Full Length Research

Perception of the Role of Education Stakeholders in Promoting Secondary Schools Safety in Zuru Local Government Area of Kebbi State, Nigeria

Sabo, Y. A.[1], Inuwa, A.M[2], Sanchi, I.D[3] and Alhassan, Y. J[4]

1 &3. Department of Agricultural Economics and Extension, Federal University of Agriculture Zuru, Kebbi State, Nigeria aminayahayasabo@gmail.com +2348065978543 and ishaqsanchi@gmail.com +2348060664031
2. Department of Educational Foundation,Usmanu Danfodiyo University Sokoto,Nigeria. yphiloawwalu@yahoo.com +2347036443035
4. Department of General Studies, Federal University Wukari, Taraba State, Nigeria.yohannaj@fuwukari.edu.ng +2348137206435

The study analyzed the Perception of Education Stakeholders on the Role of Secondary Schools Safety in Enhancing Quality Education 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 schools becoming unsafe, in terms of social, academic and the environment which can easily affect learning, teaching, discipline, trust and undermine the manifest goals of the school and its activities. Research questions and objectives were used to guide the study which found the views of educational stakeholders in ensuring school safety. Three theories were highlighted as follow: the theory of safety, the sociological theory and the theory of trust upon which the researcher based his works. The study adopted a descriptive survey, the population of the study, for students is 1, 2761, teachers 631 while parents were 80 and Zonal Education Boards constituted 15 respondents. The instrument used for data collection included 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 determining the reliability index of the instrument, through personal visitation of the researcher. Data were collected and analyzed using frequency distribution count, tables and percentage. The results of the study revealed among others that, most of the educational stakeholders perceived school safety to enhance quality education and discipline among students.It is therefore recommended thatschools that are not fenced should be fenced, adequate school facilities be provided to schools and their frequent maintenance, issue of overcrowded classes should be addressed, Guidance and Counseling services be provided and first aids boxes be made available in schools.

Keywords: Perception, Education Stakeholders,Role of School Safety, Quality Education

INTRODUCTION

The education sector is no doubt an instrument for human social security, empowerment and national development and an asset to any nation. It is also a formidable tool for socio-economic, political and cultural

development and sustainability. Having been considered as one of the main pillars of society, human beings can pass on or transmit, develop and improve individuals and collective knowledge, skills and abilities from one generation to another. Education generally makes humans by developing their skills, competencies and imparting knowledge from the school that cared for individual's well-being into their personal and professional lives. Education is the surest route to development in any societal needs (Campbell (2007)

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.

METHODOLOGY

Study Area

The study was carried out in Zuru Local Government Area (LGA) of Kebbi State,Nigeria. The Area is located within latitude 11° 35' and 11° 55'N and longitude 4° 45' and 5° 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 that were used for the study and Research Advisor (2006) was used to get the sample size because the number of teachers and students from each school were not equal. The study involved five (5) secondary schools with a total number offive thousand eight hundred and seventy-three students, (5873), the sample sizes are two hundred and fifty-eight (258), and teachers population from the five secondary schools werethree hundred and twenty-two (322), and the sample size is one hundred and sixty-nine (169) and simple random sampling was also used to select the respondents or subjects from the school. For the parents eighty 80respondents were used while that of Zonal Education Board involved 15 respondents.

Method of Data Collection

The researcher used checklists and interviews to collect data for the study, the checklists were designed to meet the specific objectives of the study. The checklists and the interviews were administered to the sampled teachers, students, parents and office ofthe 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 the selected schools was done once to avoid discussions with those who had responded to the questions earlier on.

Method of Data Analysis

The data collected was collated, tabulated, organized and read through before the actual analysis. The researcher used both quantitative and qualitative data analysis techniques, 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 children, 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: Demographic Distribution of Respondents by Gender

	Male		Female	
Respondents	**Freq**	**%**	**Freq**	**%**
Student	114	44	142	56
Teacher	86	55	83	45
Parent	44	55	36	45
Zonal Educational Board	9	60	6	40

Source: Researchers fieldwork, 2019

Table 2: Demographic Distribution of Respondent by Age

Respondents	**13-14**	**15-16**	**17-20**	**21-30**	**31-40**	**41abvoe**
Student	14%	37%	49%			
Teacher				43%	35%	22%
Parent				15%	37%	48%
Zonal Educational Board				40%	33%	27%

Source: Researchers fieldwork, 2019

Table 3: Frequency Distribution of Respondent by School

Respondent	BGDSS	GGDSS ZANGO ZURU	GDSS AMANAWA	GSC ZURU	MACSS
Students	25%	28%	12%	20%	15%
Teachers	31%	23%	16%	16%	14%
Parent child school	28%	20%	19%	19%	14%

Source: Researchers fieldwork, 2019

Table 4: Frequency Distribution on the View of Students in School Safety

Student	Yes	%	No	%
Do you have good water supply?	184	71.3	74	28.7
Do the school cooked healthy food for the student?	86	33.3	172	66.7
Do you have one entrance/gate to ensure safety movement?	54	30	204	70.1
Do you have good drinking water kept in the class for drinking	93	36	165	64
Do you have Students Roll call during and after class?	200	78	58	22.5
Do you have doors in your class?	192	75	66	25
Does your class have windows for proper ventilation?	190	74	68	26.5

Source: Researchers fieldwork, 2019

Table 5: Frequency Distribution on the View of Teaches in School Safety

Teacher	Yes	%	No	%
Do you feel safe in the classroom?	115	68	54	32
Do the student report personal issues to you	71	42	98	58
Are you happy with your students academically?	65	38.5	104	61.5
Is the toilet in the school clean and healthy for use?	108	63.7	61	36.1
Is the school environment comfortable and conducive?	108	63.7	61	36.1

Source: Researchers fieldwork, 2019

Table 6: Frequency Distribution on the View of Parents in School Safety

Parents	Yes	%	No	%
Is your child happy to go to school?	30	37	50	63.7
Did your child report good things about the school to you?	18	22.2	62	76.5
Do your children never tell you that he/she doesn't like the school he or she belongs to?	41	50.6	39	48.4

Source: Researchers fieldwork, 2019

Table 7: Frequency Distribution on the View of Zonal Education Office in School Safety

Zonal Education Office	Yes	%	No	%
Do you think that Secondary Schools in Zuru Local Government are safe?	6	40	9	60
Do you think that there are enough water supplies in secondary?	6	40	9	60
Is the food cooked in school tasty and healthy for the student consumption?	5	33	10	63
Do the whole schools in Zuru Local Government have a fence?				
	6	40	9	60

Source: Researchers fieldwork, 2019

DISCUSSION

Table 1 shows the demographic distribution of the respondents by gender, it indicated that the majority of the students that responded to the interview reflected 56% female while 44%were male, also for the teacher majority that responded were male reflecting 55%, while 45% were female, it also revealed that most of the parents that respondent were male representing 55% while 45% were female and finally higher number of Zonal Education Board that responded were male constituting 60% and that of the female was 40%. This shows that the majority that responded from the students were females, while from the teachers, parents, and zonal office were male.

Table 2: revealed that students that responded were between the ages of 13-14 years are 14%, 15-16 are 37% andalso17 above is 49%, for the teachers, 43% of responded teachers fall within the ages of 21-30 years, and 35% were between the age grades of 31-40 and also 22%% were 41 years and above. The same to the parents that responded fell between 21-30yrs were15%, 31-40yrs were 37% and also 40 above were 48% which were the highest respondents, and finally for the zonal education board 40% of the respondent were between the ages of 20-30yrs, and 33% were between the age bracket of 31-40 and those that fall within 41 and above were27%. It was revealed that the majority that responded from the student's part were between the ages of 17 to 20 years, and that of teachers and Zonal Officers were between the ages of 21 to 30 years the only one parent was found to be between 40yrs above.

In Table 3 it is evident that majority of the students that respondents were 25% and were from Bahago Gomo Government Day Secondary School, Zuru, 28% were from Government Girls Day Secondary School, Zango, also 20% came from Government Science College, Zuru,and finally, 15%, were from Mama Arziki Comprehensive Secondary School Senchi. For the teachers 31% were teaching in BahagoGomo Government Day Secondary School, Zuru, 23% teach at Government Girls Day Secondary School, Zango, also 16% were teaching at Government Day Secondary

School, Amanawa, another 16% were teachers at Government Science College Zuru and finally, 14% were from Mama Arziki Comprehensive Secondary School Senchi.

Also, table 3 indicated that parent-child school, 28% were from Bahago Gomo Government Day Secondary School Zuru, 20% were students of Government Girls Day Secondary School, Zango, 19% were in Government Day Secondary School, Amanawa, another 19% were also at Government Science College Zuru and finally, 14% were found to be from Mama Arziki Comprehensive Secondary School. It indicated that majority of those that responded from both students, parents and teachers are from Bahago Gomo Day Secondary School.

The analysis in the table 4, shows that 184 representing (71.3%) Students said they do have good water while few of the students 74 representing (28.7%) said they do not have good water, this shows that there is water in the school, also the table states that majority of the students 172 representing(66.7%) are not given well cooked and healthy food in their schools while few students 86(33.3%) agree that, they are given good food, this tables also indicates that high number of students 165(64%) do not have good drinking water kept in the class for drinking while low numbers of student 93 representing (36%) said they have clean water kept in the class, table 5 also revealed that high number of students 200 representing (77.2%) agree that students roll call are taken during and after class while low number of teacher 58(22.4%) do not, this shows that all the teacher take roll call for the student, it also indicate that many students 204 representing (70%) agree that, they have no one entrance/gate to ensure safety movement while few 54 representing (30%) says they have one entrance, to ensure safety movement. the tables also show that a high number of students190 representing (73.4%) says they have windows for proper ventilation while few number 68 representing(26.5%) said there is no window for proper ventilation, it also shows that the majority of the students 192 representing

(74%) believe that, there are doors in their classroom while in minority 65 of (26%) have the opinion that they do nothave doors in their classrooms.

It was submitted that most of the student is of the view that there is available water supply in school, but no provision for drinking water in the class, while school food is not properly cooked, concerning restriction of movement, the school has no gate pass, and movement in and out of school is not monitored, but the student is checked during night roll call to ensure they are in school, concerning the burden schools.

Table 6 on the teachers' view, which indicate that majority 115 representing (68%) of teacher believe that they are safe while few 54 (32%) think that they are not safe in their classroom, this is shown that teachers are safe in their various classes, the table also shows that 98 representing (58%) are of the opinion that students report their issues to the teachers and few that is 71 (42%) of the opinion that students that they do not report their issue to their teachers. It also shows that a good number of teachers representing 104 of (61.5%) believe that they are not happy with their students academically and only a few representing 65 (38.5%) are happy with their student academically and also the table indicates that the majority of the teachers 99(58.6%) said their toilet is clean and healthy for use while few 70 (41.4%) there is no clean toilet for teachers to use. This table also revealed that the majority of teachers 108(63.9%) said the school environment is comfortable and conducive for teaching and learning while a few teachers representing 61(36.1) said the school environment is not conducive for teaching and learning to take place.

To summit it up, table 6 indicate that most of the teachers are safe in their classroom, because they were able to control their students, but reported that very few students do report their issue to their teachers, because of the fear they have of their teachers, which revealed that there is no good relationship between students and their teachers. And also most their teachers are not happy with their students' academic performance, because students don't read their books, which result to failure in their exams, very few passes exam.

Table 7 indicate that majority of parent 50 (61.7%) are of the view that their children are not happy to go to school while minority 30 (37%) said their children are happy to go to school. State that many parents 62 (76.5%) believe that their children do not report good things about the school they belong to, while few 18 (22.2%) said they do report good things about the school, Table 7 also shows that a good number of parents 41 (50.6%) think that their children always said they do not like the school they belong to while few 39 (48.2%) said their children do like the school they belong to.

From the view of parent it was summated that, most of the parent is of the view that most of their children are not happy to go to school, most of the time they have to pet the children or give them additional money before they will agree to go to school, they are also of the view that their children do not report good things about their school, most of the report is either fight, bullying or stealing.

Zonal Education Board states that a good number of zonal educational board members 9(60%) are of the view that secondary schools in Zuru local government are not safe while little numbers 6(40%) said some schools are not safe, on the issue of water supply 60% agree that, there is not enough water supply in some of the schools, while 5(40%) are of the view that there is not enough water supply in some of the schools, also 63% of Zonal Officer agree that, food cooked in the dining hall is not testy, while few numbers of 5(32%), agree that the food is tasty and healthy, for the student. the table also indicates that most of the Zonal Education Board are of the view that only a few schools have fences, while few numbers of the zones. And finally, for Zonal Education Board they are of the view that most of the secondary school in Zuru Local Government are safe, because they do supervise the school, but they are of the view that some school does not have a fence, which pave way for free movement of both student, teachers and any visitors, into the school and out of the school at any time. They also agree that most school does not have sufficient water supply, because students have to leave school environment in search of water, and also food that is cooked in the school kitchen is not testy enough, because of lack of enough ingredient to make the food testy.

CONCLUSION/RECOMMENDATIONS

The research work analyzed the perception of the role of Education Stakeholders in promoting secondary schools safety in Zuru local government. The findings of the research specifically sought to examine the perception of educational stakeholders in secondary school and to assess the role of educational stakeholders in ensuring school safety.

Base on the finding on the perception of educational stakeholders in secondary schools, all the educational stakeholders, knows what school safety is, but they are of the view that the students are not safe because of lack of fences or collapse fences, the researcher discovered that there are many secondary school safety challenges such as bullying, drug abuse, vandalism, truancy, lack of table and chairs, Guidance and Counseling Unit, and first aids box and also lack proper maintenance of school facilities.

To examine the roles of educational stakeholders in ensuring secondary school safety, 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.

❖ 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 boxes because of emergency, school management which comprises the principal, teachers and non-academic staff, to introduce disciplinary committee on zero tolerance to lack of school safety, 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.

❖ Government and school management should be able to build and maintain school fences, and school facilities should endeavor to do it, school should solicit for money or should encourage the government to maintain school facilities, for the safety of school environment because this will help to control truant students, and encourage academic performance of the student.

❖ There is need to carry out awareness or campaigns on the need to improve school safety to all the educational stakeholders, either through radio, television, text messages or PTA meeting

❖ Teachers should endeavor to create a kind of interpersonal trust by keep eyeon the stubborn, bully and drug abuse student, try to create a good relationship with them, without harshness so that they can fill free with teachers, this method mostly help in controlling their misbehavior.

❖ Schools should introduce Guidance and Counseling Unit and student should be enlightened about the importance of the unit and where they can find the office in the school and the name of the officer in charge, this will help the student to go and seek advice either base on their career, or on their issue.

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