Kogi Journal of Education and Pedagogy (KOJEP), Vol. 4, No. 1, JUNE, 2025

ISSN 2736-0091
E-ISSN 2737-0107

# PRINCIPAL SUPERVISORY ROLE ON SUSTAINABLE SECURITY MANAGEMENT PRACTICES IN PUBLIC SECONDARY SCHOOLS IN ORLU EDUCATION ZONE OF IMO STATE.

**BY**

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**Abstract**

*The researchers investigated principal supervisory roles on sustainable security management practices in public secondary schools in Orlu Local Government of Imo State. The study adopted the survey research design. Two research questions guided the study. The population of this study consists of 103 Economics teachers from the 98 public secondary schools in Orlu Education Zone of Imo. The entire population was used for the study since they were handy; therefore it is a census study. The instrument for data collection was a researcher made rating scale tagged: Principal's Supervisory Role on Sustainable Security Practices Teacher Scale (PSRSSPTS). The instrument contains 17 items in a tabular form. Three copies of the rating scale were distributed to one specialist in Education Measurement and Evaluation and two specialists from Education Management and Planning, all in Imo State University, Owerri. The content of the instrument was subjected to a test retest reliability using respondents outside the population. A reliability co-efficient index of 0.81 obtained using Cronbach alpha statistics. This was considered adequate for the study. The research questions were answered using mean score and standard deviation. The findings revealed that principal supervisory roles are to ensure school classrooms windows are intact, supervise the perimeter fencing of the entire school compound, supervise the school security persons, monitor the school entry and exit time book, maintain staff attendance register, routine check of students and staff conduct, establishing security audits, having a strong discipline management, creating conducive educational school climate and to supervise constant maintenance of school facilities in other to forestall breakdown and discipline of security matters. The researchers recommended in view of the fact that the principal security supervisory roles on sustainable security management practices in the school were agreed.*

***Keywords: Supervision, Supervisory Role, Security and Management***

## Introduction

Currently, the issue of security has been a core challenge amongst the several challenges facing Nigerian as a country. Since the Dapchi school abduction, Baptist Secondary school adoption in Kaduna State, and Federal Government college abduction in Minna, Niger State, attention has been focused on a safer and secured school environment. In the South Eastern States, the horrendous status caused by the unknown gun men has sparked up a serious concern in the state, especially how it affects the academic calendar of schools in the South Eastern States. The Security of staff and students has become a call for absolute attention by the Government, down to the school principals. Aside the security challenges posed to humans, school facilities and infrastructure also face cases of theft and damaged as a result poor supervisory role played by the school principals on the security practices in the school. Sustainable security practice in secondary education is a continuous process of the best practices in the security of life of the learners, teachers and school facilities (Okolo & Anum, 2022). The supervisory role of principal's cannot be over-emphasized. The principal as a leader of group of teachers in the school system has the function of interacting with the teachers in order to improve teaching and learning situations for the students through sustainable security practices (Peretomode, 2015).

In line with the issues of security in schools, Mayer and Cornell (2010) noted that defining school security is often challenging as the definition can encompass a wide remit of different themes, where the separation of rhetoric versus reality becomes problematic, and where a key difficulty is distinguishing between personal beliefs and evidence-based research. According to Ipaya (2012) principal security supervisory roles can be seen as all legitimate effort by the principal to assist the teachers, students to improve on their competence so that they become a self-propelling practitioner as well as ensuring a favorable setting for effective teaching and learning in a secured environment. One would also infer that supervisory role of security practices implies the careful observation of the school setting and conferring with the teacher before and after observations. It would also imply coping with the same problem that faces the teachers, students in the school and taking into account the teacher's psychological, emotional and security problems. Rogers (2009), opined that security can broadly be defined as a means of providing effective levels of protection against pure risk. It is a process used to create a relatively crime free area. The aim of security is to assess the vulnerability to risk and thereafter to employ techniques and measures in order to reduce

ISSN 2736-0091
E-ISSN 2737-0107

that vulnerability to reasonable level. Security will therefore assist in creating a stable, fairly predictable environment in which individuals may move freely with reduced or without any disturbance or injury (Lambaard & Kole, 2008). School security can be defined as measures taken for the protection of the students, staff, property and other school valuable assets from attacks or dangers. According to Kurtus (2012), it is a plan by administrators or Principals to protect students and staff in the event of danger. It is a plan against the criminal and anti-social behaviour which can cause disruption to the work of the et al 2009). School security can also be explained as those measures taken to protect and manage school violence, reduce safety risks and liability, and improve on school community relationship (Ike, 2015). It is the physical protection of school property, school personnel and students from hostile acts or influences. They are measures taken to maintain order, discipline and prevention of disruption to the entire school (Okolo & Anum, 2022).

Sustainable school security management is an integral part of the overall supervisory role of a school principal. Security measures in schools give the students and staff the feeling of protection (Kaiko, 2021). The effective management practice of the principal's foster understanding of inclusion of the school administration with the state education management board, the development of skills of the learners in a conducive learning environment and the practices needed among the staff and students. Isiozor (2021) further defined management as a co-ordination of all the resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objectives or organizational effectiveness especially in security management. The actualization of these sustainable security management practice goals and objectives in schools requires the effective supervision of the existing security measures in the school (Nwobodo & Udebunu, 2014). For effective management of school infrastructure, the supervisory role of the school principal on sustainable security practices in schools in the state becomes a real issue for discuss (Anum, & Eniwaiye, 2022). According to the national policy on safety, security and violence-free schools in Nigeria (2021) Schools are important to nation building; the school represents a space where learners are comprehensively educated and developed. This development, however, can be guaranteed only if learning takes place in a secured environment. Therefore, a holistic school security plan is critical to ensure that all learners, staff members and school property (including buildings and equipment) as well as school communities are protected from human-induced and natural hazards.

To this end, school principals of public schools have been tasked to ensure a secured school environment, especially in the areas of supervision. Principals are responsible for the management of students, programmes and facilities in the secondary schools. They perform the function of instructional leaders and that of the administrators. If these functions are well carried out by the principals, effective coordination and management of the general activities of the secondary schools in Imo State could be very easy (Isiozor & Anum, 2019). Principal supervisory role on school security management measures is vital part of security system in any public secondary school. It sets guidelines and provides direction as to how situations should be effectively managed and handled (Rogers & Schoeman, 2010). Practices are the 'guidelines' that inform everybody how the objectives in the policy should be carried out and provide instructions on the conduct of security activities especially as it concerns school infrastructure. Practices also involve the development and implementation of efficient measures to deal with those security/risk problems. In support, Rogers and Schoeman (2010) stated that a security risk analysis is conducted to identify vulnerable assets and security weaknesses. It is a process used to calculate the probability (likelihood) of security risks actually occurring and the impact that these risks would have should they occur. When security procedures are in place, it then provides a platform on which other security measures are put in place to curb security threats in secondary schools. Ikediugwu and Onuorah (2020) stated that principals, especially principals of public schools in Imo State need to be prepared to deal with all types of risks that their schools might face. They need to be ready and able to handle all crises, large or small.

Among the major security supervisory role of the school principals are to ensure and design effective security policies and procedure that are vital part of a security system in any their respective schools. It sets guideline and provides direction as to how situations should be effectively managed and handled (Rogers, 2009). Practices are the patterns that inform everybody on how the objectives in the policy should be carried out and provide the instruction on how security activities must be conducted. Both security practices are relatively inexpensive measures that can be used to assist with the solving and reducing of crime and violence within the school premises. Ike (2015) identified some effective supervisory role of the school principals as ensuring that efficacy of the crisis response team development for emergencies, organizing constant school site surveys, building school security expectations into school programmes, building a net-work of parents and community volunteers in the school compound for easy communication, having a model school security plan, establishing security audits for checking damaged equipment and facilities that needs repair, training programmes for educators and principals on school security and crises response, improving emergency equipment in schools, providing ID card scanner for checking fake ID cards. National School Climate Centre in Isiozor (2022) identified monitoring the school security teams, developing school community government partnership to help the school security agents, having security communication device (two-way-radio), Making use of emergency management agency and law enforcement personnel, having constant maintenance of school facilities in other to forestall breakdown and discipline of security matters, having a strong discipline management, adopting crime prevention environmental design, organizing security programmes in schools, establishing school patroller programme, having

ISSN 2736-0091
E-ISSN 2737-0107

a written down security policy, and creating conducive educational school climate by ensuring that all the equipment and devices are functioning correctly. Okolo and Anum (2022) also identified having code of conduct for teachers to control their behaviour, having code of conduct for students, and perimeter fencing of the entire school compound are critical effective management practice for the security of students, staff and school infrastructure which are the supervisory role of the a school principal.

California School Board Association (CSBA, 2018) in Mubita, (2021) explained that a secured school is one where teaching and learning are not distracted; disruptions are minimized; violence, drugs, bullying and fear are not present; learners are not discriminated against; expectations for behaviour are clearly communicated; and consequences for infractions are consistently and fairly applied. The most effective approach to creating secured and supportive school environments requires a comprehensive, coordinated effort of an effective supervisory role. However, the school principal should be aware of the potential dangers that the students and school facilities could be faced, and then outline an effective security practice to avoid breakage. Thus, when the security of school is guaranteed, students can learn and improve in their academic achievement, and it will go a long way to improve the security of the school community. This is because security threats have of recent become complex and sophisticated in the society institution community. Following the incessant state and nationwide insecurity challenge, destruction of school properties, school theft and other forms of vices on school infrastructure are becoming a contemporary issue. Theoretically, School climate theory by Halphin and Croft in 1963, posits that secured school climate has its significant influence on educational outcomes. It posits that a sustainable positive school climate fosters youth development and makes learning necessary for a productive, contributory and satisfying life in democratic society. The theory identifies many factors that influences schools, these are: number and quality of interaction between adults and students, students and teachers' perception of their school's personality environment, or the school's personality, environmental factors (such the physical building and classrooms and the materials used for instructions), academic performances, feeling of safeness and school size, feeling of trust and respect for students and teachers. The relationship between a positive school climate and the improvement of school security is that a positive school climate has been associated with fewer behavioural problems and has less of security threats. According to Halphin and Croft (1963), positive school climate can significantly shape the degree of academic success experienced. Empirically, Mastisa (2011) conducted research on the exploration of security in township secondary schools in Free Town. The findings revealed that despite numerous laws made to protect the rights of the teachers and learners in South African schools, teachers and learners were still not protected. This is because the laws were written without proper implementation.

In the view of Anum (2022) Crime, violence, disorder, and student's cultism are the major problems facing higher institution of learning. These problems not only endanger students and teachers but they also prevent teachers from concentrating on teaching and students from concentrating on learning, which affects the over academic environment. A visit to public secondary schools in Orlu Local Government Imo State reveals a high level of security challenge ranging from infrastructural damage resulting from theft, while some were damaged by the students. Most classrooms lack windows which were originally installed at the time when the structures were laid down. Most of the laboratories in these schools are either damaged or stolen by unknown persons, the school libraries are short fall of books compared to the inventory of books that are originally placed in these libraries. Could this be as a result of poor supervisory role of the school principals or the inability of the school principal to draw out an effective sustainable security practice to curb the menace melted on the school infrastructure? Against this worry the researcher tries to investigate principal supervisory role on sustainable security management practices in public secondary schools in OrluEducation Zones in Imo State. The aim of this study is to investigate principal supervisory role onsustainable security management practices in public secondary schools in Orlu Education Zones of Imo State. Specifically, the objectives of the study include:

1. Ascertain the principal security supervisory role on sustainable security management practices
2. Examine the effectiveness of the principal supervisory role sustainable security management practices

The following research questions are posed to guide the study.

1. What are the principal security supervisory roles on sustainable security management practices in the school?
2. What is the effectiveness of the principal supervisory role sustainable security management practices?

**Methodology**

The study adopted the survey research design. Two research questions guided the study. The population of this study consists of 103 Economics teachers from the 98 public secondary schools in Orlu Education Zones of Imo. The entire population was used for the study since they were handy; therefore, it is a census study. The instrument for data collection was a researcher made rating scale tagged: Principal's Supervisory Roles on Sustainable Security Practices Teacher Scale (PSRSSPTS). The instrument contains 13 items in a tabular form. The respondents were advised to tick (✓) appropriately as they wish using the four point rating scale of Strongly Agree (SA). Agree (A). Disagree (D) and Strongly Disagree (SD). They are rated as 4points. 3points. 2points and I point respectively. Three copies of the rating scale were distributed to one specialist in Education Measurement and Evaluation and two specialists from Education Management and Planning, all in Imo State

ISSN 2736-0091
E-ISSN 2737-0107

University, Owerri. The content of the instrument was subjected to a test retest reliability using respondents outside the population. A reliability co-efficient index of 0.81 obtained using Cronbach alpha statistics. This was considered adequate for the study. The research questions were answered using mean score and standard deviation. The data were coded and the mean for each cluster of the items calculated. Mean score of 2. 50 is the criterion mean for acceptance or rejection of items.

**Results**

**Research Question 1:** What are the principal security supervisory roles on sustainable security management practices in the school?

**Table 1: Principal security supervisory roles on sustainable security management practices in the school**

| S/N | Items: Ascertain the principal security supervisory role on sustainable security management practices | Teachers N=103 $\bar{X}_1$ | SD | Decision |
|---|---|---|---|---|
| **1** | Ensure school classrooms windows are intact | 3.00 | 1.12 | Agree |
| **2** | Supervise the perimeter fencing of the entire school compound | 3.14 | 1.07 | Agree |
| **3** | Supervise the school security persons | 3.22 | .90 | Agree |
| **4** | Monitor the school entry and exit time book | 3.08 | 1.13 | Agree |
| **5** | Maintain staff attendance register | 2.81 | 1.33 | Agree |
| **6** | Routine check of students and staff conduct | 2.83 | 1.28 | Agree |
| **7** | Establishing security audits | 3.00 | 1.22 | Agree |
| **8** | Having a strong discipline management | 3.00 | 1.15 | Agree |
| **9** | Creating conducive educational school climate | 3.14 | 1.07 | Agree |
| **10** | Supervise constant maintenance of school facilities in other to forestall breakdown and discipline of security matters | 2.97 | 1.16 | Agree |
| | Aggregate mean and standard deviation | **27.19** | **10.21** | |
| | | **2.72** | **1.02** | |

The result in table 1 shows the mean scores of economics teachers on the principal security supervisory roles on sustainable security management practices in the school. The analysis shows that items 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10are agreed by economics teachers since the mean scores of 2.72 with a standard deviation of 1.02 recorded by the items were above the criterion mean of 2.50. This is an indication that the principal supervisory role are to ensure school classrooms windows are intact, supervise the perimeter fencing of the entire school compound, supervise the school security persons, monitor the school entry and exit time book, maintain staff attendance register, routine check of students and staff conduct, establishing security audits, having a strong discipline management, creating conducive educational school climate and to supervise constant maintenance of school facilities in other to forestall breakdown and discipline of security matters

**Research Question 2:** What is the effectiveness of the principal supervisory role sustainable security management practices?

**Table 2: Effectiveness of the principal supervisory role sustainable security management practices**

| S/N | Items: Examine the effectiveness of the principal supervisory role sustainable security management practices | Teachers N=103 $\bar{X}_1$ | SD | Decision |
|---|---|---|---|---|
| **11** | Principal are aware of the potential dangers that the students and school facilities could be faced | Agree | 3.28 | .81 |
| **12** | Principals are effective in staff security | Agree | 3.02 | 1.10 |
| **13** | Expectations for behaviour are clearly communicated | Agree | 2.94 | 1.19 |
| **14** | Outline an effective security practice to avoid breakage | Agree | 3.26 | .89 |
| **15** | Staff are tasked to used their Identity cards within the school | Agree | 2.96 | .96 |
| **16** | Principal ensure security protocols are adhered by the staff | Agree | 2.59 | 1.36 |
| **17** | Classrooms are locked after classes to prevent theft | Agree | 3.28 | .81 |
| | **Aggregate mean and standard deviation** | | **21.33** | **7.12** |
| | | | **3.05** | **1.02** |

The result in table 2 shows the mean scores of economics teachers on the effectiveness of the principal supervisory role sustainable security management practices. The analysis shows that items 11,12,13, 14, 15, 16, and 17 are agreed by the economics teachers since the mean scores of 3.05 and with a standard deviation of 1.02 recorded by the items were above the criterion mean of 2.50. This is an indication that the principal supervisory role are very effective in the following ways principals are aware of the potential dangers that the students and school facilities could be faced, principals are effective in staff security, expectations for behaviour are clearly communicated, outline an effective security practice to avoid breakage, staff are tasked to used their Identity cards within the school, principal ensure security protocols are adhered by the staff and classrooms are locked after classes to prevent theft.

ISSN 2736-0091
E-ISSN 2737-0107

**Discussion of Findings**

The study revealed that principal supervisory role are to ensure school classrooms windows are intact, supervise the perimeter fencing of the entire school compound, supervise the school security persons, monitor the school entry and exit time book, maintain staff attendance register, routine check of students and staff conduct, establishing security audits, having a strong discipline management, creating conducive educational school climate and to supervise constant maintenance of school facilities in other to forestall breakdown and discipline of security matters. Similar to this finding, Ike (2015) identified some effective supervisory practice of school principals as planning a crisis response team development for emergencies, ensuring established security audits for checking damaged equipment and facilities that needs repairs. Similarly, Nwobodo, and Udebunu (2014) reveal that for the public schools to be a secured environment, schools principals should have effective management security practice and strategies and those preventive strategies should be implemented by all relevant authorities

It was also revealed that the principal supervisory role are very effective in the following ways principal are aware of the potential dangers that the students and school facilities could be faced, principals are effective in staff security, expectations for behaviour are clearly communicated, outline an effective security practice to avoid breakage, staff are tasked to used their Identity cards within the school, principal ensure security protocols are adhered by the staff and classrooms are locked after classes to prevent theft. In consonance to this finding, Sprague and Okolo and Anum (2022) also emphasized having code of conduct for teachers to control their behaviour, and communicating expected behaviour of staff and students as an effective supervisory role of the principals. Mastisa (2011) founded that the school principal should be aware of the potential dangers that the school facilities could be faced, and then outline an effective supervisory practice to avoid breakage of the school infrastructure. Thus, when the security of school infrastructure and facilities are guaranteed, students and staff are secured, it will go a long way to improve on the security of the school community.

**Conclusion**

The goals of sustainable security practice in secondary schools can only be achieved by the effectiveness of the school principals who is an active participant in the day-to-day management of the school. However, principal supervisory role on sustainable security practices in public secondary schools becomes a routine practice of the school principals and the principals are to ensure the efficacy of their role in maintaining a secured environment for staff, students, infrastructure and facilities; keep a good community relationship with the host environment and share security information with the Education Board.

**Recommendations**

1. In view of the fact that the principal security supervisory roles on sustainable security management practices in the school were agreed, Government needs to also improve their competence by organizing seminars, workshops and conference to improve the principal's awareness on curbing security issues in school.
2. Since principal are aware of the potential dangers that the students and school facilities could be faced, principals ensure these practices to curb these possible dangers in school are reviewed periodically in the school and information are shared with the relevant security agencies for readiness in combating this security threats

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