

## **Impact of Security Management on Students' Safety in Public Secondary Schools in Faskari Lga, Katsina State**

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### **Abstract**

*School security management is a crucial aspect of educational administration, particularly in conflict prone environment like Faskari Local Government Area (LGA) of Katsina State, Nigeria, where banditry poses a significant threat to student safety and learning continuity. This study examines School Security Management and Student Safety in Public Secondary Schools in Banditry Affected Areas of Faskari LGA, Katsina. The population of the study was 264 comprising the Principal, Vice Principal and teachers from all the 19 secondary schools in Faskari Local Government Area. Using a descriptive survey research design, data was collected from 119 respondents, including principals, vice principals, and teachers, across 19 secondary schools in Faskari LGA. The study used a self-designed questionnaire of School Security Management and Student Safety in Public Secondary Schools in Banditry-Affected Areas of Faskari Questionnaire (SSMSSPSSBAAFQ) was used for data collection. The instrument was validated by three experts from Educational Administration and Planning and the other from Educational Measurement and Evaluation. The data was collected and analyzed using mean and standard deviation, , and the null hypothesis was examined at 0.05 significance level using analysis of variance (ANOVA). Findings revealed that security measures such as reliance on local vigilantes, incomplete perimeter fencing, and lack of surveillance cameras are common but insufficient in mitigating security threats. The study further highlights how weak security infrastructure fosters fear among students, reduces attendance, and disrupts academic activities. To enhance security, the study recommends Public secondary schools should prioritize completing perimeter fencing and installing surveillance cameras to deter unauthorized access and monitor school premises effectively, Schools should establish formal partnerships with law enforcement agencies, including developing rapid response protocols and emergency communication channels, Regular training programmes should be conducted for teachers, security personnel, and students on crisis management, emergency*

*response, and evacuation procedures, and Schools should involve parents, local leaders, and community-based security groups in security initiatives.*

**Keywords:** School security management, student safety, banditry, public secondary schools, Katsina State.

## **Introduction**

School security management is a critical component of educational administration, especially in conflict-prone regions. In recent years, banditry has emerged as a significant security threat in Nigeria, particularly in the northern states such as Katsina, where the education sector has suffered from increased violence, kidnappings, and attacks on schools. This situation has heightened the need for effective security management in public secondary schools, as ensuring student safety has become a major concern for educational stakeholders. The purpose of this research was to explore the current state of school security management in Faskari Local Government Area (LGA) of Katsina State, which is one of the areas hardest hit by banditry. School security management refers to the strategies, policies, and measures implemented to protect students, staff, and school properties from security threats, including violence, theft, and abductions. Key components include physical security measures (such as fencing, surveillance cameras, and the presence of security personnel), emergency preparedness plans, and collaboration with local law enforcement (Adebayo, 2022). The overarching goal of school security management is to create a safe environment that fosters academic success and psychological well-being. Effective security management requires the coordination of multiple stakeholders, including school administrators, government bodies, and local communities, particularly in areas prone to insecurity.

Banditry in Nigeria has evolved from isolated incidents of cattle rustling to organized crime involving large-scale kidnappings, extortion, and violent attacks. This phenomenon is especially prevalent in the North-Western region, where states like Zamfara, Sokoto, and Katsina have experienced a surge in banditry-related violence over the past decade. In Katsina State, the issue of banditry has escalated since 2015, affecting local communities, displacing thousands, and severely disrupting daily activities, including education (Yahaya, 2020). According to reports, over 200 schools have been closed due to insecurity in the region (Nwabueze & Abubakar, 2023). Faskari LGA, a rural district in Katsina, has been one of the epicenters of these attacks, with schools becoming frequent targets for bandits who abduct students for ransom

(Amnesty International, 2021). The continuous threat of banditry has significantly undermined the safety and functionality of schools in this region, making security management a top priority for educational administrators.

The impact of insecurity on education in Nigeria cannot be overstated. Banditry, which has escalated in northern Nigeria, especially in Katsina State, has severely affected the operations of schools. Empirical studies indicate that frequent banditry attacks lead to the closure of schools, disruptions in the academic calendar, and fear among students and teachers, resulting in a sharp decline in attendance (Ibrahim, 2022). Banditry also causes physical damage to school infrastructure, including the destruction of classrooms, theft of educational resources, and the abduction of students and staff. Studies show that between 2020 and 2022, over 1,000 students were abducted from schools in Northern Nigeria, leading to extended school closures and creating a climate of insecurity around educational institutions (UNICEF, 2022). The psychological trauma suffered by students due to these incidents has long-term effects, impeding their cognitive development and emotional well-being. In banditry-affected areas such as Kankara, Faskari, Sabuwa, Funtua, Dutsin-ma Safana among other schools are often forced to shut down, leading to prolonged disruptions in the academic calendar and high dropout rates, especially among girls. Students, teachers, and school staff live in constant fear, and this fear directly affects their academic performance and emotional well-being. The high rate of abductions has also led to a decline in school attendance, as parents are reluctant to send their children to school, fearing for their safety. According to the United Nations Children's Fund (UNICEF), over 1,000 students were kidnapped in Northern Nigeria between 2020 and 2022, with many of these incidents occurring in Katsina State (UNICEF, 2022). In addition, the destruction of school infrastructure, theft of educational materials, and displacement of school staff have compounded the challenges faced by educational institutions in managing day-to-day operations.

In the face of growing insecurity, the role of school security management has become more crucial than ever. Effective security management in schools involves not only physical measures, such as securing school premises with fences and employing security personnel, but also establishing communication networks with local authorities and crisis response plans (Adewale & Salihu, 2021). A well-coordinated security strategy can help prevent attacks, protect students and staff during emergencies, and restore a sense of normalcy in school environments. Student safety is inherently tied to the effectiveness of

security management in schools, as students can only learn and thrive in an environment where they feel safe (Ogundare & Aluko, 2022). In regions like Faskari LGA, where banditry poses an imminent threat, implementing strong security measures is essential for ensuring that schools remain functional and that students' right to education is upheld. As the educational landscape continues to face challenges from banditry, this study will examine how school administrators in Faskari LGA are managing security and the effectiveness of these measures in ensuring student safety.

In banditry-affected regions like Faskari LGA, various strategies have been employed to manage school security. These include the deployment of local vigilantes or security personnel to guard school premises, constructing perimeter fences, and increasing surveillance with the help of technology (Nwabueze & Abubakar, 2023). Community partnerships have also emerged as critical components of school security, where local leaders and parents work together with school administrators to ensure the safety of students. In some areas, schools have partnered with local security forces and law enforcement agencies to implement rapid response mechanisms in the event of an attack. Schools are also encouraged to develop comprehensive emergency preparedness plans, which include drills, crisis communication strategies, and the establishment of safe zones (Auwal, 2023).

Despite the importance of school security management, several barriers hinder its effective implementation in banditry-affected areas. A significant challenge is the lack of financial resources to implement necessary security measures such as building fences, installing surveillance systems, or employing professional security personnel (Bello & Musa, 2022). In many public secondary schools in Faskari LGA, the available security personnel are often untrained or under-resourced, making it difficult to prevent or respond to attacks effectively. While there have been policies addressing school safety, the implementation has been slow and inconsistent due to budget constraints and bureaucratic inefficiencies. Additionally, the geographical isolation of some schools in rural areas further exacerbates security challenges, as these schools are more difficult to monitor and protect.

### **Statement of the Problem**

The issue of inadequate security in public secondary schools in Faskari LGA, Katsina State, is critical due to escalating banditry. Schools are frequently targeted for violence, leaving students, teachers, and staff vulnerable to

kidnappings, attacks, and other threats. Most schools lack essential security infrastructure like fencing, surveillance systems, and trained personnel, increasing the risk to students' safety. This situation has led to a decline in attendance, psychological trauma, and disruption of academic activities. Banditry has also caused mass abductions, school closures, and damage to infrastructure. Existing security measures, such as employing local vigilantes, are insufficient in countering the growing threat. Schools suffer from inadequate funding and weak coordination between management and local security agencies, leaving them exposed to serious risks.

While the government, local communities, and educational managers have taken steps to address the issues such as introducing fencing policies, deploying local security forces, and conducting security awareness training, challenges persist. Without addressing the security gaps, the consequences include further school closures, rising dropout rates (especially among girls), declining academic performance, and increased mental health issues for students. The continued insecurity threatens to exacerbate poverty, unemployment, and instability in the region, undermining long-term development and public trust in the education system.

### **Objectives of the Study**

The study examines the School Security Management and Student Safety In Public Secondary Schools In Banditry-Affected Areas of Faskari LGA, Katsina State. Specifically, the study is to:

1. examine the impact of current security management practices on students' safety in public secondary schools of Faskari LGA, Katsina State
2. assess ways through which the security measures impact the safety of Public Secondary school students in Faskari LGA
3. propose strategies for improving Public Secondary school security and ensuring the safety of students in Faskari LGA

## **Research Questions**

The following research questions serve as a guide to this work

1. What is the impact of current security management practices on students' safety in public secondary schools of Faskari LGA, Katsina State?
2. In what ways do the security measures impact the safety of Public Secondary school students in Faskari LGA?
3. What strategies can be put in place to improve security and ensure the safety of in public secondary school students in Faskari LGA?

## **Research Hypothesis**

The level of school security management does not significantly influence students' perceptions of safety in public secondary schools in banditry-affected areas of Faskari LGA.

## **Methodology**

The study adopted a descriptive survey research design. The design is suitable because it helps in describing the existing conditions, challenges, and effectiveness of security measures in the schools. The population of the study was 264 comprising the Principal, Vice Principal and teachers from all the 19 secondary schools in Faskari Local Government Area. Stratified random sampling techniques were used to select 119 out of 264 respondents used for the study as the sample size. Three research questions were raised for the study while, one research hypothesis was formulated to guide the study. School Security Management and Student Safety in Public Secondary Schools. The content validity of the School Security Management and Student Safety in Public Secondary Schools in Banditry-Affected Areas of Faskari Questionnaire (SSMSSPSSBAAFQ) was established through expert judgment. The instrument was subjected to validation by three experts, one expert from the Department of Educational Management and Two experts from the Department of Psychology and Counseling at Federal University Dutsin-Ma, Katsina State. These experts assessed the clarity, relevance, coverage, and appropriateness of the items in line with the research objectives and variables. Based on their suggestions, necessary modifications were made to ensure the instrument measured what it was intended to measure. The research issues

were addressed using mean and standard deviation, and the null hypothesis was examined at 0.05 significance level using analysis of variance (ANOVA). An interpretive cutoff point of 2.50 was established for the outcomes.

## Results

This section presents the analysis of data gathered through the School Security Management and Student Safety in Public Secondary Schools in Banditry-Affected Areas of Faskari Questionnaire (SSMSSPSSBAAFQ). The results are organized according to the research questions and hypothesis that guided the study. Descriptive statistics, including mean and standard deviation, were used to answer the research questions, while inferential statistics (ANOVA) were employed to test the hypothesis at a 0.05 level of significance. A mean rating of 2.50 was adopted as the decision benchmark

**Research Question One:** What is the impact of current security management practices on students' safety in public secondary schools of Faskari LGA, Katsina State?

To provide insight into the effectiveness of existing security strategies, respondents were asked to rate the impact of current security management practices on student safety. The data collected were analyzed using mean and standard deviation to determine the level of agreement among respondents.

**Table 1:** Mean and Standard Deviation on the impact of current security management practices on students' safety in public secondary schools of Faskari LGA, Katsina State

S/N	Item Statements	Mean	Standard Deviation	Remark
	Public secondary schools in Faskari LGA rely heavily on local vigilantes for security during school hours.	2.77	.66	Agree
	Many schools have started building fences, but these are often incomplete or poorly maintained.	2.65	.63	Agree
	Most schools lack surveillance cameras, limiting their ability to monitor premises effectively.	2.86	.69	Agree
	Security drills and emergency plans are rarely practiced, leaving schools unprepared for attacks.	2.76	.66	Agree
	Collaboration with law enforcement is minimal, and many schools lack formal security protocols or communication channels with the police.	2.48	.57	Disagree
	Average Mean	2.70	0.64	Agree

N= 119

Table 1 Showed that item 1, 2, 3, and 4 had mean scores above the acceptable mean of 2.50, this implies that the respondents were of the opinions that public secondary schools in Faskari LGA rely heavily on local vigilantes for security during school hours, that many schools have started building fences, but these are often incomplete or poorly maintained, that most schools lack surveillance cameras, limiting their ability to monitor premises effectively, and that security drills and emergency plans are rarely practiced, leaving schools unprepared for attacks. Moreso, item 5 had mean score below the acceptable mean of 2.50, this implies that the respondents were of the opinions that collaboration with law enforcement is minimal, and many schools lack formal security protocols or communication channels with the police. However, from the responses of the respondents one can find that there are current security measures in place in public secondary schools in Faskari LGA as indicated by the average mean score of 2.70.

**Research Question Two:** In what ways does this security measures impact the safety of Public Secondary school students in Faskari LGA?

**Table 2:** Mean and Standard Deviation on the ways security measure impact the safety of Public Secondary school students in Faskari LGA

S/N	Item Statements	Mean	Standard Deviation	Remark
	Lack of complete perimeter fencing makes schools easy targets, putting students and staff at high risk.	2.44	.56	Disagree
	Reliance on untrained vigilantes leads to poor security responses, causing frequent school closures and kidnappings.	2.64	.62	Agree
	Weak security measures increase fear, reducing attendance and disrupting academic performance.	2.78	.67	Agree
	Absence of surveillance and emergency systems leaves students vulnerable to abductions and attacks, harming their physical and emotional well-being.	2.51	.58	Agree
	Inconsistent security implementation creates unequal safety, leaving some schools more exposed to threats.	2.69	.64	Agree
	Average Mean	2.61	0.61	Agree

N= 119

Table 2 Showed that item 7, 8, 9, and 10 had mean scores above the acceptable mean of 2.50, this implies that the respondents were of the opinions that reliance on untrained vigilantes leads to poor security responses, causing frequent school closures and kidnappings, that weak security measures

increase fear, reducing attendance and disrupting academic performance, that absence of surveillance and emergency systems leaves students vulnerable to abductions and attacks, harming their physical and emotional well-being, that inconsistent security implementation creates unequal safety, leaving some schools more exposed to threats. Moreso, item 1 had mean scores below the acceptable mean of 2.50, this implies that the respondents were of the opinions that lack of complete perimeter fencing does not makes schools easy targets, putting students and staff at high risk. However, from the responses of the respondents one can find that security measure affect public secondary school students' safety in banditry-affected areas in several ways as indicated by the average mean score of 2.61.

**Research Question Three:** What strategies can be put in place to improve security and ensure the safety of public secondary school students in Faskari LGA?

**Table 3:** Mean and Standard Deviation on strategies can be put in place to improve security and ensure the safety of in public secondary school students in Faskari LGA

S/N	Item Statements	Mean	Standard Deviation	Remark
	Strengthening partnerships with law enforcement and developing rapid response protocols will improve school security.	2.89	.70	Agree
	Completing perimeter fences and installing surveillance systems will help deter threats.	2.56	.60	Agree
	Training staff and security personnel in crisis management will improve response to security incidents.	2.67	.63	Agree
	Regular security drills and evacuation plans will better prepare students and staff for emergencies.	2.91	.71	Agree
	Involving parents and local leaders in security initiatives will enhance school safety.	2.69	.64	Agree
	Average Mean	2.74	0.66	Agree

N= 119

Table 3 Showed that item 11, 12, 13, 14, and 15 had mean scores above the acceptable mean of 2.50, this implies that the respondents were of the opinions that strengthening partnerships with law enforcement and developing rapid response protocols will improve school security, that completing perimeter fences and installing surveillance systems will help deter threats, that training staff and security personnel in crisis management will improve response to

security incidents, that regular security drills and evacuation plans will better prepare students and staff for emergencies, and that involving parents and local leaders in security initiatives will enhance school safety. However, from the responses of the respondents one can find that there are strategies that can be implemented to enhance security and public secondary school students' safety as indicated by the average mean score of 2.74.

**Hypothesis.** The level of school security management does not significantly impact students' perceptions of safety in public secondary schools in Faskari LGA .

**Table 3:** Analysis of Variance (ANOVA) on the level of school security management does not significantly impact students' perceptions of safety in public secondary schools in Faskari LGA.

Sources	Sum of squares	DF	Mean Square	F	P- value
Treatment	8.17	2	4.09	8.78	.001
Error	68.42	116	.46541		
Total	76.59	118			

**Table 3** showed that the p-value (0.001) is less than the alpha value of 0.05  $P > 0.05$ . This implies that the null hypothesis which states that the level of school security management does not significantly influence students' perceptions of safety in public secondary schools in Faskari LGA is thereby rejected. It implies that the level of school security management does significantly influence students' perceptions of safety in public secondary schools in banditry-affected areas of Faskari LGA.

### Discussion of findings

The study's findings provide a comprehensive overview of the current security measures in public secondary schools in Faskari Local Government Area (LGA), their impact on student safety, and potential strategies for enhancement. The findings on research question One revealed that these schools predominantly rely on local vigilantes for security during school hours. While some schools have initiated the construction of perimeter fences, many remain incomplete or poorly maintained. Additionally, there is a notable absence of surveillance cameras, and security drills or emergency plans are seldom practiced. Collaboration with law enforcement is minimal, with many schools lacking formal security protocols or communication channels with the police. These findings align with existing literature on school security in Nigeria. For instance, a study by Anebi and Igwebuike (2019) highlighted that

most public secondary and primary schools in Nigeria lack perimeter fencing, iron gates, and other essential security measures, making them vulnerable to security threats.

The results of the study on research question two revealed that the reliance on untrained vigilantes has led to inadequate security responses, resulting in frequent school closures and instances of kidnappings. Weak security measures have heightened fear among students, leading to reduced attendance and disruptions in academic performance. The lack of surveillance and emergency systems leaves students vulnerable to abductions and attacks, adversely affecting their physical and emotional well-being. Inconsistent implementation of security measures creates disparities in safety across schools, leaving some institutions more exposed to threats. These results align with several empirical studies in conflict-affected regions of Nigeria and Sub-Saharan Africa.

For example, Umar and Adamu (2023) in their study on school security and student vulnerability in Northwestern Nigeria found that the absence of trained security personnel and proper surveillance mechanisms significantly contributed to the rise in school-related attacks, especially in Katsina and Zamfara States. Their findings showed that 74% of schools studied lacked structured emergency plans, leading to delayed or ineffective responses during attacks. Furthermore, the current study's finding that poor security has negatively affected students' attendance and academic performance is supported by UNICEF (2021), which documented that over 1,500 schools were closed across Northern Nigeria due to banditry and insurgency, leaving more than one million children out of school. This disruption has caused long-term educational gaps, psychological trauma, and fear of returning to school, especially among girls.

The findings from Table 3 indicate that respondents strongly agree on the necessity of implementing various security strategies to enhance student safety in public secondary schools. The mean scores of all five items were above the acceptable threshold of 2.50, with an overall mean of 2.74. These findings align with existing literature on *Securing Students for Learning Effectiveness: The Closed-Circuit Television Angle* by Adeoluwa, Ogunmodede, and Ajayi, (2019). This study examines the role of closed-circuit television (CCTV) in preventing crime and enhancing teaching and learning effectiveness in secondary schools in Ekiti State, Nigeria. The findings suggest that the

implementation of CCTV systems can significantly reduce incidents of bullying, kidnapping, and other criminal activities within school premises.

The study's hypothesis testing reveals that the level of school security management significantly impact students' perceptions of safety. This underscores the critical importance of effective security management in fostering a safe learning environment. Effective security management has been shown to enhance students' sense of safety, which is crucial for their academic success and well-being. When students feel secure, they are more likely to attend school regularly and perform better academically.

### **Conclusion**

The findings highlight significant security challenges in public secondary schools in Faskari LGA, including reliance on untrained vigilantes, inadequate physical infrastructure, and minimal collaboration with law enforcement. These deficiencies adversely affect student safety and academic performance. Implementing comprehensive strategies, such as strengthening law enforcement partnerships, improving infrastructure, providing crisis management training, conducting regular drills, and involving the community, is essential to enhance security and ensure a safe learning environment.

### **Recommendations**

Based on the findings from the research questions, the following recommendations are made to improve security and enhance student safety in public secondary schools in Faskari LGA:

1. Public secondary schools should prioritize completing perimeter fencing and installing surveillance cameras to deter unauthorized access and monitor school premises effectively.
2. Schools should establish formal partnerships with law enforcement agencies, including developing rapid response protocols and emergency communication channels.
3. Regular training programmes should be conducted for teachers, security personnel, and students on crisis management, emergency response, and evacuation procedures.

4. Schools should involve parents, local leaders, and community-based security groups in security initiatives. Establishing school-community security committees can help address vulnerabilities and provide local intelligence on potential threats.

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