



AFRICAN JOURNAL OF STUDIES IN EDUCATION

**VOLUME 12, NUMBER 2,
NOVEMBER 2017**

ISSN: 0189-241X

EDITORIAL TEAM

Editor-in-Chief

Professor E. O. S. Iyamu

Editor

Professor Kolawole Kazeem

Associate Editor

Dr. H. O. Alonge

Editorial Board

Emeritus Professor N. A. Nwagwu
University of Benin

Professor O. G. Oshodin
University of Benin

Emeritus Professor M. A. Omolewa
University of Ibadan

Professor A. Urevbu
University of Benin

Professor E. Ojeme
University of Benin

Professor I. Owie
University of Benin

Professor E. Arubayi
Delta State University, Abraka

Professor A. B. Oduaran
North-West University, South Africa

Consulting Editors

Professor (Ven) M. Nwadiani
Professor J. K. Adeyemi

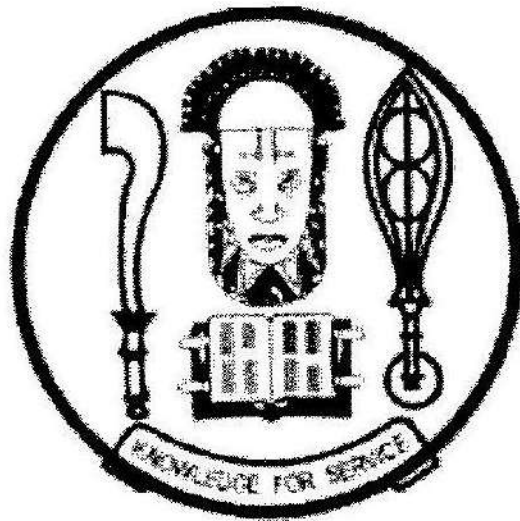
Professor E. Uko-Aviomo
Prof. C. N. Omoifo

Professor C. N. Musa
Professor E. O. Egbochuku

Professor S. E. D. Aduwa – Ogiegbaen
Professor A. U. Osunde

Professor (Mrs) L. Eraikhiemeh
Dr. S. Adodo

AFRICAN JOURNAL OF STUDIES IN EDUCATION



**Volume 12
Number 2, November 2017**

ISSN: 0189 – 241 X

**AJOSIE is the Official Journal of
Faculty of Education
University of Benin
Benin City, Nigeria**

AFRICAN JOURNAL OF STUDIES IN EDUCATION

**FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY, NIGERIA.**

ISSN: 0189 – 241 X

All rights reserved. No part of this Journal may be reproduced, stored in a retrieval system, or transmitted in any form or any means, electronic, mechanical, photocopying, recording or otherwise, without the written permission of the Editor-in-chief

Printed in Nigeria by:



AMBIK PRESS LTD.

#4, Otike-Odibi Avenue, Isiohor,
Via Ugbowo Old Lagos Road,
P.O. Box 5027,
Benin City, Edo State.

HEAD TEACHER MANAGEMENT OF SECURITY IN PRIMARY SCHOOL AND ITS IMPACT ON PUPILS AND TEACHERS IN NIGERIA

Abdullahi, Nimota Jibola Kadir (PhD)

Department of Educational Management, Faculty of Education.
University of Ilorin, Nigeria.

Corresponding Author:

neematkadir@yahoo.co.uk
neematabdullahi@gmail.com
abdullahi.njk@unilorin.edu.ng
08037551059, 08056564337

Abstract

This study investigated the head teachers' management of security in primary school and its impact on pupils and teachers in Nigeria. To achieve this, two hypotheses were formulated and tested. Descriptive survey design was used for the study. The questionnaire titled Head Teachers' Management of Security Questionnaire (HMHSQ) was used for data collection from teachers. Pearson Product Moment Correlation Statistic was used to test the hypotheses at 0.05 level of significance. The findings of this study revealed that there was a significant relationship between communication and head teachers' management of security, also there was a significant relationship between coordination of staff and head teachers' management of security in primary school. It was therefore, recommended that head teachers should continue to maintain and use different methods of communication as appropriate by in order to improve quality education and management of security. Furthermore, head teachers should continue to ensure that available resources are used most efficiently in pursuit of the specified objectives, ensure hierarchical arrangement of authority in order to work harmoniously with others toward the school goal as well as setting up work relationship that will enable both the school and the individual to realize their mutual objectives among others so as to achieve effective management of security.

Keywords: head teacher, management, security, primary education, Nigeria.

Introduction

The overall philosophy of Nigeria is to live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principle of freedom, equity, justice and promote inter-African solidarity as well as world peace through understanding (Federal Government of Nigeria 2013). Management process concerned with defining goals for organization's future direction and determining on the missions and resources to achieve those target. Management takes into consideration available and prospective human and physical resources of the organization so as to get effective coordination and contribution in terms of communication. Education is seen as the process through which the intellectual, physical and moral capacities of individuals are developed to make them cultured member of their society. In 1999, Nigeria government launched the Universal Basic Education programme which covers primary and junior secondary school. Primary education can be very important in helping people to be literate, ability to understand and involve their legal right. Lack of schooling can directly lead to insecurity by distancing the deprived from the ways and means of countering that deprivation. The power of primary education in making people more effectively vocal is central to human security.

Communication is the central in the management of any organisation or schools. Communication is an exchange of ideals, feeling, information, and wishes among members of group. Communication help in coordinating and controlling of organizational member's behaviour in various level of hierarchy and also provide guidelines on certain principles that employees must follow in an organization towards having stable and secure environment.

Coordination is that phase of the managerial function of controlling organisational activities, focusing the activities in the right direction and facilitate the achievement of educational goals. Coordination implies the process of ensuring that all different part of an organization are synchronized towards the achievement of organisational goals.

Primary education influence human security in the area of illiteracy and innumeracy which are forms of insecurity. The most contribution of primary education in human life is a direct reduction of illiteracy and innumeracy which are the root of insecurity. Lack of schooling can give room to insecurity and political violence.

Since the emergence of the Boko haram sect in 2002, human security in the country has been overtly threatening. The Vanguard newspaper (2014) estimated the death toll to more than 12,000 with more than 8,000 injured and many displaced in Nigeria. The loss of human lives and properties had continue to increase until in 2016 that they were being gradually overcome. This insecurity was compounded by religion riots, ethnic wars, which has increase tensions in the country (Jacob & Andrew, 2015).

Security management means the way by which people can exercise choice of safety that will bring relatively confidence and opportunity that they have today and may not be lost tomorrow. The only vaccine for human security is 'EDUCATION'. Human security can be achieved by giving everyone the opportunity to develop his or her own capacities by ensuring that everyone has equal access to education opportunities.

The theoretical framework of this study based on the Likert's four system of management by (Hersey & Blanchard, 1982), which comprises system I – Exploitative Autocratic, where bulk of decision and the goal setting of the organization are made by managers at the top and issue down the chain of command. System II – Benevolent Autocratic, where the bulk of decisions and goal setting of the organization are still made at the top but within a prescribed framework at lower levels. System III – Consultative, where management consults with subordinates before setting goals and making decision about work. Management has substantial but not complete confidence and trust in subordinates. System IV – Participating Team, where coordination is widely spread throughout the organization, communication flows not only up and down the hierarchy but among peers. This theory can also be applicable in schools in that head teachers can employ all four system of management in the area of communication methods and coordination of staff towards goal setting of the organization in order to achieve quality education for the achievement of effective management of security.

Kirui, Mbugua and Sang (2011) investigated challenges facing head teachers in security management in public secondary schools in Kisii County in Kenya. The study employed a descriptive survey research design. A Sample of 27 head teachers, 35 prefects, 14 members of Board of Governors and 20 security guards were selected. The data collected were analyzed using descriptive statistics. The study established that head teachers highly aware of measures required in improving secondary schools education. This study is germane to the current study in that head teachers were seen as part of the people that can improve security in schools. However the study left a lot of gap in that it did not look at methods of communication and coordination of staff as part of critical variable to be used by head teachers in improving human security. Also it did not carried out in Kwara State, Nigeria.

Statement of the Problem

Several studies have been carried out in the area of insecurity, terrorism, human security and education. Jacob and Andrew (2015) carried out a study on terrorism and insecurity in Nigeria: moral, values and religions education as panaceas. Orikpe (2013) investigated education and national security: challenges and the way forward.

Fabinu, Ogunleye and salau (2016) conducted the inclusion of security education in the basic education curriculum: a mean for preventing child abuse. Abdullahi, Abdulkareem and Abdulkareem (2016) conducted an investigation on managing education for human security: focus on teachers' job performance in Kwara State, Nigeria. There are several areas on human security and education that are yet to be covered by these scholars. These areas include familiar human security with basic education, relationship between human security and primary education especially on the focus of head teachers' managerial behaviour in terms of communication and coordination. This study on head teachers management of primary education for human security in Nigeria therefore, endeavour to fill part of this gaps yet to be covered.

Objectives of the Study

The objectives of this study are:

- (1) To investigate the relationship between communication and head teachers' management of security in public primary schools in Kwara State.
- (2) To examine the relationship between coordination and head teachers' management of security in public primary schools in Kwara State.

Research Questions (RQs)

The following research questions were raised and answered in this study:

- (1) Is there any relationship between communication and head teachers' management of security in public primary school in Kwara State?
- (2) Is there any relationship between coordination and head teachers' management of security in public primary schools in Kwara State?

Research Hypotheses

To guide the conduct of this study, the following hypotheses were formulated and answered:

H₀₁: There is no significant relationship between communication and head teachers' management of security in public lower basic schools in Kwara State.

H₀₂: There is no significant relationship between coordination of staff and head teachers' management of security in public primary schools in Kwara State.

Research Methodology

Research Design

The research design used in this study was descriptive research design. This design was considered appropriate because it gives room for the opportunity to interpret, illuminate and extract valuable information in order to draw inference from available evidence and reach a reasonable conclusion about the population from the findings of the study.

Population and Sampling

This study focused on the public primary schools in Kwara State, Nigeria. There are 1,406 public primary schools in the State. The target population of this study comprised 17,274 public primary schools teachers as at the time of study. Sample of 377 public primary schools teachers were selected using Research Advisor (2006) table for determining sample size of a known population. Stratified random sampling techniques was used to select 377 public primary schools teachers. This was to ensure that all categories of principals and teachers were given equal chance of being selected.

Instrumentation

The instrument for data collection was a self-designed questionnaire titled "Head Teachers' Management of Security Questionnaire (HMSQ). The instrument had two sections; section A elicited personal information of teachers, while section B elicited information concerning head teachers' managerial behaviour. The 10 items in section B were arranged in two clusters. The teachers responded to the items on a four (4) point Likert- type scale as follows: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The criterion mean is given thus: $4 + 3 + 2 + 1 / 4 = 2.50$. The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed while the one below the criterion mean value is disagreed by the participants.

Validity and Reliability

To ensure content validity of the instrument, draft copies of the instruments were given to two experts in educational management and two experts in measurement and evaluation. Relevant corrections and adjustment were made based on their observations and recommendations.

Instrument reliability was ensured by using Cronbach's alpha; the instrument reliability index was .87. In order to ensure higher return rates, the corrected questionnaires were distributed with the help of two research assistants to the teachers of sample schools.

Data Collection Process

Effective administration of questionnaires was also aided by cooperation of colleagues and friends in the sample schools. The respondents were assured of anonymity and confidentiality of their responses. This method facilitated on the spot collecting of the completed instrument and hundred percent retrieval.

Data Analysis

The data collected for the study were analyzed using SPSS version 2.0. The research questions were answered using mean and standard deviation while Pearson Product Moment Correlation was used to answer the research hypotheses. The *p*-value was compared to the significant level (0.5) to determine the rejection or acceptance of the hypotheses.

Data Analysis and Results

This study provides a descriptive analysis of the extent to which head teachers manage security in public primary schools. Mean and standard deviation were used in the description.

Table 1 presents the mean and standard deviation response of participants who responded to the research questionnaire on head teachers' method of communication in public primary schools in Kwara State.

Table 1:

Mean and Standard Deviation on Head Teachers' Methods of Communication

S/N	Head teachers' methods of communication	Teachers		Response
		Mean	SD	Decision
1.	Head teacher discuss the progress of school with teachers.	2.89	0.973	Agreed
2.	Head teacher discuss teachers' teaching load with them.	2.94	0.922	Agreed
3.	Head teacher encourage free flowed of information from and to teachers.	2.92	0.979	Agreed
4.	Head teacher interact freely with teachers.	2.85	1.035	Agreed
5.	Head teacher use encouraging words for teachers during staff meeting.	2.83	1.013	Agreed
Grand mean		2.89	0.984	

(Mean > 2.50 Agree, Mean < 2.50 Disagree). Researchers field work

Table 1 showed that items number 1-5 have their various mean and grand mean above 2.50 and high standard deviation scores. Therefore, participants agreed that head teachers' method of communication help in enhancing effective management of security in public primary schools

Table 2

Mean and Standard Deviation of variables on Head Teachers' Coordination of Staff

S/N	Head teachers' coordination	Teachers		Response
		Mean	SD	Decision
6.	Head teacher consult different departments and gives consideration before effecting change.	2.82	0.958	Agreed
7.	Head teacher ensure that available	2.97	0.944	Agreed

	resources are used most efficiently in pursuit of the specified objectives			
8.	Head teacher keep all different units in the school in tune in order to have functional and smooth running educational system.	2.85	0.997	Agreed
9.	Head teacher ensure hierarchical arrangement of authority in order to work harmoniously with other groups towards the achievement of school goals.	2.77	1.033	Agreed
10.	Head teacher setting up work relationships that will enable both the school and individual to realize their mutual objectives.	2.97	0.973	Agreed
Grand mean		2.88	0.981	

(Mean > 2.50 Agree, Mean < 2.50 Disagree). Researchers field work

Table 2 showed that items number 6-10 have their various mean and grand mean above 2.50 and high standard deviation scores. Therefore, participants agreed that effective coordination of staff help in improving management of security in public primary schools.

Hypotheses Testing

The hypotheses formulated to guide the study were tested, using Pearson product-moment statistic coefficient at 0.05 level of significance as follows:

H₀₁: There is no significant relationship between communication and head teachers' management of security in public primary schools in Kwara State.

Table 3:

Communication and Head Teachers' Management of Security

Variable	N	$\bar{x}$	Sd	Df	Cal-r	P.value	Decision
Communication	377	11.62	3.76	753	0.89	.000	Rejected
Management of security	377	2.82	1.91				

Table 3 indicates there was a significant and positive relationship between communication and head teachers' management of security, $r(377) = 0.89$, $p < 0.05$. The hypothesis that there was no significant relationship between communication and head teachers' management of security in public primary schools in Kwara State was, therefore, rejected.

H₀₂: There is no significant relationship coordination of staff and head teachers' management of security in public primary school schools in Kwara State.

Table 4:

Coordination of staff and Head Teacher Management of Security

Variable	N	$\bar{x}$	Sd	Df	Cal-r	P.value	Decision
Coordination	377	11.54	4.21	753	0.90	.000	Rejected
Management of security	377	2.89	2.19				

Table 4 indicates that calculated that there is a significant and positive relationship between coordination of staff and head teachers' management of security in public primary schools in Kwara State, $r(377) = 0.90$, $p < 0.05$. The hypothesis that there was no significant relationship between coordination of staff and head teacher' management of security in public basic primary schools in Kwara State was, therefore, rejected.

Discussion of Findings

The result of question one analysis and findings in Table 1 shows that communication enhance effective management of security in public primary schools in Kwara State. Results from hypothesis one revealed that there is positive and significant relationship between communication and head teachers' management of security in public primary schools in Kwara State. This finding agreed with forum future (2007) that education is the key that free the minds of it recipients from preconceptions and also broadens the possibilities for greater understanding of others within the country and around the world. This finding also agreed with Orikpe (2013) who perceived the education option as a new way to reduce the sophistication of crimes and violence that are threatening national security.

The findings in Table 2 show that coordination of staff improve effective management of security in public primary schools in Kwara State. Results from hypothesis two analysis showed that there is a significant and positive relationship between coordination of staff and head teachers' management of security in public primary schools in Kwara State. This finding conformed to Oshio (2009) who opined that Nigeria today is plagued with social disorder, insecurity, ethnic and religion problems, crime and criminality, political crises and the likes which in turn lead to human wellbeing insecurity. This finding is in congruence with Towner (2005) that awareness about security is not only to understand how to protect lives and properties but also to protect our environment.

Conclusion

This study shows communication and coordination has a significant relationship with head teachers' management of security. The findings of this study show that head teachers' methods of communication are adequate. Also, head teachers' coordination of staff is effective for the enhancement of quality education in order to attain maximum management of security.

Recommendations

1. Head teachers should continue to maintain and use different methods of communication as appropriate by interact freely with teachers, discuss the progress of the school with teachers, use encouraging words for teachers during staff meeting as well as encourage free flow of information from and to teachers in order to achieve quality education and management of security. Head teachers should also provide opportunities necessary to develop and maintain a violence-free school environment.
2. Head teachers should continue to actively coordinating staff in schools so as to encourage them to utilize their wide range of experience in order to enhance quality education for human security by ensuring that available resources are used most efficiently in pursuit of specified objectives, ensuring hierarchical arrangement of authority in order to work harmoniously with others towards the school goals, consulting different department and gives consideration before effecting changes as well as setting up work relationships that will enable both the school and individual to realize their mutual objectives in public primary schools toward enhancing effective human security in Kwara State, Nigeria.

References

- Abdullahi, N.J.K., Abdulkareem, A.Y. & Abdulkareem, R.L. (2016). Managing education for human security: Focus on teachers' job performance in Kwara State, Nigeria. In Michael, O. (Eds), *Discourse on the state of education in Nigeria. A book of reading in honour of Professor Isreal Olu Osokoya.*, 603-611.
- Fabinu, F.A., Ogunleye, T.O. & Salau, A.T. (2016). The inclusion of security education in the basic education curriculum: a mean for preventing child abuse. *Asian journal of Education and E-learning*, 4(2), 71-74.
- Federal Government of Nigeria (FGN) (2013). *National Policy on Education* (Revised). Yaba: NERC Press.
- Forum futures (2007). *Higher education and national security*. Forum for the future of higher education, Cambridge, Mass.
- Hersey, P. & Blanchard, K. (1982). *Management of Organisational Behaviour: Utilising Human Resources* (4th ed.). NJ: Englewood Cliffs. Prentice-Hall Inc.

- Jacob, O. & Andrew, A.O. (2015). Terrorism and insecurity in Nigeria: Moral, values and religion education as panaceas, *Journal of Education and Practis*, 6(11), 120-126
- Kirui, R.K., Mbugua, Z.K. and Sang, A.K. (2011). Challenges Facing Head Teachers in Security Management in Public Secondary Schools in Kisii County in Kenya. *International Journal of Humanities and Social Science*, 1(15), 228-233
- Orikpe, E.A. (2013). Education and national security: Challenges and the way forward. *Journal of Education and Social Research*, 3(10), 53-59
- Oshio, E. (2009). The challenges of national security and development. A paper delivered at the Delta state Christian professional seminar on crises management and nation building at Ground Hotel, Asaba, on Thursday 19th November.
- Research Advisor (2006). Sample size table. <http://WWW.reseach-advisor.com>
- Towner, C. (2005). Understanding child abuse and neglect. Boston: Allyn & Bacon.
- Vanguard (Wednesday, August 6th, 2014). 12,000 lives lost to Boko Haram-Jonathan. Retrieved 25.08.2014 from WWW.vanguardngr.com/2014/05/12,000-lives-lost-boko-haram-Jonathan.