Full Length Research

Examination of the Contributions of Educational Stakeholders in Ensuring Secondary Schools Safety in Southern Kebbi State, Nigeria

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The study examined the contributions of educational stakeholders in ensuring secondary schools safety in southern kebbi state, Nigeria. School safety is what makes an individual student feel comfortable, accepted, associated, and integrated 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 been 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. Four research questions and four objectives were used to guide the study which examined the views and roles played by educational stakeholders in ensuring school safety. Three theories were highlighted as follows: the theory of safety, the sociological theory and the theory of trust which was what the researcher based his work on. The study adopted a descriptive survey, the population of the study, for students were 1, 2761, teachers constituted 631 while parents formed 80 respondents and Zonal Education Boards Members were 15. The instrument used for data collection was checklist and interview. The interview was recorded, transcribed and 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 educational stakeholders contributed substantially in promoting schools safety in the study area through financial contributions to erect school fence, provision of school facilities and their maintenance, addressing the issue of overcrowded classes, provision of Guidance and Counseling services and first aid boxes etc. It is recommended that School authorities should provide ways in which students can report any unwanted behavioral acts, that may hinder the safety of the school, for example by providing a student suggestion box, for the students to lay complaints and make suggestions, the student needs to be included in the PTA meetings so that they too, can contribute their quota, or here their complaints, also parents and community members should be enlightened on the importance of attending PTA meetings.

Keywords: Examination, Contributions, Educational Stakeholders, Secondary Schools Safety

INTRODUCTION

School safety is described specifically as what makes an individual student feel secured, comfortable, accepted and associate and integrate freely within the school and utilizes all aspects of the school for perfect learning. On the general perspective, school safety implies the general school conducive atmosphere for teaching and learning meeting the designed desired educational grade of individual, school authority, parents, organization and the entire society. Safety here, does not end in avoiding accident, harm or state of anomie, but individuals' conformability, reliability accessibility and social security granted to students, parents and society and during the interaction. According to Rogers (2009), safety can broadly be defined as a means of providing effective levels of protection against risk. It is a process used to create a relatively crime-free area. The aim of safety is to assess the vulnerability to risk and thereafter to employ techniques and measures in order to reduce that vulnerability to reasonable level, safety will therefore assist in creating a stable, fairly predictable environment in which individuals may move freely without any disturbance or injury. According to Green (1999), safety entails a stable, relatively predictable environment in which an individual or a group may pursue its end without disruption or harm and fear of disturbance or injury. Holton (2004) agrees that safety measures can assist in reducing crime and violence in school.

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 Southern Kebbi State. 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

Proportionate sampling technique was used to obtain the expected number of school teachers and

students and Research Advisor (2006) was used to arrive at 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 of five thousand eight and seventy-three student, (5873), the sample size were two hundred and fifty-eight (258), and teachers population from the five secondary schools were three hundred and twenty-two (322), and the sample size used was one hundred and sixty-nine (169).Similarly, simple random sampling technique was also use to select the respondents from the schools under investigation.

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 officers of the Zonal Education Authority, a cover letter asking for cooperation and honest answers from the respondents, and assuring them of confidentiality accompanied the checklist.

Method of Data Analysis

The data collected was collated, tabulated, organized and subjected to actual analysis using SPSS. 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 frequencies, tables and percentages. 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 of the Roles Played by Students in ensuring Safe Secondary

Student	Yes	%	No	%
Do you have a representative in the PTA meeting?	19	9.7	240	90.3
Do you have Students counseling services Unit?	19	9.3	240	90.7
Does the principal ask you if you have any problems?	189	73	67	26.7
Does your principal come to your class to check if the teachers teach during their period?	207	80.2	51	19
Have you ever seen any educational board members that come to your school and go round the school environment and also enter your classroom?	200	77	58	23
Do you have any external body that comes to your school to advise the students on the importance of becoming good members of the society?	200	77	58	23
Does the teacher take action on those that misbehave?	207	80.2	51	20

Source: Researchers fieldwork, 2019

Table 2: Frequency Distribution of the Roles Played by Teachers in ensuring Safe Secondary School in Southern Kebbi State

Teacher	Yes	%	No	%
Is there any external body that comes to advise the teachers?	100	68	69	32%
Have you ever visited parents of the students to lay complaint about their pupils?	75	44.4	94	55.6
Are the school rules and regulations being enforced by you as a teacher?	110	61.1	59	34.9
Do you always advise your student to be good children academically and morally?	105	62.1	64	37.9
Do you have Students Roll call during and after the class?	81	47.9	88	52.9
Have you ever advised any student that misbehaves?	111	65.7	58	34.3
Have you ever seen any educational board members that come to your school and goes around the school environment to see if there is any safety problem in the school?	96	56.8	73	43.2

Source: Researchers fieldwork, 2019

Table 3: Frequency Distribution of the Roles Played by Parents in ensuring safe secondary schools in southern Kebbi State

Parent	Yes	%	NO	%
Do you provide your child with all the educational materials needed by the school?	40	50	40	50
Do you monitor your child's academic performance?	14	16	66	84
Have you ever reported your child to a teacher as a result of poor academic performance?	35	44.4	45	55.6
Do you always advise your child to be good children academically and morally?	48	58	32	42
Do you have good relationship with your child's teachers?	62	77%	18	23

Source: Researchers fieldwork, 2019

Table 4: Frequency Distribution of the Roles Played by Zonal Education Board in ensuring Safe Secondary Schools in Southern Kebbi State

Zonal education board	YES	%	NO	%
Do you go round the school to see how safe the environment is?	5	33.3	10	66.7
Do you organize orientation for new teachers on crisis management?	5	33.3	10	66.7
Do you maintain school facilities?	2	13%	13	87
Do you bring any significant changes in secondary school safety?	6	40%	9	60
Did you provide any Emergency medical bags (Fist Aids Box) for the schools in Zuru Local Government Secondary School?	2	13%	13	87
Do you monitor the school guidance and counseling services Unit?	2	13%	13	87
Are the stakeholders of the education fully involve in secondary school safety issues?	3	25%	12	75

Source: Researchers fieldwork, 2019

DISCUSSION

From table 1 it is shown that few number of students 240(9.7%) agreed that they do not have representative in PTA meeting while large amount 19(9.7%) said they have representative in PTA meeting, it is also shown that students 19(9.7%)) agree that they have guidance and counseling services unit in their schools while higher number of 240(90.3%) does not have guidance and counseling service unit, the table also, show that large number of students 189(73.0) said their principal do ask them if they have any safety problem, while few numbers 67 (25) admit that their principal do not ask them about safety problem, they are face with,the result in table 13 states that a lot of students 207(79.9) said that their principals do come to their class to check if the teachers teach during their periods while few 51(19.7) said the principal doesn't come, to check if teacher teaches or not, it also shows that majority of the students 200(77.5%) said they have seen educational board members that come to their schools and goes round the school environment and classes while few 58 (22.5%) said they don't see any Zonal Board members that come to their school, and go round to see any safety problem the table also indicate that higher number of students 211(81.5%) said they have seen, external body that comes to their school to advise them on the importance of becoming a good member of the society while low number 47(18%) said have not been coming, to advise them on becoming a good member of the society. From the result it shows that Zonal Educational Board does visit secondary school, and also another result states that many students of 200(77.2%) said their teachers do take action on those who misbehave while few 58(22.4%) said their teachers do not take any action on those that misbehave. Which indicates that teachers do punish does that misbehave?

The findings, indicated the roles played by student in ensuring a safe school, for the student, it is shown that the student does not have a representative in the PTA, meeting, and also there is no provision for guidance and counseling unit, and where there is, student, are not enlightened on the important, also student does agree that teachers do take actions on those that misbehave.

Table 2 indicated that a good number of teachers 100 (68%) supported that external bodies do visit their schools and advise teachers only few (32%) were of the opinion that zonal education authority does not visit their schools to advise teachers. It also shows that majority of the teachers of 75(45%) are of the opinion that they used to visit their students' parents to lay complain of their children. While minority 94(55%) said they do not go their student parent to laid complain of their children, it also stated that few teachers 110

(61.1%) are of the perception that the school rules and regulation are not been enforced by the teacher while many said 59(34.9%) said yes it is being enforced by the teachers, in table 14. It indicates that a large number of teachers 105(62.1%) said they always advise their students to be good children morally and academically while small numbers 64(37.9%) said they do not advise the student to be morally and academically good, this shows that teachers do advise student both morally and academically, table 14, also indicates that a good number of teachers 88(52.1%) do have student roll calls during and after the class while few 81(47.9%) said they do not take roll call of a student. Another result shows that a good number of teachers 111(65.7%) they use to advise a student that misbehave while few number 58(34.3%) said they do not, it also revealed that most of the teacher 96 (56%) believe that education board members do come to visit their school while 73 of (43%) says they do not come. This table 14 indicates that Zonal Education Board members do visit their school, and sometimes they do go round the school to see if there is any safety problem, and also shows that they do advise their student to be good both morally and academically.

Table 3 state that half of the parent respondents 40 (50%) do provide their children with all educational materials needed by the school likewise, 40 (50%) of parent they do not, provide their children, academically and morally, also the table reveals that majority of the parents 66 (86.5%) do not monitor their children academic performance while few 14 (16.%) do not, it also shows in table 3 that a positive number of parents 47 (58.4%) always advise their children to be good children academically and morally while few number 33 (41.6%) do not advise their children. The result in table 15, states that many parents 62 (76.5%) do have a good relationship with their children's teachers while a few 16 (22.5%) do not have a good relationship with their children's teachers. The analyses in table 15 revealed that some of the parents are of the view that they do provide their children with school material, while some say they do not provide all the materials, that the school needed, another issue is that most parents do not have time to check their children's academic performance especially, working mothers and fathers.

Table 4 reveals that majority of the zonal educational board officers 10(66.7%) are of the view that they do not go round the schools to see how safe the school environment is, while few 5(33.3) said they normally go round the school environment to see how safe it is, it also shows that higher number of the Zonal Educational Board offices 10(66.7) are of the view that they don't organize orientation for new teachers on crises management while low numbers 5(33.3) said yes they do, organize orientation for a new teacher. It also analyzes that majority of the zonal educational board

members which is 9(60.0) are of the view that they do not bring any significant changes in secondary school while minority 6 which is equivalent (40.0%) said they do bring changes in secondary school on safety issues, Table 16 shows that few numbers of Zonal Educational Board officers 2(13%) revealed that they do provide the first aids box to secondary schools. While 13(87%) they do not provide first aid box to secondary schools, this shows that the Zonal Education Board do not provide enough first aid box to secondary school, also table 16, indicate that many educational board officers 10(66.7%) said they do not monitor school guidance and counseling unit while few 5(33.3%) said they used to guidance and canceling unit, table 16, states that alot of zonal educational board officers 9(75%) are on the perception that educational stakeholders are not fully involved in secondary school safety issues while few numbers 5(25%) said they are involved. Table 16 summated that Zonal Education, does not organize orientation for the new teachers, and also they do not provide a first aid box to all the school and it was also shown that Zonal Office does not monitor guidance and counseling unit.

CONCLUSION

The research work examined the contributions of educational stakeholders in ensuring school safety in secondary school, in southern Kebbi State. Based on the findings all the educational stakeholders, are aware of what school safety is, and they were of the view that the students are not safe because of lack of fences or collapsed fences, the researcher discovered that there are many secondary school faced with safety challenges such as bullying, drug abuse, vandalism, truancy, lack of table and chairs, Guidance and Counseling Unit, and first aids boxes and also lack proper maintenance of school facilities. it was also found out that, zonal education office has the responsibility of supervising schools and teachers are not only to teach but also to train students, on both moral and academic performance and school management should maintain school facilities.

RECOMMENDATIONS

Based on the findings of this study the following recommendations were made:
❖ There is need to carry out awareness campaigns on ways to improve school safety to all the secondary schools in the study area, either through radio, television, text messages or PTA meeting
❖ School 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.
❖ 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 situations, school management which comprises the principals, teachers and non-academic staff, to introduce disciplinary committees and zero tolerance to unsafe schools, 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 entertain complaints on the problems that affect secondary schools 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.
❖ 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.

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