europe. According to him, the security agencies including those near schools or attached to a particular school and intelligence interventions could use big data to fight the conflict against school insecurity. He urged the armed forces to help the school managers to leverage emerging technologies in counter terrorism.

This project is very timely as Nigerian schools are the main target of Boko-Haram. Currently, this sect exploit public media, encoded communication and the dark network to spread propaganda,

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recruit new groups and organize attacks. This current rapid evolving technique requires the use of advanced approaches to counter and prevent terrorism and extremism. The security agencies with the support of school managers of different levels can do that with such developing know-hows such as Big Data Analytics, internet of Things (IOT), Automation, apparatus learning and artificial intelligence (AI). These will help the law enforcement agencies to stay ahead of the threats with emerging technology as applied by developed world. According to Pantami (2020) foreign bodies can help Nigerian to fight school insecurity using emerging technologies. Emerging technologies as applied by develop world according to him are:

(1)   Big Data Analytics- This technologies innovation detail all the terrorists network- such as who finances them, supplies them food and weapons, and who are their spies. It can equally be used to established patterns and make predictions on which population group or the type of person that would likely join the terrorists. This was employed by developed world to identify from tweets those that support the terrorisms as well as those who opposed it.

(2)   Internet of Things (IOT) - The IOT enables increase convenience, efficiency and energy conversation. IOT technology can easily be employed for monitoring, location tracking, identification surveillance and getting access to varied networks. Surveillance services will be able to intercept cell phone signals. This could be employed to display and analyze actions, aiding intelligence services to keep track of terrorists.

(3)   Robotics- This has being designed in three ways;
(a)   An assailant Robot: This is armed with grenade launchers and searches that minimize recoil.
(b)   A investigation robot: This is used to detect dangerous fumes and
(c)   A bomb removal robot/and Pack bot robot: This is a matching that locates and diffuses bombs without any human being. Several countries are developing independent robots that are able to eliminate terrorists and free hostage. All these protective technologies are very expensive, however, government should source funds for these because life first and education is life itself.
According to Pantomi (2020), the National management of insecurity and the federal ministry of communication and digital economy have developed and are implementing the National Digital economic policy and strategy to tackle terrorists. This is in response to the demand to employ advanced technology to combat the threats in school and by extension the Nigerian society. According to Odun (2019) authorities cannot put each and every school under military protection but the terrorists are providing more and more technology to organize and cause destruction, kidnapping and raping of innocent citizens including pupils and teachers. For the nation to fight them, she needs to stay at least one phase ahead and keep emerging new machinery and the school manager have to adapt effective model which may include local information sharing and true collaborative tasks. If the national military are doing enough as some claimed why are they not winning? Has the country reviewed her approaches? Does she have the right intelligent gathering in place? Are people sentimental because of religious and cultural reasons? And are people

ethnically biased? There are no recent data or history of arrest, persecution and conviction of person involved in terrorist's acts in the school even though the public read about it daily.

The social structure of each insecurity according to Ekejiuba (2012) and Blake and Mouton (1985) determines the management style school managers should adapt. They suggest the following management style which school managers should adapt and they are:

(1)   **The indifferent style** – The school managers use this style to protect themselves from avoiding getting into trouble. It is called laissez-faire style.

(2)   **Accommodating** – Here, school managers pay much attention to the security and comfort of workers and students. School mangers employ this style when insecurity in the school is of little importance.

(3)   **Dictorialship –** Here the school managers control and dominates the insecurity issues in schools. It could be used to manage serious insecurity in school.

(4)   **The status quo** – School managers use this method to balance and compromise insecurity issues. It could be used as temporary solution in managing insecurity in school when there is time constraint.

(5)   **Team style –** This method makes all school stakeholders contribute and get committed in insecurity management. This style seems to be the best. It could be achieved through the formation of vigilante group, school insecurity management committee, invitation of security personnel, fencing the school

(6)

Similarly, the community/ school (i.e. grassroots involvement) will provide reliable information. Boko-Haram fighters must know their mode of actions, their movement, their providers and the like. The grassroots involvement will provide all these needed information and help in fighting them.

Purpose of the Study: The general purpose of this study is to propose a model for managing schools in times of insecurity in Nigerian secondary schools.

Specific Objectives are to

•   identify factors that promote school insecurity.

•   develop a model for managing schools in time of insecurity in Nigeria.

•   find out if gender of the school principals has any influence on insecurity management style.

➢   examine if insecurity management styles of school principals differ based on location.

Research Question

        The following research questions guided the study.

1.   What are the factors that promote school insecurity?

2.   What is the effective model of the management of insecurity in Nigerian secondary schools?

3.   Do principals insecurity management styles differ based on gender?

4.   Do principals insecurity management styles differ based on location?
Question 1 and 2 were answered using mean, standard deviation (SD), percentage and bar chart while 3 and 4 were hypothesized.

Hypotheses
The hypotheses were tested at alpha level of .05
Ho_1 There is no significant difference between male and female principals in management styles of insecurity.
Ho_2 There is no significant difference between South and North principals in management of insecurity.

METHODOLOGY

The writer employed quantitative method while using descriptive research design. The population comprised of 1390 public secondary school principals in the Northern and Southern Region of the country. The sample size consist of the ten percent of the population (i.e. 139 principals) randomly selected from among the four most affected states' capitals (i.e. Kaduna and Nasarawa 59 principals from the North and Benin and Lagos States 80 principals from the South). The instrument for data collection was a questionnaire titled "Proposed model for school management in times of insecurity" The instrument was subjected to content validity by three experts. Inter-raters' reliability was employed. The inter-raters reliability rate was 92%. Research assistance was trained for the administration and collection of data. In all, 96% of data were retrieved. The data retrieved was analyzed using frequency counts, percentages, mean, standard deviation and chi-square.

Data Analysis
Research Question One: What are the Factors that Promote School Insecurity?
Table 1: Mean Analysis of Factors that Promote School Insecurity.

Factors	N	Mean	Standard Deviation	Rank
Education	130	2.107	1.034	1st
Religion	131	2.015	.968	2nd
Climatic change	132	1.901	.827	4th
Lack of school facilities	136	2.779	.963	3rd

 Source: From the Researcher
The Data on Table 1 showed the mean and standard deviation in the following ranks: - Education (1st) Religion (2nd), lack of school facility (3rd) and finally climatic change (4th).

Research Question Two: What are the effective models for the management of insecurity in school?

Table 2: Effective Model for School Insecurity Management

Effective Models	Frequency	Percentage	Level of Effectiveness
International body involvement	39	28	High
One man model	05	04	Low
Community/school involvement	41	29	High
Religious body involvement	1.1	08	Low
Government involvement	43	31	High
Total	**139**	**100**	

Note: 20% and above High, 10-19% moderate and 0-09 = Low.

In Table 2, the following variable score high as effective models in the management of insecurity, Government involvements (31%) community/school involvement (29%) and finally international body involvement (28%). However, the following models score low one man model (4%) and religious body involvement (8%). This implies that school managers accepted that government involvement, community/ school involvement and international involvement are necessary and should be employed for effective school insecurity management. The researcher named them all as 'tripartite model' as seen in Fig. 1.
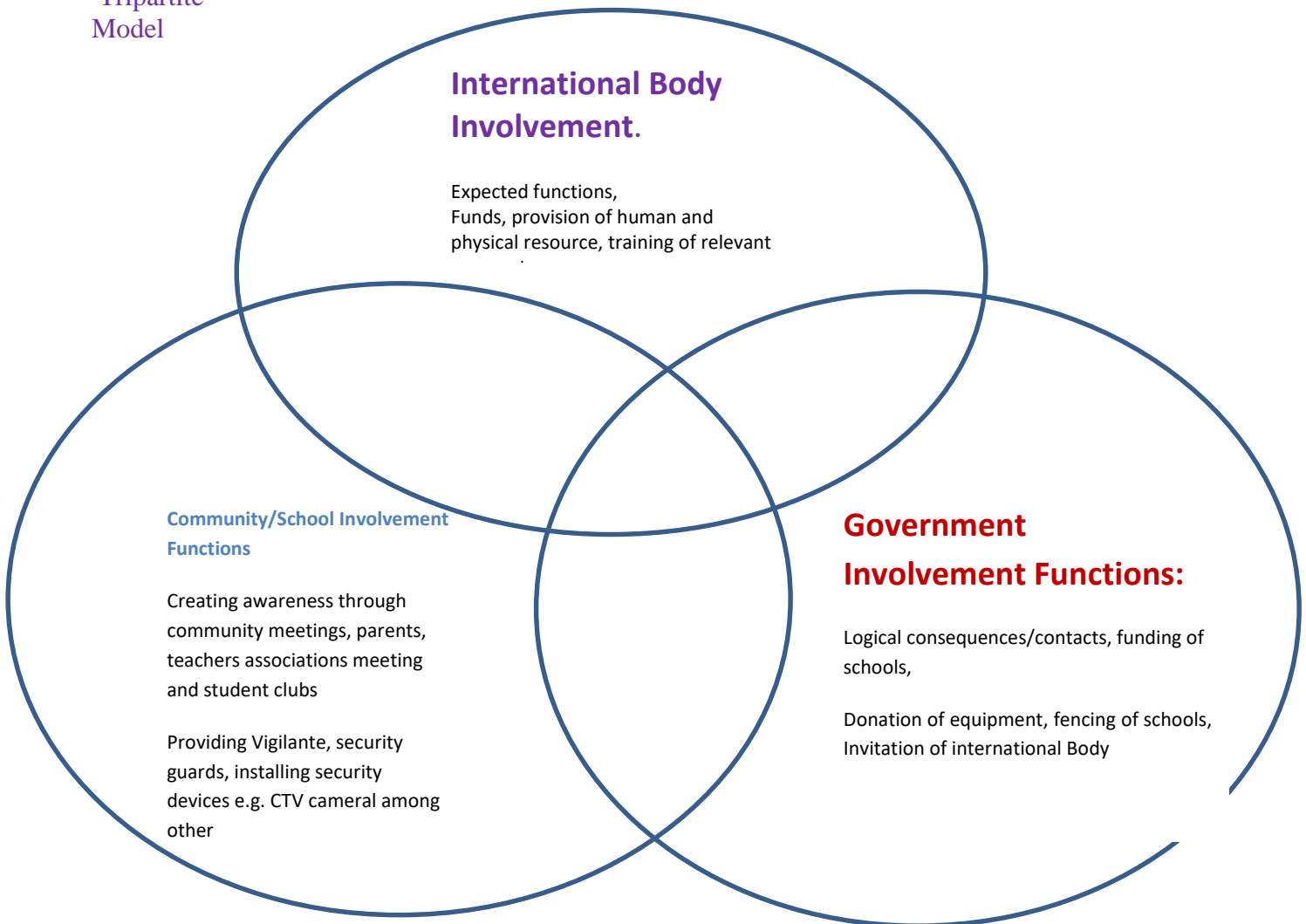
Tripartite
Model

International Body
Involvement.

Expected functions,
Funds, provision of human and
physical resource, training of relevant

Community/School Involvement
Functions

Creating awareness through
community meetings, parents,
teachers associations meeting
and student clubs

Providing Vigilante, security
guards, installing security
devices e.g. CTV cameral among
other

Government
Involvement Functions:

Logical consequences/contacts, funding of
schools,

Donation of equipment, fencing of schools,
Invitation of international Body

Fig 1: Tripartite Insecurity Management Model;
Source: From the Researchers' discovery, (2020).

 Ideally, this model shall be used to get reliable information and tools/resources that will enhance effective management of school insecurity. The expected functions of each of these combined models are as Fig. 1

Hypotheses One
There is no significant difference between principals insecurity management styles based on gender of principal.

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Table 3: Principals Insecurity Management Styles Based on Gender of Principal

Sex of principals	Accommodating	Integrating	Compromising	Authoritative	Avoidance
Male	13(12.7)	30 (32.1)	8 (6.6)	5 (6.1)	21 (19.4)
Female	10(10.3)	28(25.9)	4(5.4)	6(4.9)	14(15.6)

X^2 = 1.685; α = 0.05; P = 793

Table three showed a chi-square value of 1.685 and a P value of .793, testing at an alpha level of 0.05. The P value is greater than the alpha level. Thus, the null hypothesis which states that "there is no significant different between principals' insecurity management styles based on gender" is retained.

Ho$_2$ There is no significant difference between principals insecurity management styles based on location.

Table 4: Principals' Insecurity Management Styles Based on Location of School.

Location of School	Accommodating	Integrating	Compromising	Authoritative	Avoidance
North	12(10.8)	18(27.1)	9(5.6)	4(5.1)	22(6.4)
South	11(12.2)	40(30.9)	3(6.4)	7(5.9)	13(18.6)

X^2 = 13.997; α = 0.05; P = 0.007

Table four showed a chi-square value of 13.997 and a value of 0.007, testing at an alpha level of 0.05. The P value is less than the alpha level. So, the null hypothesis which states that "There is no significant difference between principals' insecurity management styles based on location" is rejected. Consequently, insecurity management styles of school principals differed significantly by location.

DISCUSSION OF FINDING

This study was carried out in order to propose a model for the management of schools in times of insecurity in Nigeria. Table one showed that religion, education and lack of school facilities were the major factors that constitute school insecurity. This finding was in line with Oduns (2019) and Umoru (2020) who stated that Boko-Haram threats were as the result of their hate to western education. These implied that Nigerian schools are not safe for western education to thrive. Insecurity in school cripples the school manager's administrative functions.

In Table two, the findings revealed that government, community/school and international body must be involved in the school fight against Boko-haram. This finding is in congruence with Ekejiuba (2012) and Blake and Mouton (1985) who opined that this synergy model (i.e. tripartite model) achieve the best solution to the school insecurity management. Though this tripartite model

according to Blake and Mouton (1985) waste time and resources, it was very effective when the issue was too important to compromise such as school insecurity.

This implies that certain logistic arrangement including getting the international body participation, government purchasing certain relevant technological devices and grassroot involvement are vital for the effective management of this new insecurity challenges in schools. Hypothesis one stated that there is no significant difference in school insecurity management style based on principals' gender. The finding as in Table three proved that gender did not play a significant difference in principals' insecurity management in schools. This finding did not appear to be applicable in the general opinion of the public where people generally believe that female managers are weaker sex and might adopt accommodating or avoidance style while male might adopt authoritative styles. This finding implies that schools managers assumed male like traits such as being strong (authoritative) and not traditional female traits such as being tender (accommodating). Again principals were generally trained to be effective administrator which did not draw a line between male and female.

Hypothesis Two stated that there is no significant difference in school insecurity management style based on principals' school location.Table four showed that the null hypothesis was rejected. The finding was in line with Ekejiuba (2012) who discovered that school managers in the South employed autocratic and integrative styles in the management of school conflicts while those in the North employed more of avoidance and compromising as a result of fear of being attacked by Boko-Haram (Herdsmen) insurgency. The finding implies that schools in the North are not shifting from sole dependence on only the security agency to manage the school. Tripartite mode could help to bring school managers in the Southern and Northern part of the country much closer in terms of insecurity management styles.

CONCLUSION

Based on the numerical evidence of the findings of this study the following conclusions were drawn: education, religion and poor school infrastructure are the major factors that promote school insecurity. Consequently, tripartite model is urgently needed for effective management of these insecurities in the school. Every life lost challenges the efforts so far made by the armed forces. All hands must be on deck to fight the common enemies. Common enemies have potential risks. Secondary School managers should have the same effective management approach in managing school insecurity using the new model irrespective of gender and location of their schools.

Recommendations
A safe school programme should be drawn using tripartite model to provide school managers, teachers, students, parents and community on safety skills. Schools should have models for alternative response plans and formation of school emergency response team. The functions of each stakeholder should be well spelt- out. Logistics arrangement should be made by educational ministers, heads of schools and the government on school manager's capacity building using

tripartite model. There must be strong synergy among stakeholders (i.e. the international body, the government and the community school (grassroots involvement) irrespective of place where school is located in the management of school insecurity. The school should have security data base. Government should create equal access to insecurity management in school to all school managers irrespective of locations using tripartite model. This will enable the school managers to facilitate, expand and seek for more effective ways of managing insecurity in schools. Principals should look at each other as colleagues and partner in progress and not weaker sex. Government should provide modern facilities in schools.

Significant of the Study
The findings will provide tools to school managers to use the model in making informed choices in insecurity management. In this tripartite model, a goal corrected partnership with core school stakeholders, the government and the international body shall be intersected. The findings will be employed to form security awareness clubs/associations in schools. It will help not only the school managers but also the Nigerian Government on how to liaise with school security operations of other countries that have effectively managed such schools insecurity and borrow a lift for adaptation. It will help the school managers on how to manage school insecurity with grassroots/national model alongside with international best practices. It can be used to guide the future of insecurity management and prevention in other levels of educational system within and outside the country.

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