

Full Length Research

Assessment of the Challenges Influencing Secondary Schools Safety in Zuru Local Government Area of Kebbi State, Nigeria

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The research study assessed the Challenges Influencing Secondary Schools Safety in Zuru Local Government area of Kebbi State, Nigeria. School safety is what makes an individual student feel comfortable, accepted, associated, and integrate freely within the school environment, and use all aspects of the school in other to achieve perfect learning. And to achieve this, the school environment must be designed to accomplish this purpose. All educational stakeholders' action, interest and effort are expected to create desirable school safety. Similarly, their inaction can result in school been unsafe, in terms of social, academic and environment which can easily affect learning, teaching, discipline, trust and undermine the manifest goals of the school and its activities. Four research questions and four objectives were used to guide the study which tried to find the view, roles and obstacle encountered by educational stakeholders in ensuring school safety and also challenges to school safety. Three theories were highlighted as follow: the theory of safety, the sociological theory and the theory of trust which the researcher based his work. The study adopted a descriptive survey, the population of the study, for students were 1, 2761, teachers 631 while parents were 80 and Zonal Education Boards were 15. The instruments used for data collection were checklist and interview. The interview was recorded, transcribed, used according to the frame to code the data and link them to different themes. And for the checklist, alpha Cranach was used to determine the reliability index of the instrument, through personal visitation of the researcher. Data were collected and analyzed using frequency distribution count, tables and percentages. The result revealed among others that most of the educational stakeholders have an idea of what school safety is, challenges to school safety like bullying, lack of a fence, lack of school facilities and their maintenance, issue of overcrowded classes, lack of Guidance and Counseling Unit and first aid boxes etc,. All these were found in most of the schools. It was also revealed that Zonal Education Boards do supervise schools and also were faced with financial constraints.

Keywords: Assessment, Challenges, Influencing, Secondary Schools, Safety.

INTRODUCTION

Nigeria's Educational System is divided into three levels (primary, secondary and tertiary). The

Revised National Policy on Education (FRN, 2013) defines specifically their aims, goals and roles in the

overall development of the Educational system. Each level plays a distinct but continuous role aimed at training and developing manpower structures and needs of the nation. The 1st and 2nd tiers are basic education levels although classified according to ages of recipients, purpose, durations, grades and administrative process. The National Policy on Education (2013) clearly defines secondary education as the education children receive after primary education and before the tertiary stage. Furthermore, the NPE (2013) outlined the broad goals of secondary education as useful living within the society; and preparing its product for Higher education. However, secondary education is for a period of six years and is divided into two stages, namely: Junior Secondary School (JSS) ranging of ages between (10-13) and Senior Secondary School (SSS) ranging ages between (14-16), each stage is for three years, however the (JSS) is part of the UBE making primary school years to be nine. The important roles they played as foundation levels for tertiary education prompt the need to efficiently and effectively manage the school environment and administer educational resources appropriately.

In meeting the National goals on Education positive constructive and productive school environment is not negotiable which shows that school safety is required to offer enabling environment and conditions to achieve these educational goals. The school safety is as important as they relate to students and their ability to concentrate and learn, (Yell & Rozalski, 2000). Learning requires a positive atmosphere in which students feel not just physically safe, but emotionally safe as well. Creating such an environment means ensuring students' safety throughout the school day and keeping them free from physical and social or emotional bullying. Mbia (2003), states that students cannot learn if they do not feel safe and that a safe school environment is essential for students of all ages. Also, Kennedy (2004) says that if students and staff do not feel safe, education often takes an inferior position which can lead to poor learning conditions. According to Campbell (2007), school safeties are the strategies and procedures required to coordinate the diverse activities of the school, protect and manage school violence, reduce security risks and ensure that the school environment is safe for teaching and learning. The safety of a school in this context include shaping and maintaining the social character and safety of environment, classroom, interaction, teachers, student confidence and reliability.

To the view expressed by Prinsloo (2005), a safe school is underpinned by good discipline, a culture conducive to teaching and learning, professional educator conduct, good governance and management practices, absence of possible harm, a place in which non-academic, teachers and student teach and learn

without fear of ridicule, intimidation, harassment, humiliation or violence. Based on the importance of school safety, National Policy on Education (FRN, 2013) emphasizes that Government shall provide the following services for basic education level (school libraries, school health services, Guidance and Counseling, Educational Resource Centers, laboratories and workshops). This is imperative even though available resources are limited but it enables achieving educational goals through the right persons, places and conditions. As school varies, their environments vary from size, quantity, quality of infrastructure, instructional facilities, personnel and community relationships; all these affect school safety climate, teaching and learning, interaction and social academic relationship. The school as a formal organization has various resources interrelating and interacting together to enable group goals achievement some of these recourses that assured safety learning are social while others are physical. Here, there are issues of trusting school ability, safety morale and productivity others see the structure such as classroom, toilet, the building of the library, playground, as factors to ensure either social safety or academic ability.

The school environment must be designed to accomplish its academic purpose, imperatively, students teaching, non-teaching staff, members of communities, Education low makers, Ministry of Education are all stakeholders whose actions, interests and efforts are expected to create desirable school safety. Similarly, their inactions can result in school unsafe, social and academic environment which can easily affect learning, teaching, discipline- trust and undermine the manifest goal (primary interest) of school and its activities. Good school leadership promotes a positive safety environment for the growth of the school. In line with National Policy on Education (FRN, 2013) on school safety, Ugwulashi (2016) asserts that Education cannot grow when managerial and administrative leadership cannot initiate safe environments for teaching and learning. The conditions in public schools are clear that only good collaboration of student and education stakeholders can improve school safety. Education is an indispensable and valued commodity that private and public enterprises' efforts are required to achieve educational goals. Education is a fundamental human right of every child. For Igbuzor (2006) in Adeyem Oribabor and Adeyemi (2012) that right should be accorded to all human beings solely by reason of being human. Adeyemi, in this way see education as the best legacy a country can give to her citizens. The manifest function of education is the development of individuals and society on the right perspective for national development. This must start by developing the basic educational levels, making school safe, reliable and a

place parent and society can build hope on, by entrusting their children, the younger generation for social and academic training.

METHODOLOGY

Study Area

The study was carried out in Zuru Local Government Area (LGA) of Kebbi State. The Area is located within latitude $11^{\circ} 35'$ and $11^{\circ} 55'N$ and longitude $4^{\circ} 45'$ and $5^{\circ} 25'E$ of the equator approximately. Zuru LGA is geographically located in the south-eastern part of the state. The estimated population of the LGA is 165,547 people. The weather is marked by a single rainy season and long dry season, the average rainfall is 1025mm/annum, the rainy season is between May to October, the rainy season last for four – five months. The climatic condition of the area is characterized by hot and wet season as in the tropics; the month of November to January is the hamattan period. The soil type is sandy loam and rich, which makes it suitable for agriculture.

Sample Size and Sampling Procedure

A Proportionate sampling technique was used to get the expected number of school teachers and students and Research Advisor (2006) was used to get the sample size because the number of teachers and students from each school are not equal as is shown in table 2 above. The study involved five (5) secondary schools with the total number of population, as five thousand eight and seventy-three student, (5873), the sample sizes are two hundred and fifty-eight (258), and teachers population from the five secondary schools are three hundred and twenty-two (322), and the sample size is one hundred and sixty-nine (169) and also simple random sampling was used to select the respondents or subjects from the school, for the parents, eighty 80 respondents were used while that of Zonal Education Board 15 members were interviewed. The interview schedule were distributed to, 2 parents and 2 officers from the zonal education office and 2teachers, (one female and one male) students.

Method of Data Collection

The researcher used checklists and interviews for data collection, the checklists were designed to meet the specific objectives of the study. The checklists and the interview were administered to the sampled teachers, students, parents and office of the Zonal Board Education Authority, a cover letter asking for cooperation

and honest answers from the respondents, and assuring them of confidentiality accompanied the checklist. Administration of the checklist to all the respondents in one school is done once to avoid discussions with those who had responded to the questions earlier on.

Method of Data Analysis

The data collected was organized and read through before the actual analysis. The researcher used both quantitative and qualitative data analysis, for this study because both approaches complemented each other well. To analyze quantitative data, the researcher used the Statistical Package for Social Sciences (SPSS) version 20.5. Data was presented in frequency and percentages tables, and to analyze qualitative data, the researcher transcribed the discussions of both the interviews with the teachers, students, and parents who have a child, in the schools and also zonal education officers. The researcher then read through the voices transcribed, used a coding frame to code the data, and linked them to different themes and sub-themes of the findings. The researcher used qualitative data to support the findings generated through quantitative data.

RESULTS

Table 1: Frequency Distribution on the Challenges Faced in Secondary School Safety in Zuru Local Government view of the student?

Students	Yes	%	No	%
Do you have broken chairs and Desks?	221	85	37	14.3
Does the school have safety rules and regulations?	233	90.3	25	9.7
Have you ever complain of stomach pain after eating?	103	39.9	155	61.1
Does your school have a fence?	240	90.6	19	14
Do the students use the gate while others jump through the fence?	140	55.3	118	45.7
Does the school have a good drainage system?	50	19	208	81
Do you have Emergency medical bags (Fist Aids Box) in your school?	18	9.4	240	90.6
Do your entire classmates have desks and chairs?	63	25	194	75
Have you ever been bullied by any senior?	240	90.6	19	9.4
Do you have an overcrowded class?	241	94	17	6.8

Source: Researchers fieldwork, 2019

Table 2: Frequency Distribution on the Challenges Faced in Secondary School Safety in Zuru Local Government view of the teacher?

Teachers	Yes	%	No	%
Do you have frequent absentees among students in your class?	102	60.4	67	40.6
Do you have those that come to the class and go out of school before closing hour	193	56.5	65	44.6
Do have an issue of behavioral challenges?	150	93	18	7
Is their maintenance on school facilities?	18	7	150	90.3
Do you have an overcrowded class?	150	93	18	7
Does the school have collapsed fences?	95	56	74	43
Do you have drug abusers in the school?	92	54	77	46
Do you have Emergency medical bags (Fist Aids Box)?	17	5	149	95

Source: Researchers fieldwork, 2019

Table 3: Frequency Distribution on the Challenges Faced in Secondary School Safety in Zuru Local Government view of the student

Parent	Yes	%	No	%
Do your children ever come home being brutally beaten by either the students or teachers?	39	49	41	51
Does your child come home from school late?	49	60.5	31	39.5
Do you receive any report from any teachers about your child's destroying school facility?	35	43	45	57
Did your child ever come home injured?	40	50	40	50
Among your child's friends did you notice one of them with different character/behaviours?	65	85	15	15
Do you have good relationship with your child teachers?	62	76	18	22

Source: Researchers field work, 2019

Table4: Frequency Distribution on the Challenges Face in Secondary School Safety in Zuru Local Government, view of the Zonal Education Board.

Zonal Education Board	Yes	%	No	%
Does the student demonstrate as a result of the death of a student due to irregular treatment?	10	66.7	5	33.3
Do you have a financial problem?	13	80	2	20
Are there rules on safety within the schools?	11	70	3	30
Is there any difficulty in decision-making?	12	72	3	28

Source: Researchers fieldwork, 2019

DISCUSSION

Table 1, shows that the majority of the students of 221 representing (85.7%) have broken chairs and desk while minority 37(14.3%) do not have broken chairs and desk, this indicates there is no maintenance on the school furniture's, also 233 (90.3%) of the students have agreed that there is safety rules and regulations in their schools while the little number of students 25(9.7%) do not agree that, there are safety rules and regulations, the table also shows that a good number of students 240 (90.3%) said their schools has no fence while few students 19(9.7%) agree that, they have a fence, in this table 9 it also states that high numbers of students 233(90.3%) said some of them use the gate and others use the fence, while few number 25(9.7%) where on the view that student does follow gate. This indicates that most school does not have a fence or have broken fences, or they have a passage for easy movement of people the table also shows that majority of the students 143(55.6%) said they don't have good drainage system at school while minority 114(44.4%), said they have. It also indicates that few students 19(9.7%) have emergency medical bags (first aid) in their school while high numbers 240(90.3%) said they do not have a first aid box, in their school.

Table 1 further revealed that a lot of students 195 (75%), said that not all their classmates have chairs and checks while few of 63 (25%) agree that all their classmates have desk and chairs, it was also indicated in the table that majority of the students 240(90.3%) said they have overcrowded class while minority 18 (9.7%) said they do not have overcrowded class.

Table 1also analyzed that most of the tables and chairs were broken, and this is due to students' vandalism, and also there are cases of student jumping through the fence due to broken fences, and also issue of overcrowded classes due to lack of enough classes, and alsoa case of bullying, was revealed, which result to many students, are afraid to stay in the school.

In table 2, it indicated that, a good number of teachers 102 (60.4%) are of the opinion that they have frequent absentees in their class, only few 67 (39.6%) agree that, they doesn't have frequent absentees, the

table also revealed that majority of teachers 93 (55.0%) are of the view that, they are face with unsafe school challenges, only few 76(45.0%) of teachers says they are not face with students behavioral challenges, this

shows that more than half of the students are face behavioral challenges it also indicate that higher number of teachers 95(56.2%) said they have drug abusers in their schools while lower amount 74(43.8%) said they do not have, it also indicate that majority of the teachers 240(92.3%) said they do not have emergency medical boxes (first aid) while minority 16(8.7%) said that they have, this shows that the school doesn't have first aid box, Table 10 summated that most of the teachers are of the view that, there are frequent absentees of students in their classes, which could be due to school not taken proper action on those absentees, they also have a view that most of the classes are overcrowded, and also absence of Fist Aids Box was found, which need to be provided by the school.

Table 3 revealed that a large number of parents 39 (49%) said their children come injured while few 41 (51%) said their children does not come home injured. It also shows that many parents 45 (57%) are in the perception that their children come home from school late while few 35 (33%) said their children do come home early. Table 11 also indicates that a higher number of parents 45 (57%) said that they have never received a report from any teacher about their children destroying school facilities while little numbers 33 (43%) said teachers do report their children to them, It also indicates that a good number of parents 65 (85%) are of the view that among their children friends they notice one among them with a different character of behavior while few 35 (15%) said they do see any of their child peer group with a different character. The analysis in this table state that many parents 62 (72%) do have a good relationship with their children teacher while few 16 (22.2) do not have a good relationship with their children teachers, which indicate that parents do not create a relationship between them and their children teachers. Table11 also revealed that the challenges of school

safety found by the parent, is that their children do come home late, due to distance or lack of transport money to the school, also the majority of the parents is of the view that among their children's friend, they do notice some with a different character and this affect their children moral character.

Table 4 shows that many Zonal Educational Board members, 10 representing (66.6%) are of the view that students do not demonstrate as a result of students death due to irregular treatment while small numbers 5 (30.4%) said yes they do demonstrate because of the death of a student, as a result of irregular treatment, the table also shows that alot of zonal educational board officers 10(66.7) said students do not demonstrate as a result of unhealthy standard food while few 5(33.3) said they do demonstrate as a result of unhealthy food. Also, the table states that few numbers at zonal educational board members 5(33.3) said that there are no rules on safety within the school while majority 10(67.7) said there are safety rules in the school, this shows that there are safety rules and regulation in secondary school. Table 12, also shows that Zonal Education Board is faced with the financial problem which does not allow them to perform their job very well, also it indicates that the school has safety rules and regulations.

CONCLUSION

The research study assessed the challenges influencing secondary schools safety in Zuru Local Government area of Kebbi State. The finding of the research specifically sought to examine the perception of educational stakeholders in secondary school, to identify the challenges to secondary school safety, to know the role of educational stakeholders in ensuring school safety, and finally to uncover the challenges faced by educational stakeholders in ensuring secondary school safety, in Zuru Local Government of Kebbi State.

It was found out that, zonal education office has the responsibility of supervision of schools and teachers are not only to teach but also to train student, on both moral and academic performance and school management should maintain school facility, and finally to identify the problems faced by educational stakeholders in ensuring secondary school safety in Zurulocal government. And many problems were identified, among others are issues of finance, and because of large numbers of schools and time constrain, couple with a financial problem, does not give Zonal Education Board, an opportunity to revisit schools, there is also an issue of lack of providing or maintenance of school facilities, and finally student especially junior ones are afraid of reporting the bully or drug abuser to the school authority.

RECOMMENDATIONS

Based on the findings of this study the following recommendations were made:

- ❖ Parents need to be enlightened on the need to discipline their children right from home to become good members of society.
- ❖ School authority needs to provide ways in which student can report any behavioral act from a student, that may hinder the safety of the school, for example by providing a student suggestion box, for the student to lay complain and make suggestions, the student needs to be included in the PTA meetings so that they too, can contribute their quarter, or here their complains, also a parent and the community members should be enlightened on the importance of attending PTA meetings.
- ❖ From the finding there is a lack of first aid boxes in some schools, it is the responsibility of the zonal education board or school management to provide first aid box because of emergency, school management which comprises the principal, teacher and non-academic staff, to introduce disciplinary comity and zero tolerance, that will help to keep an eye on those that misbehave or break the school rules and regulations, this will help to ensure safe school environment.
- ❖ Zonal Education Board should find enough time to see and hear complaints on the problems that affect secondary school safety when they supervise schools, and they need constant supervision and update.
- ❖ School authority or management should endeavor to maintain school facility, when anything goes wrong school management should solve the problem, if it not go be young their capacity

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