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ASSESSMENT OF PRIMARY SCHOOL SECURITY STATUS IN ILORIN WEST LOCAL GOVERNMENT AREA OF KWARA STATE

By

Oluwanifemi Olaide OLAYONU
olayonuoluwanifemi@gmail.com: 08104322519
Usman Tunde SA'ADU
Usman.saadu@kwasu.edu.ng**: 08038493554**

[1, 2] **Department of Early Childhood and Primary Education, Faculty of Education**
Kwara State University, Malete

Abstract

The schools have been deeply affected by the economic, political, and social conditions of our time, and have been exposed to many undesirable events and behaviors such as substance addiction, violence, child abuse and sabotage. The study examined the assessment of primary school security status in Ilorin West Local government area of Kwara state. One research question and two hypotheses guided the study, the study adopted descriptive survey research design, The population for this study was all primary schools principals in Ilorin West Local Government Area of Kwara State, 64 schools were randomly selected as sample size, Observation Checklist on School Security (OCSS) was used for the study , reliability coefficient was (r=.84), mean and percentage were used for research question while hypotheses were tested using inferential statistics of t-test were used to test the hypotheses. The findings of this study revealed that there were availability of school security in primary school in Ilorin West Local Government Area of Kwara State, school type and location had no significant difference of primary school security status in Ilorin West Local Government Area of Kwara State($t = -.651$, $df = 62$, $p < 0.05$), ($t = -.336$, $df = 62$, $p > 0.05$). Based on the findings of this study, it can be stated that there were availability of school security in primary school in Ilorin West Local Government Area of Kwara State. The following recommendations were made; government and stakeholders should make more provision for school securities and educational stakeholder should provide adequate security facilities, policies and curriculum for early childhood education.

Introduction

The schools are thriving to meet the educational needs of the pupils and of the community as a whole, they themselves, as open systems, are open to every kind of security threats coming from inside and outside of the school environment. Due to the social, economic, and cultural conditions of our time, various individual or group threats may be consciously or unconsciously exerted on schools. Schools may also be exposed to pandemic diseases, fires, and many natural disasters such as earthquakes, floods, landslides.

The school management, together with the school community, has to be prepared for all of these kinds of threats and has to develop strategies to deal with them adequately. Since the threats to school security may stem from various sources in society, the school safety issues should involve a wide range of entities, such as educators, students, managers, parents, law enforcement agencies, health institutions, businesses, and the like. Moreover, schools, which accommodate so many students, teachers, managers, and other supportive individuals, are compelled to provide safe working conditions for staff and students. Schools can ensure a safe environment by focusing on prevention, intervention, and response phases in their safety efforts. To deal effectively with antisocial and criminal behavior, schools should promote a positive school climate and implement school-wide effective prevention and intervention strategies" (Schneider, 2008).

School safety is a pressing concern in Nigeria, and there is a need for more information about the nature of the problem and the factors that mitigate or exacerbate problems. To date, little is known about the nature of the problem across schools, the reasons safety varies in different sites, or the features of schools that lead them to have better climates. This report provides new evidence on these issues (Bowen & Bowen cited

in Matthew, Elaine & David, 2011). Children are exposed to many physical and physiological threats that jeopardize their health and safety in school besides poor nutrition. Malaria, waterborne diseases, parasitic infestations (worms are a major cause of under nutrition in school-age children), diarrhea, cholera, dehydration and HIV and AIDS are just some of the physiological risks to children. There are also physical risks that threaten health and safety, such as traffic injuries incurred en route to and from school, lacerations, fractures and other injuries during play, drowning, physical violence (corporal punishment, assaults, etc.) and sexual violence United Nations Children's Fund (UNICEF, 2010).

According to Achumba, Ighomereho and Akpor-Robaro, (2013) insecurity is the antithesis of security and has attracted such common descriptors as want of safety, danger, hazard, uncertainty, want of confidence, state of doubt, inadequately guarded or protected, instability, trouble, lack of protection and being unsafe, and others .Oluyomi and Grace, (2016) sees insecurity as concerned with feelings of uncertainty, dangers or threats to life while Hassan(2014), viewed insecurity as a negative feeling involving fear, anxiety, uncertainty and injustice, among others. When an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration or insecurity. Insecurity is a threat to learning. Prevailing peace or conflict within communities around the schools often has ripple effects on the teaching and learning activities of such schools.

Beland (2005) insecurity is the state of fear or anxiety stemming from a concrete or alleged lack of protection, It also refers to lack or inadequate freedom from danger. This definition reflects physical insecurity which is the most visible form of insecurity, and it feeds into many other forms of insecurity such as economic and social security. Insecurity is conceived as a situation where human and national security of a state is

compromised by internal or external forces or interests exacerbated by the former's weak or poor economic, military and/or human resource development conditions (Onifade, Imhonopi, & Urim, 2013). Insecurity is the state of being subject to danger injury, anxiety, fear, worry, uncertainty, or unsureness (Paul, 2015). Best (2006) defined insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by fighting, death, injury, etc., occurs.

Everyone is legally responsible for the safety of others. Our fore-fathers protected themselves from dangerous animals. Onuzulike (2003) stated that primitive man lived in caves or tree-tops to protect himself from dangerous wild beasts and enemy tribes. Zelik (2000) described them as organizations where learning and efficiency is important for everyone and where students are expected to be successful and given space to display their social skills. Millions of children attend schools that are reasonably safe most of the time. But schools in most developing countries fail to protect children from the consequences of natural disasters and accidents. At a time of increasingly unsafe environments, and as scientists predict with relative certainty that climate change will increase both the severity and prevalence of natural disasters, schools that cannot withstand catastrophes are unacceptable (UNICEF, 2009).

According to Indiana Education Policy Centre (2000), schools that are safe and responsive have plans and procedures in place to deal with violent and disruptive behaviour that may occur. School violence prevention demands that we be prepared for the eventuality of violence. Safety awareness and preparedness in schools are becoming major concern in the wave of insecurity in Nigeria. In the recent past, there have been perpetual reports on violence and fire outbreaks across the schools in the country. Apparently, there exists constant fear among the leaders and a growing need to address the issue of safety in depth.

Schneider (2000) and Зelik (2000) defined the safe school as a relaxed environment for managers, teachers and students. Safety is a particularly pressing issue in urban public schools, in part because community factors such as crime and poverty play a strong role in shaping the climate of schools. A number of studies have shown that neighborhood characteristics, including crime and poverty, influence the social and educational development of children and the climate of schools (Bowen & Bowen cited in Matthew, Elaine & David, 2011).

Tsavga (2011) maintains that the learning environment plays a vital role in determining how students perform or respond to circumstances and situations around them. This implies that no society is void of environmental influences. The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which we find ourselves tend to mound our behavior so as to meet the demands of life whether negatively or positively. The United Nations Study on Violence against Children reveals that children worldwide are at risk of violence in and around the school. The threats range from rape, sexual harassment and physical beatings to verbal abuse, bullying, taunting, stereotyping and other forms of humiliation. At times, teachers, school authorities and peers are the perpetrators of such abuse (UNICEF, 2009).

A safe and healthy school environment is seen critical to education. However, various studies in recent years have shown that the schools are not so safe for the students and for the school personnel any more due to some problems threatening school security. Montee (2008), receiving attention to the responsibility of schools for providing a safe environment so that students and teachers maximize the education experience, states that schools are faced with numerous issues involving school safety. From preparing for natural disasters to preventing school violence and protecting students from illnesses,

school administrators are seen responsible for ensuring that students are safe at schools.

Related to assurance of security at schools lots of researchers emphasize the uniqueness of each school in dealing with the security problems. Each school has its own characteristics and security problems and specific handling strategies. Similarly, Scheneder (2008) states that there is no simple solution to school safety. Every campus has a unique mix of architecture, community characteristics, and funding to consider.

The term safe school has been defined by Donmez and Guven (2002) as places where students, teachers and staff feel physically, psychologically and emotionally free, and where enriched school programs hone students' skills. Ogel, Tan and Eke (2005) have defined the term as places where positive relations exist between managers and teachers; teachers and students; students themselves; and school staff with each other and students. The physical environment of a school or learning space, including its surrounding neighborhood, is crucial to children's safety and security. To increase school safety, fences should be built to protect children from harmful outside influences, such as drug peddling, sexual harassment or physical violence. Constant supervision of the school and schoolyard is usually necessary. Expansive schoolyards with many large buildings or unprotected areas may need additional staff or other security measures, such as emergency notification or alarm systems that can alert students and teachers to an ongoing emergency (UNICEF, 2009).

The physical structure of the schools is also a crucial issue when the severe earthquakes are considered. In Turkey the elementary school of Celtiksuyu was collapsed in Bingol earthquake and 85 students and a teacher died and several others left dead in various schools. In Konya, the boarding school for girls collapsed and 17 students died and 27 others were wounded. Izmit and Adapazari earthquakes were also caused several losses. In China, in Sichuan earthquake (13 May 2008) over 4,700 children buried under

the collapsed buildings (Rutstein, 2008).

Ajayi (2005) in his own study revealed that school type makes a difference in pre-school cognitive development. However, Keeves (2007) acceded that type of school did not make contribution to pre-school education social and cognitive development. Adedigba (2015) submitted that it is likely the features of the physical environment of ECE differ based on school type. This she said can be as a result of funding which is most times made available in private proprietorship unlike public schools where most facilities needed at this level of education are not adequately provided.

School location refers to the environmental condition around a school it is seen in terms of Urban and Rural areas of geographical location of a school, Raychaudlhuri, Debnath, Sen and Majunder, (2010) report a positive relationship that exist between school location (closer distance to homestead and students' learning outcome as they attend school regularly. Obemeata (1995) and Obayan (2003) who confirmed that school physical environment exerts influence on students' learning outcome. School location has a big role in the learning outcome of the pupil in school. In this study, the researcher seeks to determine the assessment of primary school security status in Ilorin West Local government area of Kwara State. It has been observed from the literature reviewed that study of this type has never been carried out in Ilorin West Local Government Area of Kwara State. Therefore, this is meant to fill the gap requiring empirical evidence regarding the primary school security status.

Research Question

The following provided a guide for this study

1. What is the availability of primary school security status in Ilorin West Local Government Area of Kwara State?

Research Hypotheses

Ho1: There is no significant difference in primary school security status in Ilorin West Local Government Area of Kwara State based on school type.

Ho2: There is no significant difference in primary school security status in Ilorin West Local Government Area of Kwara State based on location.

Methodology

The researcher employed the use of Descriptive survey method allows the researcher to pose a series of questions to willing respondents, summarize their responses with percentages, frequency counts, or more rigorous statistics, and draw inferences about a particular population from the responses of the sample. The population for this study was all primary schools principal's in Ilorin West Local Government Area of Kwara State, there are 342 public and private primary schools in Ilorin West Local Government area of Kwara State, (Annual School Census Report, 2019/2020). According to Annual School Census Report, Kwara State ministry of Education and Human Capital Development, 2019/2020, Ilorin West local government have a total number of 324 schools, simple random sampling technique was used to select 64 were randomly selected as sample size, using the Krejcie and Morgan sample table, because it will not be possible for the researcher to involve all the primary school principals in Ilorin West Local Government area of Kwara State. Observation Checklist on School Security (OCSS) was used to collect data for the research work. Test-retest method of reliability was used to determine the reliability of the instrument. Pearson Product Moment Correlation of Co-efficiency (PPMC) was used to test reliability of the instrument with the co-efficient the outcome of reliability was (r=.84).

The data collected was analyzed using descriptive statistics of frequency counts, percentage and mean for demographic data while research hypotheses were tested using inferential statistics of t-test.

Results

Research Question One: What is the availability of primary school security status in Ilorin West Local Government Area of Kwara State?

Table 1: table showing the availability of primary school security status in Ilorin West Local Government Area of Kwara State

S/N	ITEMS	Mean	Decision
1.	School guard	1.71	Available
2.	CCTV Camera	0.43	Not Available
3.	Access and visitor control	1.56	Available
4.	After school and weekend security	1.82	Available
5.	Background checks: teachers, school employees	1.60	Available
6.	Bullying and anti-bullying legislation	1.84	
7.	Bus transportation security	1.82	Available
8.	Administrative office and board meeting security	1.81	Available
9.	Athletic event security	1.75	Available
10.	School fence and school gate	1.50	Available
11.	**Weighted**	**1.58**	**Available**

Decision Rule: Not Available: 0.00 – .49 **Available: 0.50 – 2.00**

Table 1 showed level the availability of primary school security status in Ilorin West Local Government Area of Kwara State. The detailed analysis is as follows: School guard (M=1.71), CCTV Camera (M=0.43), Access and visitor control (M=1.51), After school and weekend security (M=1.82), Background checks: teachers, school employees (M=1.60), Bullying and anti-bullying legislation, (M=1.84), Bus transportation security (M=1.82), Administrative office and board meeting security (M=1.81), Athletic event security (M=1.71), School fence and school gate (M=1.50). The weighted average is 1.58 which is a numeric indicator that there is availability of school security in primary school in Ilorin West Local Government Area of Kwara State.

Research Hypothesis One: There is no significant difference of primary school security status in Ilorin West Local Government Area of Kwara State based on school type.

Table 2: summary of t-test analysis showing the difference of primary school security status in Ilorin West Local Government Area of Kwara State based on school type.

School type	N	Mean	Std. Deviation	T	Df	Sig	Remark
Private	36	17.083	.967	-.651	62	.518	Not Significant
Public	28	17.285	1.511				

Table 2 shows the difference of primary school security status in Ilorin West Local Government Area of Kwara State based on school type ($t = -.651$, $df = 62$, $p < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant level is greater than 0.05. This implies that there is no significant difference of primary school security status in Ilorin West Local Government Area of Kwara State based on school type

Research Hypothesis Two: There is no significant difference of primary school security status in Ilorin West Local Government Area of Kwara State based on location

Table 3: summary of t-test analysis showing the difference of primary school security status in Ilorin West Local Government Area of Kwara State based on location.

Location	N	Mean	Std. Deviation	T	Df	Sig	Remark
Urban	58	17.555	1.281	-.336	62	.145	Not Significant
Rural	6	17.333	.516				

Table 3 shows the difference of primary school security status in Ilorin West Local Government Area of Kwara State based on location ($t = -.336$, $df = 62$, $p > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant level is greater than 0.05. This implies that there is no significant difference of primary school security status in Ilorin West Local Government Area of Kwara State based on location.

Discussion of Findings

The study shown that, There was availability of school security in primary school in Ilorin West Local Government Area of Kwara State. The study was in tandem with Muhammad, Gulzar, and Muhammad (2019), their findings revealed that that school support facilities like tablet, I.T Lab, ventilation, first aid medical box, gas, store room, ECE/kids room, staff room and library contributed about 15.8% towards academic achievement at Punjab Education Foundation partner schools significantly. The Punjab Education Foundation may provide support facilities to their partner schools for the academic promotion. The study also supported the findings of Mark (2016) the purpose of this study was to establish a relationship between the quality of school facilities and student performance and achievement, and result revealed that the component with the highest mean rating was the exterior environment (3.50) and the component with the lowest mean rating was support space (2.97). In terms of student performance and achievement, the largest increase was observed during school year 2010-2011 (22.0%) while the smallest increase was noted during school year 2009-2010 (2.8%).

The study was not in line with Lukumon, Abraham and Haftamu (2014) findings which show that public schools in do not have effective safety facilities and equipment to take prompt remedial action and also, the result shows that security and discipline rules perceived by teachers and students were not strictly enforced in most public schools in Lagos State. Findings also revealed the school type and location have no significant

difference primary school security status in Ilorin West Local Government Area of Kwara State.

Summary of the Findings

1. There were availability of school security in primary school in Ilorin West Local Government Area of Kwara State.
2. There was no significant difference of primary school security status in Ilorin West Local Government Area of Kwara State based on school type.
3. There is no significant difference of primary school security status in Ilorin West Local Government Area of Kwara State based on location.

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