Contributions of School-Based Management Committees (SBMCs) in Provision of School Security in Secondary Schools in Sokoto State, Nigeria

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Abstract

This study assessed the contributions of School-Based Management Committees (SBMCs) in the provision of school security in Secondary Schools Sokoto State, Nigeria. The study adopted the descriptive research design. The study was guided by three research objective and three research questions. The study is theoretically supported by the Social System Theory developed by an American Sociologist, Talcott Parson. A sample of 389 SBMCS was drawn from a total population of 2,286 consisting of 1845 SBMC and 381 administrators used for the study. A Researcher - designed questionnaire titled "Contributions of SBMC in School Security Rating Scale (CSBMCSSRS)" was used to collect data for the study. The findings of the study revealed that there was very high extent in which SBMC contributed in identifying forms of security challenges facing secondary schools in Sokoto State. Based on the findings of the study, it was recommended that, there is the need for the Involvement of SBMCs in ensuring that major stakeholders are involved in educational mobilization, awareness and sensitization of members of the communities on the importance of school security, the need to safeguard education and the need to send their children to school.

Keywords: School-Based Management Committees, School Security, Secondary Schools.

Introduction

Schools are an integral part of a children's life where they can learn, interact with other people, and grow as individuals. To allow for a healthy and encouraging environment, it is extremely important to keep schools safe and secure so that the teachers can focus on teaching and students can focus solely on what matters the most, which is learning. In today's world with ever-increasing threats, school security has become an important issue and one that is imperative not just for students' physical security but for teachers' well-being and retention as well. These threats should be a major concern for the SBMC and a legal obligation under the government. Some of the security challenges faced by schools include bullying, fights, break-ins, theft, robbery, assaults, classroom disorder, violent crime, use of weapons, drug usage, and sexual abuse. In order to minimize and prevent these risks, so as to improve school safety and security. Amy (2019) noted that running a school is a huge responsibility and it is even more important to ensure that the students, teachers, and staff members feel safe on the school premises. Parents are at ease, satisfied

and comfortable in sending their wards to school when the level of school security is encouraging.

School-Based Management Committees (SBMCs) are mechanisms to provide platforms for communities and schools to work together to enrich school governance, and promote improved management by education authorities, towards the achievement of better learning outcomes for children in schools. The importance of establishing SBMCs among other things is to bring schools closer to their communities (UBE, 2013). Among the objectives of SBMC according to the Sokoto State Government (2017) include; to assists all schools to set up school safety and security committees, the committee, which should comprise of representatives of teachers, prefects/learners, Parent-Teacher Associations (PTAs), community members and so on, are to be responsible for creating awareness on the safety agenda at the community and school level. The school safety and security committee should be provided with uniform guidelines of operation. SBMC should also make sure that individual schools appoint school safety Focal Point Teachers (FPT) and school safety and security prefects to anchor the operation of safety-related actions at the school level as part of their routine. SBMCs are to see that each school also provide the school safety focal point teacher with the necessary training to put the safety and security policies and guidelines into effect. The SBMC through all the school security sub-committee created should create awareness on school security to the entire community.

According to Manga (2019), Forms of insecurity are manifested by various acts of commission or omission that are harmful and destructive to lives and property. Arisi in Idris, (2024) noted that one of the greatest forms of insecurity in schools is physical violence inform of assault, battery, bullying manslaughter and outright murder. Physical violence may also take the form of kidnapping, robbery, abduction, false imprisonment and school shootings. Kemi in Idris, 2024) stated that insecurity in relation to school property may take the form of stealing, burglary, vandalization, arson, illegal seizure of personal property and conversion. In addition, building collapse and use of insecure buildings that have faulty doors, windows and roofs constitute a form of security risk. Thomas in Manga, (2019) stated that violent student behavior, drug abuse, alcoholism, smoking of dangerous substances is serious forms of insecurity that generate misconduct and criminal activities.

Bakwai (2018) observed that security is the creation and sustenance of a conducive school environment that is consistently alert to security threats and is capable of defending staff and protecting students from criminal activities. It is the ability of a school to maintain a peaceful environment for smooth running of academic and non-academic activities in school environment. Management of school security operations has to do with creation of awareness of security operations as well as the planning of school security operations.

Undoubtedly, the SBMC is relevant at this time of Nigerian Educational Development where so much need to be done to provide security for schools. The contributions of SBMC goes beyond resource management and its utilization as some observers view it, this is a narrow concept of SBMC (Bakwai, 2018). The communities are to ensure quality both in educational inputs and outcomes and quality in the security of learning environment of

school for teachers and students. This can only be achieved if the SBMC are effective and efficient in the discharge of their contributions (Ogundele&Adelabu, 2009). The creation of an SBMC will not alone bring about changes that contribute to safe and secure school environment but combined with other measures, such as improves infrastructure and school management, more competent teachers, and the provision of funds to cover running costs, the presence of committed community support can enhance accountability and be a powerful contributory factor in preventing school insecurity (UBE, 2011).

Statement of the Problem

Crime, violence, disorder, bombings and gunmen invasion are the major problems facing public secondary schools in Northern Nigeria today. These problems not only endanger students and teachers from concentrating on teaching and students from concentrating on but they also prevent learning. More than ever before, public secondary schools accommodate children from dysfunctional homes.

Secondary school students themselves do fight with weapons within school environment, such fighting lead to the death and injury of teachers and students, and damages of school properties worth millions of naira. The internal and external security threats also affect the academic performance of student in both internal and external examination. It is the duty of government and school authority to provide adequate security for all the stakeholders in secondary school environment. However, School Based Management Committee (SBMC), also have role to play in the provision of the school security. The main thrust of this study therefore, is to examine the contributions of School Based Management Committee (SBMC) in provision of school security in secondary schools in Sokoto State, Nigeria.

Research Objectives

i. To find out the forms of school security threat prevalent among the secondary school students in Sokoto State

ii. To find out the factors constituting insecurity of secondary school students in Sokoto State.

iii. To find out the contributions of SBMC in the provision of security consciousness in secondary schools, Sokoto State.

Research Questions

i. What are the forms of school security threat prevalent among secondary school students in Sokoto State.

ii. What are the factors constituting insecurity of secondary school students in Sokoto State.

iii. What are the contributions of SBMC in the provision of security consciousness in secondary school Sokoto State.

Social System Theory

This study is theoretically supported by the Social System Theory developed by an American sociologist Talcott Parsons (1902–1979) based on the assumption that societies can be understood as complex systems with interconnected and interdependent parts. This approach assumes that various institutions and structures within a society function together to maintain stability and order. According to (Parsons cited in Muthoni, (2015), the principles of Social System include *functionalism* which emphasizes the idea that social institutions and structures exist because they serve essential functions for the overall stability and survival of society.

The theory is related to the present study because school is a system and school-based management committees are sub-systems within the school which interact and interrelate as part of the whole. The level of performances or effectiveness of school-based management committees in the school administration are directly related to the output of the school. This implies that if school-based management committees are effective in the provision of school security, the output of the school security will be of high standard. But if school-based management committees within the school are ineffective in the provision of school security, it will also result in poor provision of school security and poor achievement of set goals of the school system.

Literature Review

Some empirical studies relevant to the study were also reviewed, this is evident in the works of Manga *(*2019) who assessed the causes and forms of insecurity in educational institutions in Kebbi State, Nigeria. Using a sample of 500 participants selected from all the five Education Zones in Kebbi State A researcher designed instrument titled Causes and Forms of Insecurity in Schools Questionnaire (CFISQ) was used to collect data for the study. The finding of the study indicated that the cause of insecurity in schools included non-chalant attitude of some school administrators towards security matters, lack of a comprehensive and well disseminated school security policy, lack of execution of security duties by the school guards among others. It was also found that the forms of insecurity prevalent in schools include physical attacks, abduction and rape among others.

Similarly, Manga (2020) investigated the management of operations of Security Guards as a correlate of school effectiveness in tertiary educational institutions in Kebbi State. In conducting the study, 150 participants were deliberately selected to comprise 39 school managers and 111 security guards from three selected educational institutions. A descriptive survey design of the correlation type was adopted for the study. Self-designed and validated instrument with reliability index of .87 was used to collect data. Standard deviation, z-scores and Pearson correlation coefficient at 0.05 alpha kevel were used in analyzing the data. It was found that the level of awareness of contributions by security guards and the quality of planning of security operations were rated low even though the two variables were significantly correlated to school effectiveness.

Ojukwu (2017) investigated the effect of insecurity of school environment on the academic performance of secondary school students in Imo state, Nigeria. A total of 1000 made up of 500 each of male and female students responded to a self-structured validated questionnaire designed for the study. Two research questions and two hypotheses were formulated to guide the study. Major findings revealed that insecurity of school environment significantly affects the academic performance of secondary school students while students' gangsterism, smoking of Indian hemp, abusing other hard drugs, cult and related violent activities were some of the factors that constituted insecurity of the school environment which eventually cause boys to leave school and join trading while leading girls to drop out and settle for marriage.

Ozmen, et al. (2010) carried out a study on school security problems and the ways of tackling them. Three secondary schools, characterized with the most severe security problems, were taken into the research coverage; and 22 people were interviewed by asking open ended questions. The data were analyzed by qualitative techniques. The obtained results revealed that there were various problem sources threatening school security; the school policies and decisions were insufficient; and the school support services were not sufficient and effective as well.

Onderi and Makori (2013) conducted a study on parental involvement in schools management as Parent Teacher Association (PTAs) and Board of Governors (BOGs) in Gucha District of Kenya. The study used cross-sectional survey research design. The population of the study comprises 30 chairs of BOGs and 30 PTA chairmen as well. Thirty (30) secondary schools were purposively sampled were involved in the study. Data were analyzed using the t-test statistic. The finding of the study revealed that there is low parental involvement in schools management as Parent Teacher Association (PTAs) and the Board of Governors (BOGs) in Gucha District of Kenya.

Bashir, et al. (2020) examined the influence of school-based management committees on management of public senior secondary schools in South-West Nigeria. Two objectives, two research questions and two hypotheses were developed to guide study. The study adopted descriptive survey research design. A sample of 384 respondents was randomly selected for the study. The research questions were answered using descriptive statistics of mean and standard deviation, while the hypotheses were tested using inferential statistics of ANOVA at 0.05 level of significance. The findings showed that SBMCs engaged in the maintenance of physical facilities through regular inspection and periodic repairs of the broken and depleted facilities and SBMCs provide funds to augment the government's investment in education.

Methodology

Descriptive research design was adopted for this study. According to Nworgu (2015) descriptive survey aims at collecting data on, and describing in a systematic manner, the characteristics, features or facts about a given population. The population for this study comprised all the 2355 SBMC members spread across 157 Senior Secondary Schools in

Sokoto State(Ministry for Basic and Secondary Education, 2022.The sample size for this study was 230 SBMCs members. The sample was selected using purposive sampling technique. This sample was spread across 23 Senior Secondary Schools in 19 out of the 23 Local Government Areas in Sokoto State. Likewise Purposive sampling technique was used to select the Senior Secondary Schools among the selected Local Governments Areas, and 10 out of the 15 SBMCs members across secondary school in Sokoto State. The instrument for this study was a researcher developed questionnaire titled "Role of SBMC in School Security Rating Scale(RSBMCSSRS)" The instrument contain seven sections (Section A – G). To measure the validity of RSBMCSSRS, the instrument was given to experts in the Department of Educational Foundations, Faculty of Education and Extension Services, UsmanuDanfodiyo University Sokoto. The reliability of the RSBMCSSQ was determined using the test re-test method. Role of SBMC in School Security Questionnaire (RSBMCSSQ) is a four-point Likert-type scale developed by the researchers. The data collected from the study was analyzed using Descriptive statistical tools of frequency, mean ranking and standard deviation was employed to answer all the 3 research questions raised.

Table 1: Forms of Security Threat Prevalent Among Secondary School Students in Sokoto State

Forms of security threats	Mean	Std. Deviation
Fighting	1.240	.4483
Burglary	1.244	.3412
Vandalism	1.153	.4871
Bullying	1.261	.4243
Theft	1.271	.4337
Name Calling	1.457	.4885
Arm banditry	1.726	.4362
Rape	1.645	.4707
Assault	1.554	.4892
Kidnapping	1.665	.4718
Robbery	1.711	.4536

Researcher's fieldwork, 2024. Note: mean 1.00 - 1.50 indicates levels of "Agreement"while mean 1.60 and above indicate level of disagreement.

Table 1 above revealed the forms of security threats prevalent among secondary school students in Sokoto State. The table revealed that "Vandalism" (mean =1.153) is the most common insecurity threat prevalent among secondary school students. This is followed by" Bullying" (mean = 1.261) "Fighting" (mean = 1.240), "Theft" (mean = 1. 271) and Name Calling (mean = 1.457). Also as revealed from the table, it can be seen that "Burglary" (mean = 1.244) is a security threat strongly opposed to be prevalent among secondary school students in Sokoto State. This was followed by "Arm Banditry" (mean = 1.762), "Kidnapping" (mean = 1.665), "Robbery" (mean = 1.711), "Assault" (mean = 1.554). and

"Rape" (mean= 1.645) the mean number of respondents who disagreed that insecurity threats such as rape, arm banditry, kidnapping, robbery and assaults also indicated that these threats cannot be completely dissociated from secondary school students in Sokoto State. From the response of the Administrators, it was affirmed that these security threats are very much prevalent among the students in our secondary schools in Sokoto State.

Table 2: Factors constituting insecurity of Secondary School Students in Sokoto State

Causes of insecurity	Mean	Std Deviation
Smoking of Hard Drug	1.187	.3866
Parental Attitudes	1.420	.4887
Peer Group Influence	1.256	.4368
Alcoholism	1.662	.4687
Indiscipline Among Students	1.525	.4849
Cultism	1.773	.4593
Corporal Punishment	1.341	.4627
Lack of concern by teachers	1.337	.4727
Feeling of no future	1.244	.4359

Researcher's fieldwork, 2024. Note: mean 1.00 - 1.50 indicates levels of "Agreement" while mean 1.60 and above indicate level of disagreement.

Table 2 above revealed the factors constituting insecurity of secondary school students in Sokoto State. As revealed by the mean values of the all the items, all the items listed in the table are factors constituting insecurity of secondary school students in the state. However, a closer look at the means value of all the items revealed that "Smoking of Hard Drug" (mean=1.1827) is the major factor constituting insecurity of secondary school students in Sokoto State. This is followed by "Peer Group Influence" (mean=1.256), "Feeling of no Future" (mean=1.244), "Lack of Concern by Teachers" (mean=1.337), "Corporal Punishment" (mean = 1.341) and "Parental Attitude" (mean=1.420). The respondents partially disagreed that" Indiscipline among the students" (mean= 1.525) leads to insecurity of Secondary School Students in the State. However, they strongly disagreed that "Alcoholism" (mean= 1.662) and "Cultism" (mean=1.773) are factors constituting the insecurity of secondary school students in Sokoto State.

What is the contribution of SBMC in the provision of security consciousness in secondary schools in Sokoto State?

Table 3: Contributions of School Based Management Committees (SBMC) in Providing Security in Secondary Schools in Sokoto State.

Contribution of SBMC	Mean	Std deviation
PTAs	1.426	.4946
FPTs	1.412	.4247
Security Prefects	1.405	.4955
Community members	1.326	.4628
School Guards	1.280	..4468
Vigilante groups	1.324	.4673
Religious orgs.	1.492	.4997
Management committee	1.175	.3675
Law enforcement Agencies	1.338	.4686
Community base community	1.185	.3774

Researcher's fieldwork, 2024. Note: mean 1.00 - 1.50 indicates levels of "Agreement"while mean 1.60 and above indicate level of disagreement.

 Note: PTAs- Parent Teacher Associations.

FPTs- School Security Focal Points.

Table 3 above revealed the contribution of SBMC in the provision of security in secondary schools in Sokoto State. From the table, the "School Management" (mean=1.175) are the major contributors in the provision of security in Secondary schools. This is followed by "School Guard" (mean= 1.280), followed by "Vigilante Group" (mean=1.324), "Management Committee" (1.311), "Community Members" (mean=1.326), Community based committee ("Law Enforcement Agencies" (mean=1.338), "Prefects/Students (mean=1.405)," FPTs" (mean= 1.412), "PTAs" (mean=1.426) and "Religious Organizations" (mean=1.492). The result revealed that most of the respondents believed that the School Management, contribution in organizing security meetings in secondary schools in Sokoto State is very high. These include organizing monthly meetings where school security issues are discussed, organizes annual meetings to discuss school security challenges, organizing annual meetings to discuss school security challenges, organizing meetings with school administrators, organizes meetings with the general public and organizes meetings with Staff and Students.

Summary of the Major Findings
Below are the major findings of the study:
1. Secondary school students in Sokoto State are confronted with the insecurity of theft, bullying, fighting, assault, burglary and vandalization.
2. Smoking of hard drugs, parental attitude, alcoholism, peer group influence, feelings of no future are reasons for insecurity among secondary school students in Sokoto State.

3. School Base Management committee, comprising of FPTs, Security Prefects, law enforcement agencies, community members, Parent Teachers Associations and Religious Organization contribute in providing security in secondary school.

Discussions of Findings

The first research question of this study sought to determine the forms of security threats prevalent among secondary school students in Sokoto State. From the findings in Table1, it was revealed that majority of the students participate in crimes such as theft, burglary, bullying and fighting. This finding was supported by the findings of (Manga, 2019) who assessed the causes and forms of insecurity in educational institutions in Kebbi State, Nigeria. Using a sample of 500 participants selected from all the five Education Zones in Kebbi State. The finding of the study indicated that the forms of insecurity prevalent in schools include physical attacks, abduction and rape among others. These findings confirm the views of (Arisi in Idris, 2024) who noted that one of the greatest forms of insecurity in schools is physical violence inform of assault, battery, bullying manslaughter and outright murder and (Kemi in Idris, 2024) who stated that insecurity in relation to school property may take the form of stealing, burglary, vandalization, arson, illegal seizure of personal property and conversion.

Research question two sought to find out the factors constituting insecurity of Secondary School Students in Sokoto State. From the findings in table two it was revealed that Smoking of hard drugs, parental attitude, alcoholism, peer group influence, feelings of no future constitute the various sources of insecurity among secondary school students in Sokoto State. This finding was corroborated by the findings of Ojukwu (2017) who investigated the effect of insecurity of school environment on the academic performance of secondary school students in Imo state, Nigeria. Major findings revealed that insecurity of school environment significantly affects the academic performance of secondary school students while students' gangsterism, smoking of Indian hemp, abusing other hard drugs, cult and related violent activities were some of the factors that constituted insecurity of the school environment.

Research question three sought to find out the contributions of SBMC in the provision of security consciousness in secondary schools, Sokoto State. From the findings on table three School Base Management committee, comprising of FPTs, Security Prefects, law enforcement agencies, community members, Parent Teachers Association and Religious Organization contributed in providing security in secondary school. These findings aligned with the findings of Bashir, et al. (2020) who examined the influence of school-based management committees on management of public senior secondary schools in South-West Nigeria. The findings showed that SBMCs engaged in the maintenance of physical facilities through regular inspection and periodic repairs of the broken and depleted facilities and SBMCs provide funds to augment the government's investment in education. However, the finding was at variance with the findings of Manga (2020) who investigated the management of operations of Security Guards as a correlate of school effectiveness in

tertiary educational institutions in Kebbi State. It was found that the level of awareness of contributions by security guards and the quality of planning of security operations were rated low even though the two variables were significantly correlated to school effectiveness. Similarly, the study contradicts the findings of Onderi and Makori (2013) who conducted a study on parental involvement in schools management as Parent Teacher Association (PTAs) and Board of Governors (BOGs) in Gucha District of Kenya. The finding of the study revealed that there is low parental involvement in schools management as Parent Teacher Association (PTAs) and the Board of Governors (BOGs) in Gucha District of Kenya.

Conclusion

Based on the findings of the study, it was concluded that Secondary school students in Sokoto State are confronted with the insecurity of theft, bullying, fighting, assault, burglary and vandalization. The research has shown that smoking of hard drugs, parental attitude, alcoholism, peer group influence, feelings of no future are reasons for insecurity among secondary school students in Sokoto State. The research had also revealed that School Base Management committee, comprising of FPTs, Security Prefects, law enforcement agencies, community members, Parent Teachers Associations and Religious Organization contribute in providing security in secondary school. Research evidences have revealed that the SBMC is relevant at this time of Nigerian Educational Development where so much need to be done to provide security for schools. The contributions of SBMC goes beyond resource management and its utilization. Thus, the communities are to ensure quality both in educational inputs and outcomes and quality in the security of learning environment of school for teachers and students.

Recommendations

Based on the findings of the research, the following recommendations were made:

1. Since the research has shown that theft, bullying, fighting, assault, burglary and vandalization are forms of insecurity threat prevalent among Secondary school students in Sokoto State. It was therefore recommended that there should be proper supervision and provision of conducive learning environment by the government.

2. Since smoking of hard drugs, parental attitude, alcoholism, peer group influence, feelings of no future are reasons for insecurity among secondary school students in Sokoto State, there is the need for government, NGOs and stakeholders of education to organize sensitization seminars and workshops to informed the students and parents on the forms of insecurity prevalent in our schools and their devastating effects.

3. There is the need for School Based Management Committee (SBMC) to enlighten staff and students on security consciousness through talk, seminar and workshops. Qualify security guards should be deploying to schools and the school

administrators should ensure they perform their duties effectively and efficiently. In addition, State SBMC should identify activities each school SBMC should embark on that will help promote and improve school-community relationship. State Ministry of Education should also stress the need for SBMC members to have adequate knowledge on school-community relationship to make them handle it effectively despite the identified challenges.

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