

**IDENTIFYING THE FACTORS FOR PROMOTING SAFE SCHOOL MEASURES IN THE
REALIZATION OF GOAL ACHIEVEMENT IN PUBLIC SENIOR SECONDARY SCHOOLS,
NORTH-CENTRAL ZONE, NIGERIA**

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Abstract

This study investigated the factors for promoting safe school measures in the realization of goal achievement in Public Senior Secondary Schools, North-Central Zone, Nigeria. A quantitative research design was applied in the study. A total of 760 for both teachers and principals were chosen as a research sample through proportional and simple sampling technique. Data analysis using Pearson product moment correlation coefficient was performed to determine the factors for promoting safe school measures in the realization of goal achievement. It was found that there was significant, positive and strong relationship among physical security outfit, ICT surveillance, school fencing, security training and goal achievement where ($r = .661, P = < .000, r = .663, P = < .000, r = .673, P = < .000, r = .657, P = < .000$). In conclusion, physical security outfit, ICT surveillance, school fencing, security training serve as the major determinant of safe school measure which should be integrated for the realization of goal achievement.

Keywords: *safe school measure, goal achievement, public school*

Introduction

Peace and tranquility are essential ingredients for the efficacy of teaching and learning in the school system. Thus, teaching and learning atmosphere should be devoid of chaos and all the menaces that threatening human survival and dignity. Violence in educational institutions creates a climate of insecurity and fear, which impairs the core educational purpose of schools (Ochigbo, Bala, & CharlesZalakoro, 2021). Teachers and school administrators in Nigeria are very concerned about the recent spate of school insecurity as security is essential for the successful delivery of instruction and learning. Thus, security measures at schools create a safer environment wherein individuals can move freely and feel secure in going about their daily schooling activities. Educative activities flourish in situations that promote the protection of people and property. It is believed that a well-secured learning environment that is free of security risks would improve learning outcomes.

The goal of secondary education can never be actualized in any country in the face of widespread insecurity of lives and properties. The global challenge of insecurity develops from organized high profile crimes perpetrated through transactional syndication and racketeering has endlessly perceived as threats to survival of countries. The political history of Nigeria has been characterized by plethora of challenges ranging from violence, civil war, election related mayhem, riots and protests, militancy, insurgency and herdsmen/farmer clash. However, the rise of Boko Haram insurgency has created new dimension to Nigeria insecurity problem. Boko Haram insurgence emphasized that western education is forbidden has waged a sustained and bloody onslaught against people who are anxiously desired to acquire western education (Fareo & Muktar, 2020; Hanafi, (2021). Over the years, insurgency, clashes between nomadic herdsmen and farmers have caused severe setback to educational system.

Statement of the Problem

The safety of school as an institution to regulate and protect the components cannot be overemphasized for the enhancement of the learning culture. Insecurity has taken a frighten dimension in Nigeria schools and public secondary schools are not exempted as hostage taking, kidnapping of staff and students as well as other violent attack which are psychologically disturbing have been reported and witnessed in schools in the

recent past on many occasions in most states of the Federation (Ngwama, 2014; Ibrahim & Mukhtar, 2017; Ekechukwu, & Osaat, 2020). The issue of insecurity in Nigeria has raised deep concern and attracted the attention of educators, institutional administrators, government, parents, students and relevant stakeholders in educational industry. Public school in north central have witnessing some sorts of insecurity such as armed robbery attack schools, teachers and students are being kidnapped for ransom, violent attack are carried out by cultists while parents are apprehensive whenever their children are in schools due to insecurity (Albert & Tsanwani, 2017; Ani & Nweke, 2014; Ibrahim, & Ahmad, 2020). This ugly scenario has negatively affected the actualization of goal of education in north central public schools.

Apart from this, public schools in north central have confronted with kidnapping, ransom payment, incessant killing, bombing, terrorism, cybercrime, arson and fear of attack have become a pressing issue and pose severe security challenges which consequently hinder the efficacy of teaching and learning process (Isah & Yakubu, 2012; Osasuyi, 2019; Temitope, Opatoki, Adeyemi & Obi, 2020). This issues prompt the researcher to investigate the factors that can bring effective safe schools. Besides this factor mentioned, none of the previous studies have ever investigate safes schools and goal achievement. Therefore, this study would investigate safe school measure and goal achievement. This is the gap which the present study intends to fill.

Table 1: Synopsis of Attacks in Nigeria

N	Year	Attacks & Effect	Causalities
1.	2009	Yobe, Borno & Kano	800 person
2.	2010	Borno, Abuja Plateau	330, person
3.	2011	Borno, Kaduna, Yobe, Niger, Bauchi, Abuja Katsina & Plateau	425 person killed 300 injured UN building bombed in Abuja
4.	2012	Adamawa, Kano, Kaduna, Kogi, Bauchi, Plateau, Yobe, Abuja, Sokoto and Katsina	1047 killed many persons injured
5.	2013	Borno, Adamawa, Kano Plateau Gombe, Yobe Bauchi,	732 killed several person injured
6.	2014	Borno, Adamawa Yobe	270 girls (chibok) kidnapped 200 killed several injured

Concept of Safe School Measures

Safe school focuses on creating a warm and accommodating environment that is free from physical harm or any form of threat. It is expected that students must feel safe in the school in order to allow them to learn effectively and efficiently. Every child is entitled to a secure, safe, comfortable and hygienic environment in order to achieve effective teaching –learning process. Standard structures with adequate furnished facilities or infrastructure will reduce the likeness to disaster or hazard, Kidnapping, bullying violence, and other. Safe school is not part of curriculum or a subject that is taken in the classrooms, but it is a programme for principals, teachers and school community members. The school heads must ensure that, school is safe from threat, both within and outside the school premises. A safe school environment could lead to better attendance at school and better academic achievement. The National Agency for Disaster Management Guidelines (2015) notes that safe school is a school that complies with predetermined standards for facilities, infrastructure, and implements a culture that may protect school communities and their environment from hazards. Safe school covers a wide domain, including policies, procedure programmes, monitoring and assessment (Ministries of Education, Ontario, 2014). Safe schools are ones in which members of the school community are free from the fear of harm, including potential threats, both inside and outside the school (British Columbia, 2014). The attitude and action s of students, staff, parents, support an environment that is resistant to disruption and intrusion, and that enables a constant focus on students’ achievement. Safe school is a formal and public commitment that schools make to create an inclusive and safe environment (Victoria State Government, 2017). The commitment is to tackle bulling, discrimination, and harassment at school, violence, terrorism, kidnapping, and lots more, which will improve academic performance, increased school enrolment, reduce dropout rate of children and increase school attendance. California Department of Education (2017) describes safe school as providing training, resources and technical assistance to establish a school environment which is physically and emotionally safe, well-disciplined and conducive to learning. Characteristics of a Safe School according to National Crime Prevention Council (2015) the characteristics of a safe school are; a positive school climate and atmosphere; Clear and high expectations for students’

performance and behavior; Strong student’s attachment to the school and the educational policies; High level of both students ’participation and parents ‘involvement; Opportunities for students to learn life skills and develop socially; Values and practices that make everyone feel include and A culture that encourages respect and appreciation of diversity.

Conceptualizing Goal Achievement

Goal achievement is the ability to identify versions of organizations in the future with prioritization of time, energy and focus on plan and path which leads to achieve the set target. Goal achievement is the outcome or end result of what is hoped to actualize when performing or carrying out tasks. Achievement goals are cognitive representation which guides behavior to a competence related future end and potentially related to life satisfaction. Hullmen (2019) affirms that goal achievement is a future focused cognitive representation and integral part of beliefs about success, ability, effort terror and evaluation standards that collectively lead to an orientation towards actualization of set target. Goal achievement is conceptualized based on two dimensions namely competence definition and competence violence. Equally, goal achievements are self-regulatory commitments that provide direction to individual as they interpret and respond to competence-relevance situation. Goal achievement can equally be conceptualized as both general tendencies which are rather stable over time and temporary state that vary in accordance with the achievement situation. The pursuit of goal achievement is influenced by a number of dispositional antecedents, such as: achievement motives, temperament and attachment styles, implicit theories of intelligence, environmental factor and perception of ability. (Eliot & Lochbaum, 2019).

Elliot & Church, (2021) remark that goal achievement is a cognitive representation of a competence-based possibility which an individual seeks to accomplish. Elliot definition emphasizes that goal achievement can be approached in three different ways: Mastery goal, performance goal and avoidance. Mastery goal focuses on development of competence, performance approach goal deals with having favourable judgment of competence, while avoidance goal is concerns with avoiding inauspicious judgment of competence. A numbers of study have shown validity and utility of these dichotomous frameworks of achievement goal (Elliot & Church, 2021). Also Dweck & Maehr (2016) conceptualize goal achievement as the development of competence and adoption of normative evaluation of competence Goal achievement are central construct in the achievement motivation literature which emphasis the differentiated nature of competence pursuits in achievement situation. The literature on goal achievement has persistently developed both conceptually and empirically over the past four decades and research in this area has leads to a deeper and clearer understanding of how individuals adopt and pursue goal in educational institutions. Achievement goal has nor particularly emerged from a motivational vacuum, but hold greater promise for a more complete understanding of competence motivation (Dweck & Maehr, 2016).

Conceptual Framework

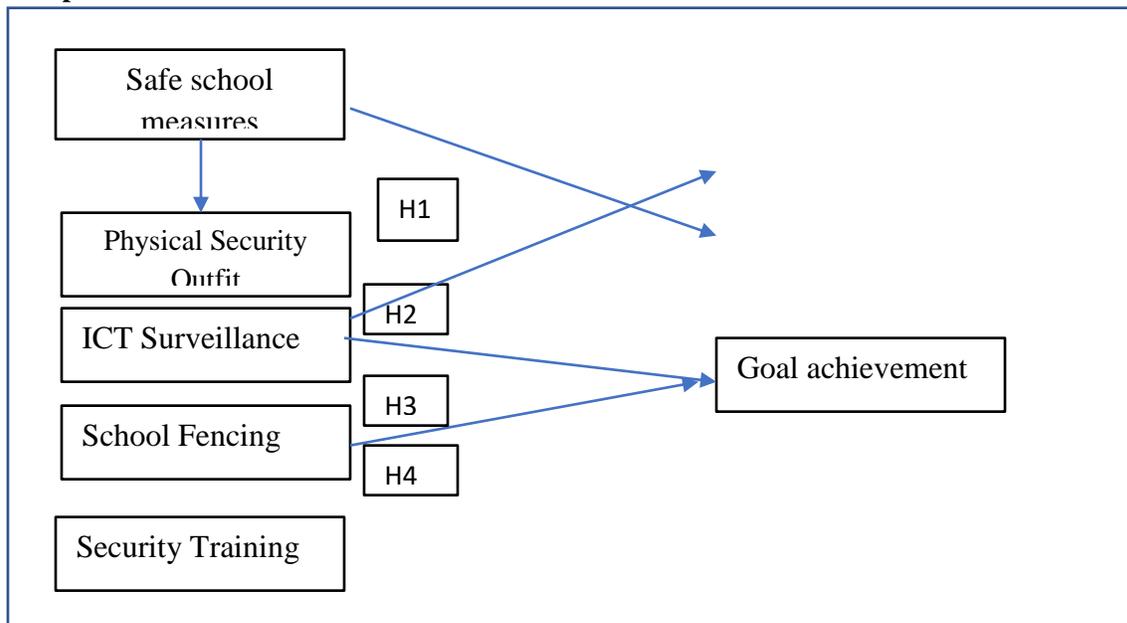


Figure1. Conceptual Framework

Research Hypotheses

- H₀₁: There is no significant relationship between physical security outfit and goal achievement of public senior secondary schools in North- Central Zone, Nigeria;
- H₀₂: There is no significant relationship between ICT surveillance and goal achievement of public senior secondary schools in North- Central Zone, Nigeria;
- H₀₃: There is no significant relationship between school fencing and goal achievement of public senior secondary schools in North- Central Zone, Nigeria;
- H₀₄: There is no significant relationship between Security training and goal achievement of public senior secondary schools in North- Central Zone, Nigeria.

Methodology**Population and Sampling**

The population is the entire set of units for which the study data are being utilized to make inferences (Cox, 2008). Therefore, the population for this study comprise all 1, 836 principals and 29, 201 teachers in public secondary schools in the North-central Nigeria. There are six states that constitute the North-central including the FCT, Abuja. These are: Benue, Kwara, Kogi, Nasarawa, Niger, Plateau states and Federal Capital Territory (FCT). Convenience and proportionate sampling technique was used to select 760 using Krejcie and Morgan (1970) sample size Table. These 760 respondents were drawn from all six state comprising north central zone. Table 2 shows the population of the schools, principals, and teachers in the public senior secondary schools in North-central Nigeria

Table 2: Population of Schools, Principals and Teacher in North-central Nigeria

North-central States	Population of Schools	Population of Principals	Population of Teachers
Kogi	236	236	3,016
Kwara	384	384	6,483
Niger	257	257	3,198
Benue	345	345	5,110
Nasarawa	268	268	4,234
Plateau	284	284	3,170
FCT	62	62	3,999
Total	1,836	1,836	29,210

Source: Ministries of Education in Benue, Kogi, Kwara, Nasarawa, Niger, Plateau and FCT (2022)

Instrumentation

Two research instruments were raised by the researcher to elicit relevant information for the study. The questionnaires are Safe School Measures Questionnaire (SSMQ) and Goal Achievement Questionnaire (GAQ). Section A was made up of items on safe school measures, while section D contained structure statements on goal achievement. The rating scales for the items were five Likert stating from Strongly Agrees (SA), Agree (A), neutral (N), D (Disagree) and Strongly Disagree (SD).

Result of Reliability

Prior to using Pearson moment correlation coefficient to explore relationships between variables. All the variables with items were subjected to reliability test. Hence, this study employed Cronbach's alpha coefficient to test the internal consistency of the instruments (Sekaran & Bougie, 2013). Table 3.5 shows the detail results for reliability obtained from the pilot study after running the data with SPSS version 22. All the Cronbach alpha met the acceptable values of greater than .6 (Hair et al., 2011, Sekaran & Bougie, 2013).

Table 3: Reliability Test Cronbach's Alpha

Construct	Number of Item	Cronbach's Alpha
Safe School Measure	15	0.89
Goal Achievement	10	0.86

Findings**Relationship between Physical Security Outfit and Goal Achievement**

As reported in Table 4 of this study on the relationship between physical security outfit and goal achievement using Pearson Product Moment Correlation with the application SPSS version 22. The result of the analysis showed that the relationship between physical security outfit and goal achievement indicated that $r = .661$, $n = 760$, $p = <.000$. Therefore, the null hypothesis which stated that there is no significant relationship between the physical security outfit and goal achievement in public senior secondary schools in North- Central Zone, Nigeria was rejected. This means that relationship exist between physical security outfit and goal achievement. This finding pointed that when there is physical security outfit in the university, and then goal achievement is possible to be accomplished.

Table 4: Relationship between Physical Security Outfit and Goal Achievement

		Goal Achievements	Hypothesis
Physical Security Outfit	Pearson Correlation	.661*	H₀₆: Significant
	Sig. (2-Tailed)	.000	
	N	760	

Relationship between ICT Surveillance and Goal Achievement

As indicated in Table 5, the Pearson Product Moment Correlation was used to relationship between ICT surveillance and goal achievement. The result of the relationship ICT surveillance and goal achievement where $r = .663$, $n = 760$, $p = <.000$. Therefore, the null hypothesis which stated that there is no significant relationship between the ICT surveillance and goal achievement in public senior secondary schools in North-Central Zone, Nigeria was rejected. This shows there was significant relationship between ICT surveillance and goal achievement. This results pointed that when ICT surveillance is installed in the schools to monitor kidnapper, then goal achievement is optimistic. Therefore, the management of the school needs to install ICT surveillance for the benefits of teaching and learning.

Table 5: Relationship between School Fencing and Goal Achievement

		Goal Achievements	Hypothesis
ICT Surveillance	Pearson Correlation	.663*	H₀₇: Significant
	Sig. (2-Tailed)	.000	
	N	760	

Relationship between School Fencing and Goal Achievement

From Table 6, the result of the Pearson Product Moment Correlation to test relationship between school fencing and goal achievement. The result of the relationship school fencing and goal achievement where $r = .673$, $n = 275$, $p = <.000$. Therefore, the null hypothesis which stated that there is no significant relationship between the school fencing and goal achievement in public senior secondary schools in North- Central Zone, Nigeria was rejected. This shows there was significant relationship between school fencing and goal achievement. This results pointed that when there is school fencing in the universities then goal achievement would be clearly attainable.

Table 6: Relationship between School Fencing and Goal Achievement

		Goal Achievements	Hypothesis
School Fencing	Pearson Correlation	.673*	H₀₈: Significant
	Sig. (2-Tailed)	.000	
	N	760	

Relationship between Security Training and Goal Achievement

The result of the correlation analysis in Table 7 shows the relationship between security training and goal achievement using SPSS version 22. The result of the relationship security training and goal achievement where $r = .657$, $n = 760$, $p = <.000$. Therefore, the null hypothesis which stated that there is no significant

relationship between the security training and goal achievement in public senior secondary schools in North-Central Zone, Nigeria was rejected. This shows there was significant relationship between security training and goal achievement. This results demonstrated that when there is security training is given security employ in the school then goal achievement is possible to achieve in a very quick time.

Table 7: Relationship between Security Training and Goal Achievement

		Goal Achievements	Hypothesis
Security Training	Pearson Correlation	.657*	H₀₉: Significant
	Sig. (2-Tailed)	.000	
	N	760	

Discussions

The school violence and student's protection have prompted demands for greater attention to student safety and school security. Response has been an increased use of visible security in public schools in all locations. Cowan, Pollitt, Rossen and Vaillancourt (2013) opined that security is the precaution taken to safeguard an environment from impending danger or injury. This study was in line with the study investigated by Balami et al. (2016) that security is a very vital instrument for efficient teaching and learning to take place. The finding of the study was also in line with the research done by Anthony, Charles, Robert, Mugenyi, Namagero and Christopher (2022) that learner performance plays a pivotal role in the growth, existence, and expansion of any institution where there is no any form of attack. The study of Albert and Tsanwani's (2017) reported that security guards contribute to the development of efficient schools, which is essential for ensuring the safety of students, teachers, support staff, and other staff members. The Albert and Tsanwani's (2017) maintained it would be feasible to improve student achievement in the school through fostering a more supportive environment in schools, if schools were encouraged to see safety and security issues in their broader contexts

Furthermore, this result in the study agrees with the finding of Auyo, Idris, Mato and Ibrahim (2020) that information and Communication Technology (ICT) plays a very important role in the maintenance of security and national development. The school principal and the government school apply ICT as a necessity which has become a way of life toward goal achievement. Also, Abdulkadir, Adamu and Abdulrahman (2016) buttressed this finding that ICT is one of the platforms that cannot be ignored, especially when it comes to insecurity whereby a lot of instruments can be deployed to tackle, improve vigilance of all the organizational activities. This result is in line with the study conducted by Ezeji, Ohalete and Elezuo (2022) that fencing was a starting point for establishing perimeter security and in education space, fencing often extends from the school all the way through to other facilities like sororities and dorms. This to say providing fence to the school in north central is the first approach in safe guiding the university.

The finding also supported by Okpanachi (2023) that these physical securities in the form of gates, fences, vehicle barriers and other perimeter protection systems are to ensure that secondary schools are not easily accessible. A study done by Williams and Corbin (2017) which related to this finding that there is a wide range of physical security measures that can be put in place to supervise security activities in university. measures schools can have in order to curb insecurity in schools in north central, Nigeria. In a study done by Aminu and Aminu (2022) that training and retraining of security officers on emerging security issues in the schools of learning must be put into consideration by management. Further pointed that social security insurance should be provided to the security officers to enhance job satisfaction and productivity. More so, study of Igbuzor (2011) corroborated the finding of the study that principle behind protection of schools is to make life worth living for all and sundry. Without adequate security, educational growth which drives economic growth and development cannot be actualized.

Conclusion

The prime conclusion in the study is that provision of safe school in the country for students and teachers in public school in north central, Nigeria is worthwhile. It is evidently clear that provision of safe school in the country would yield goal achievement and improve students' academic performance. Therefore, dearth of these safe school measures component will definitely leads drop out of students and teachers brain drain the sector. With this submission, no stone should be unturned.

Recommendations

1. The school management and policy make should collaborate together on which techniques of bring safes school and fear of attack. This so because incessant fear of attack by the teachers' ad students definitely affect goal achievement.
2. The study also recommended that security employed in the school should go for more training. This training would improve their skills and knowledge on security measure to be put in place in the school.
3. Efforts should be made by principals of schools as well as stake holders in education to ensure that school environments are fenced and protected to ward off intruders from the school premises so that students can have a sense of security which will allow them to concentrate and improve on their academic performance.

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