



Security Challenges and Principal's Management Strategies for Effective Implementation of Student's School Attendance in the Federal Capital Territory, Abuja, Nigeria

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Abstract

The study investigated the principals' management strategies of security challenges for effective implementation of students' school attendance in AMAC. Two research hypotheses were formulated to guide the study. A descriptive survey design was applied on the study. A population consisting of 23 senior secondary schools and 2000 teachers were considered for the study. Five senior secondary schools were sampled through simple random sampling technique and 333 teachers were sampled for the study using Yaro Yamane formula. Data were obtained from the questionnaire sampled. The result showed that there are security challenges encountered in FCT secondary schools. There are management strategies principals could adopt to control security challenges experienced in schools. Principals do not have enough approaches to promote effective school attendance in the face of security challenges in Nigerian schools. The researcher recommended that principals should make sure that the security guards in schools are trained to have the knowledge on how to combat insecurity in school. The principal should seek assistance of the stakeholders such as the government, PTA and other Nigerians who have interest in education, to help in various capacities to combat insecurity in secondary schools.

Keywords: Principal management strategies, security challenges, students' school attendance

Introduction

In any educational system, peace and tranquility is an antidote for successful teaching and learning. In recent times, many school children in Nigeria are facing conflicting situations which result to insecurity to their lives. Insecurity can disrupt a child's regular school attendance and learning. Regular school attendance is crucial for a child's educational development and progress in school. Anything that disrupts the child's regular school attendance will definitely have negative impact on the child's learning and education as a whole. Parent who made their children to attend school regularly help them to learn better and to become achievers in future. Many things can lead to a child not attending school. These could be sickness, lack of school fees and/or educational resources, lack of care and insecurity. In recent times, schools in Nigeria have faced different kinds

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of threats such as arm robbery, kidnapping, political thugs, ethno-religious conflicts, organized violence, sexual abuse, child's trafficking and the recent menace of Boko-Haram insurgency (Ibrahim, 2012). All these menace lead to school insecurity and disruption of school management and these affect the students schooling and learning. Eric (2012) reported that insurgencies targeted at schools affect the pupils, teachers and the general stability of schools. Nigerian Education & Data Survey (NEDS) (2010) as cited in Saleh (2011) posited that constant attacks by Boko-Haram made it harder for the school management and the teachers to persuade parents to allow their children to attend schools especially in the affected insecurity prone areas.

Secondary schools managements are facing lot of challenges, most secondary schools in rural and urban areas have no security guard; the few that they have, are often not more than two for a secondary school, of which both run shifts. Alabi (2012) maintained that the quality and quantity of security personnel given to schools, and their motivation would influence these personnel to work with the highest level of commitment in any learning environment. Security guards are as important as the teachers in schools hence, there is need to employ trained people for such task, and in adequate number. The time has come when the government, schools and communities will no longer see the work of security as jobs that do not require adequate trained initiative to train security guards in order to avert security challenges in secondary schools.

Concept of Security Challenges

There are two perspectives on the ontology of security. Some argue that the term depicts a reality, a feeling and a condition. However, some argue that security is a label attached to a condition that someone considers undesirable. In this context, security is evoked by powerful groups to attract consensus over a course of action. Securitization turns economics, social and political contestation into security problems so that the government may employ its repressive apparatuses to control them. According to this perspective, securitization begets securocrats, that is, professionals who construct socioeconomic and political problems as security problems. Security practice raises the questions of security from whom to what?

The term security is used in different ways in different contexts. Security may be conceived as protection from danger, violent, fear, and want that impair, or capable of impairing the full development and existential wellbeing of citizens. Security implies the absence of fear and want. Until recently, security was conceived in both academic literature and government policies in narrow and state-centric terms as the protection of a nation from foreign aggression and internal insurrection. As a result, the armed forces, police and intelligence agencies were seen as the primary tools for preserving national sovereignty against foreign aggression and defending domestic regime and government. This narrow and state-centric conception of security has become anachronistic.

Since the 1980s, the conceptions of security and contingent laws, policies and decisions have been widened. There are objective and subjective dimensions of security. The objective dimension is the extent of security or insecurity of individuals, families, communities, classes, societies, nations and humanity. Subjective dimension of security pertains to feeling of security or insecurity by individuals, groups and nations. Both dimensions are interrelated.

Dimensions of Insecurity

Insecurity can also be classified into several dimensions, (Ibrahim, 2012). The most significant dimensions are:

- i. Physical insecurity – violence, personal and property crimes,
- ii. Public insecurity – violent conflicts, insurgency and terrorism
- iii. Economic insecurity – hunger, poverty, unemployment,
- iv. Social insecurity – illiteracy, ignorance, diseases or illnesses, malnutrition, water borne diseases, discrimination and exclusion,
- v. Human rights violations – denial of fundamental rights by states and non-state actors in different states,
- vi. Political insecurity – denial of good and social democratic governance

Contemporary Security Challenges in Nigeria

In terms of security challenges in contemporary times, Nigeria is being currently plagued by different forms of insecurity (Proto, 2003), this insecurity challenges needs to be tackled in order to promote and protect human security and development, as well as national integration, security and development. Some of the major security challenges are:

- i. Widespread problem of corruption that affect the ability of the country and its citizens to enjoy personal security and development
- ii. Widespread cases of violent crime, especially armed robbery and kidnapping
- iii. Widespread incidence of ethnic and religious violence and terrorism across the country
- iv. Widespread conflict between Fulani herdsmen and farmers resulting in frequent killings, destruction of villages and settlements, and internal displacement of victims in different parts of the country
- v. Political and election related violence
- vi. Destruction of critical infrastructure (vandalization of oils and gas pipelines, electricity grids and facilities, educational and health facilities, setting offices on fire, etc.) by individual criminals, ethno-religious militias, and criminal groups
- vii. Theft of critical national resources such as illegal mining and bunkering;
- viii. Significant level of transnational crimes – trafficking in persons, drugs and arms as well as money laundering, cybercrimes, smuggling of goods and evasion of import duties.

Sources of Security Challenges

Security challenges in the country arose from the actions and inactions, complicity of individuals, groups and the government, (Alabi, 2012). Sources of insecurity in the country include but not limited to:

- i. Undue emphasis on acquisition of wealth and power without giving corresponding weight to self-discipline, integrity, hard work and accountability, giving rise to widespread corruption and fraud, armed and violent crimes to acquire wealth and political power, competition and

violent conflicts among religious and ethnic groups over the control of government at various levels as the means for corrupt enrichment and nepotism

- ii. Lack of political will by government agencies and officials who have responsibility to develop and implement plan to deal with criminality, violent ethno-religious conflicts, corruption, illegal mining and illegal oil bunkering and other forms of insecurity
- iii. Lack of political will leading to failure to maintain professional, well-equipped, effective and accountable security agencies to prevent or control the country's security challenges during their evolution
- iv. Culture of impunity was entrenched, since political and economic wrong doers are not apprehended and dealt with appropriately
- v. Proliferation of ethnic militias involved in spreading ethnic intolerance, hatred, violence and xenophobia
- vi. Proliferation of religious sects involved in spreading religious intolerance and violence
- vii. Proliferation of illegal arms and ammunition
- viii. Progressive decline in the quality of governance at all levels (federal, state and local government) since the 1970s, leading to lack of patriotism, professionalism, justice, capacity and effectiveness in planning, decision-making and service delivery by all tiers of government
- ix. Widespread poverty over the past three decades since early 1980s
- x. Persistent high rate of youth unemployment and diminishing opportunities coupled with growing disillusionment with the country, which led to increasing recruitment and involvement of young persons in economic-related crimes such as cybercrimes, kidnapping, robbery, ethno-religious conflicts, insurgency and terrorism
- xi. Culture of violent and fraudulent elections that produce incompetent, corrupt, unaccountable and non-responsive government that rule without legitimacy but impunity, encouraging

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violent reactions from citizens, including formation of ethnic and religious militias as well as organised criminal groups

- xii. Manipulation of religious and ethnic bigots into the perpetration and perpetuation of bad governance, corrupt political and electoral process and outcomes.

Management Strategies for Curbing Security Challenges

Safety and security is very crucial for sustainable education. Akpabibibo, (2003) posited that in terms of security measures, secondary should use different types of security measures, some of these measures are discussed below:

Electronic Measures: These include alarm surveillance camera, metal detectors and cell phones. Use of these devices make it a lot easier to detect intruders who want to come into the school compound, those who may have succeeded in entering the school compound, metal detectors can spread information about an emergency situation so as to fish them out.

Azazi (2011) posited that in order to ameliorate the incidence of crime, the Federal Government has embarked on “criminalization of terrorism” by executing Anti-Terrorism Act of 2011, installation of Close Circuit Television Cameras (CCTV) in some parts of the country, for the enhancement of surveillance as well as investigating criminal related offences, heightening of physical security in the country aimed at deterring or disrupting potential attacks, strengthening the security agencies through the provision of security facilities and the development of broadcast security tips in mass media. The researchers are of the opinion that these should be done in secondary school also.

Physical Measures: Include fencing of the school compound, increasing the height of existing fence if need be, using well protected doors and windows. Making provision for physical protection of schools is necessary to protect staff, students and provide a means of self-defence (Global Business Coalition for Education, 2014). Shutting all entrances into the school premises in order to maintain and provide proper monitoring of the movement of staff, students and visitors in and out of the school compound are essential to check insecurity in schools. Regular clearing of bushes within and around the school premises, emptying of refuse bin before and after school, and

evacuation of refuse will help to keep the school clean thereby making it difficult for intruders or bad students to hide weapons in the school compound. Adequate and functional security lightings at night will help to easily identify trespassers, who are out for hideous acts.

Human Measures: This includes guard and security patrol agents, educational programmes, community involvement, effective management and “school watch” initiative for school premises. Ways in which the school can ensure safety and security through the application of human measures are discussed under the following headings:

Informative Measures: School administrators should inform members of the school community of the school safety and security policy and encourage them to assist the school. For our schools to be safe for students to learn and teachers to teach, requires a commitment from all the schools and community stakeholders”. Informing and involving members of the school, community and parents in the decision making process of providing safety and security in the school, make them to be committed to the task.

Personnel Training: It is imperative that regular training programmes be organized for staff and students. Staff and students need to be trained on ways of escaping from the school premise in case of danger. Members of the school security department need training on how to pass information in the case of imminent danger, techniques of screening visitors before allowing them access into the premises, technical ways of handling visitors suspected to be harmful etc. school safety officer need to be able to “identify legitimate visitors, monitor their arrival as well as their movement around the school and their departure time. The role of students in ensuring security in the school cannot be overemphasized as greater number of the community members are students; they are in good position to provide necessary information to staff by virtue of their being close to one another within and outside the school.

These students should be trained on security matters. Their training however, should be such that will not interfere with their academic work. School communities should be vigilant to dictate strangers in their location to ensure that criminals do not have easy access to their communities.

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The communities have roles to play in ensuring that the school environment is safe and secured. Involving the community in this task makes the schools to be recognized as a part of the community, hence, should receive adequate support. The school community should have knowledge of what is going on in the school and more so on what affect it, they may devise practical solutions for protecting the schools from attacks and for helping schools to become peaceful zones. The community should be made to serves as the eye and ear of the school; it is in good position to inform the law enforcement personnel and the schools of strategic movements or activities of people through the introduction of the “school watch system” the school encourages neighbours living around to report any suspicious person or unusual events to the police.

Religious Leaders’ Involvement: In our contemporary days, people have a lot of faith in their religious leaders. Message preached in our religious centres is capable of influencing member’s behaviour positively. Achumba, Ighomereho & Akpan-Robaro, (2013) opined that the teachings by religious grouping are one of the bases of values development in the contemporary world, so religious leaders should be encouraged to include in their messages the consequence of involving in violence and the importance of western education. This will help to reduce the membership of any violent group in the country. According to Global Business Coalition for Education of (2014), “engagement of religious leaders in the promotion of education has a significant impact in reducing attacks”.

Quick Response Measure: This is quick response to an incident in order to minimize the physical and psychological damage such incident could have on lives and properties. In the case of an incident depending on the type, the law enforcement personnel, fire officials, medical personnel etc should be informed early enough and their responses should be fast. When schools are attacked, there should be a response unit to quickly repair, rebuild, and replace destroyed educational materials and quick restoration of the teaching and learning environment back to normality. This will go a long way to reduce the psychological effect of an incident on staff, students and parents (Global Business Coalition for Education, 2014).

Elimination of Corruption and Entrenchment of Justice: Corruption is the antithesis of progress and development as it creates political instability, social unrest and crime infested environment, it breeds inefficiency, incompetence, mediocrity, unethical values and other instincts in man such as greed, avarice and rapacity. Corruption is so entrenched in Nigeria that it has become a household word and all factors of the economy are caught in corruption web, such that Nigeria ranked among the top ten most corrupt nations in the world (Onimajesin, 2013). Corruption and injustice in Nigeria must be totally eliminated. Nepotism and a culture of impunity must also be eschewed from our national psyche and life.

Creating Employment for Unemployed Youths: Social effects of unemployment include personal hardship, depression, decay of acquired but unused skills, involvement in crime (mostly among youths) as well as dispute among married people, delayed marriages among singles and sometimes broken homes. Joblessness of a husband can lead to infidelity of the wife. Unemployment increases governments' expenditure or transfer payments where welfare programs are implemented in favour of the unemployed. Effect of corruption is that it leads to a reduction in economic growth and development by lowering incentives to invest; it also leads to a divestment in such economies. Serious investors are always wary of offering bribes before being allowed investment rights or operational licenses. This is due to the fact that there is no guarantee that greased officials may keep their side of the agreement, and with no official cover they address in case of contract breach, the fleeced investor is on his own (Eppelle, 2006). Above is the fact that foreign investors are also prone to withdraw their capital from a country with high incidence of corruption, because the risk involved in doing business in such nations sometimes outweighs the benefits. Corruption contributes immensely to inhibition of economic performance, it negatively affects investment and economic growth, which is detrimental to national development. If corruption discourages investment, limits economic growth and alters the composition of government spending, it automatically hinders future economic growth and sustainable development; unemployment must be seriously tackled and curtailed. The private sector must be

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encourage and supported to create the much needed jobs. Constant electricity supply will no doubt boost employment and increase productivity.

Equipment of Security Agencies: Training and retraining of officers must be carried out on a regular basis with special focus on human rights, weapon handling, communication skills, new interrogation techniques (torture is outdated), exposure to new equipment and technology. Training in information technology should be made compulsory and the entry requirement should be raised in order to attract the best in the country. A highly disciplined and well-trained force is essential to delivering set targets and goals of providing security for lives and properties. Discipline must be instilled at all levels of the workforce. The re-organization of the security architecture (agencies) by taking them through a new reorientation via re-training them on contemporary security fighting techniques including information gathering, information analysis and security provision in schools.

People should be more security conscious, share information with the police and other security agencies. The populace should not leave security matters to security personnel only. All should be involved in security information and data gathering. Moreover, efforts should be put in crime prevention than control. Furthermore, the government should increase the size of Nigeria's security agencies, empower and motivate them very well and strengthen neighbourhood watch.

Good Governance: According to Oluwarotimi (2012), good governance is the panacea for the insecurity challenge in Nigeria. The researcher stated that the war against insecurity would be won only by raising governance standards, that is, cultivating the culture of good governance where the government is responsible and accountable to the people. In view, security engagement cannot be separated from good governance. Many others have also linked security to governance system (Epele, 2006; Nuaoba, 2011; Nwagboso, 2012). The general view is that peace and security is determined by good governance. However, as Oluwarotimi (2012) has pointed out, good governance is a function of effective, visionary, transparent, trustworthy and credible political leadership whose driving force is an improvement in the collective wellbeing of the citizens through well conceived, effectively implemented economic policies and human development programmes.

The underlying principle of good governance is the focus on people as the ultimate objective of governance.

Implementation of Effective School Attendance Management

According to National Association of Social Workers (2003), Student attendance, along with effective teaching, has the greatest influence on student engagement and achievement. All students must be present at school so they can participate and engage in learning. Parents and boards of trustees are legally responsible to ensure students' regular attendance at school. These guidelines aim to assist schools to manage attendance electively, and so contribute to improving student engagement and achievement. Irregular attendance may be an early indicator of problems with student motivation or teaching effectiveness. Students with high absenteeism are less likely to succeed in their learning. If a student misses school days each term, or one day a fortnight, they will miss the equivalent of one year of school over 10 years. As the level of absenteeism grows, the difficulty of re-engaging in learning can grow exponentially.

All schools need an attendance management plan, even schools with high levels of attendance and especially schools with high absence rates. A plan will help your school monitor and manage student attendance. It will also help you measure the electiveness of relevant policies, processes and procedures, and the electiveness of the plan itself. Your attendance plan should form an integral part of your school's broader planning and self-review.

Holistic Approach to Engagement and Learning

Comprehensive High School, Kano is the largest college, with a predominantly Nigeria student population, uses culturally appropriate strategies to manage its unjustified absence problem. The school aims to respond to students' diverse needs and motivate them to raise achievement and improve attendance. It does this by creating a safe and engaging learning environment, and gaining an understanding of the wider health and home environment issues affecting students. (Oluwarotimi, 2004).

Meeting the Needs of Diverse Students

It has been established by Azazi, (2011) that appropriate strategies can be devised to tackle attendance and behavioural issues amongst its small, ethnically diverse student population by working to improve students' engagement with learning and relationships with teachers. Teachers are now aiming to challenge students more, and have a more consistent approach to discipline. The school is also clarifying boundaries and standards, and aiming to give students subject choices that cater for their diligent learning needs (Azazi, 2011).

Community Hub

Most schools are rapidly growing school have established themselves as hubs for integrated health, education, social and community services that promote family wellbeing and community development. It has a mutual understanding approach which believes that student and parents are mutually accountable for students' educational and behavioural outcomes. By creating a positive and fun learning environment, the school has become a place where students want to be, (Epele, 2006).

Positive Change through Positive Action

Community members and the youths can improve student's school attendance by creating positive awareness and action programs targeted at galvanizing support for students who are in schools. These actions could include community or youth collective works, and income generation, where income or grants can be given to the poorest of the poor in the community to enable them attend school .Premium is also put on the students to make sure they are consistent in their school attendance. Another positive change is where those who are well to do can donate some money as fees for the less privileged, or donate some items to support these groups of students.

Collaborative Approach Reaps Reward

A cluster of 12 schools in the Kano State is making good headway in managing attendance. A cross-cluster Attendance Support team takes a collaborative approach to sharing procedures, ideas and resources. This is bringing huge advantages and giving the schools involved a strong direction and consistency of practice. Pastoral care also has an important role to play, as do the relationship-

building skills of the local truancy and a range of wider community truancy initiatives. It is against this background that led to the investigation of principals' management strategies for effective implementation. (Oluwarotimi, 2004)

Statement of Problem

One of the major factors to be considered when discussing an institution of learning is the safety or the security of students. The insecurity challenge has assumed formidable magnitude, leaving the educational institutions a menace to incessant attacks. The number of violent cases such as sexual abuse, kidnapping, ritual killings, politically-motivated killings, ethnic clashes, armed robbery, terrorism especially the Boko-Haram and others have increasingly brought people into early graves. It has also stopped students from attending school and this has affected their learning drastically. These problems have motivated the searcher to examine principal's management strategies of security challenges for effective implementation of student's school attendance in Federal Capital Territory secondary schools Abuja, Nigeria.

The study sought to investigate:

1. The types of security challenges in FCT secondary schools
2. The management strategies adopted by school principals for curbing security challenges in FCT secondary schools
3. The extent of the implementation of effective school attendance practices in FCT secondary schools.

Research Questions

1. What are the types of security challenges in FCT secondary schools?
2. What are the principals' management strategies for curbing security challenges in FCT secondary schools?
3. What is the extent of the implementation of effective students' school attendance practices in FCT secondary schools?

Methodology

In carrying out this present study, descriptive survey design was employed. This design enabled the researcher to collect quantitative data from the representatives of the entire population, analysed it and used it to test the hypotheses. The population of the senior secondary schools were 23 and 2000 teachers. The researcher used stratified random sampling technique to sample 5 senior secondary schools for the study. The researcher used Yaro Yamane formula to calculate the number of teachers sampled for the study. This was done using the multi-stage random sampling technique; hence 333 students were sampled for the study.

The instrument used for the study was “Questionnaire on Principals’ Management Strategies of Security Challenges for Effective Implementation of Students’ School Attendance”; the questionnaire has 15 items. The instrument was designed using the four point Likert type response option of strongly agree (SA), agree (A), disagree, (D) and strongly disagree (SD). The instrument was given to experts in the Faculty of Education, University of Abuja, for validation, these experts assessed and approved that the questionnaire is valid. Split-half method was used to find the reliability of the instrument. Twenty copies of the instrument were given to the respondents who though formed the population of the study, but were not part of the actual study. They filled and returned the questionnaire; the researcher divided the instrument into even and odd numbers accordingly and formed two sets of questionnaire. The researcher used Pearson Product Movement Correlation Co-efficient statistics and Spearman Rho and Brown Rank Order Correlation Co-efficient statistics to analyze the data. The results showed that the correlation coefficient index were 0.65 and 0.75, 0.82 respectively revealing that the instrument was reliable.

Results and discussion

Research Questions

The result began with the analysis of respondent’s opinion, which were coded and analyzed using simple percentage and mean

Research Question 1: What are the types of security challenges in FCT secondary schools?

Table 1: Types of Security Challenges Encountered in FCT Secondary Schools (N=333).

S/N	Items on Types of Security Challenges Encountered in FCT Secondary Schools	SA	A	D	SD	Total	\bar{X}
1	Boko-haram, Militant, Ritual Killing, Inter town (city) fighting, Hired Killer	126	101	58	48	333	2.92
2	Natural disaster, Flood, drought, flood, deforestation famine, fire outbreak, storm	110	102	54	67	333	2.77
3	Yahoo practice, kidnapping, women trafficking, Arm robbery	100	135	34	64	333	2.81
4	Sex abuse, child abuse	107	113	39	74	333	2.74
5	Political killings and religious killing, cultism, lack of medical care and bad roads	131	116	24	62	333	2.95
	Sectional ®	574	567	209	315	1665	2.84
	Percentage response	34.5	34.1	12.6	18.8	100	
	Summation of responses		68.6		31.4	100	
	Respondents	228		105		333	100

The simple percentage analysis on table 1 shows that 115 respondents, representing 34.5% of the respondents strongly agree the five types of security challenges listed on the questionnaire are faced by FCT secondary schools, 114 respondents, representing 34.1% of the respondents also agreed that the five types of security challenges listed on the questionnaires are the security challenges faced by secondary schools in FCT. While on the other hand, 42 respondents, representing 12.6% disagreed that the types of security challenges listed on the instrument are not the security issues faced by secondary schools in FCT, and 63 respondents (18.8%) strongly disagreed that these are not the security challenges faced by secondary schools in the FCT. A further summation of the agree and disagreed responses shows that 228 respondents, representing 68.6% agreed that the security types listed on the instrument are the major security challenges faced by FCT secondary schools, while

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105 respondents (31.4%) disagreed to the postulations of the research instrument. From the result so far, it has been established that the five security challenges listed on the instrument are those majorly faced by secondary schools in FCT.

In terms of the mean scores, as shown on table 1, all the respondents agreed to the items in table 1 with the mean scores of 2.92, 2.77, 2.81, 2.74 and 2.95 respectively. All the respondents accepted with sectional mean scores of 2.84 that items 1-5 are types of security challenges encountered in secondary schools in FCT.

Research Question 2: What are the principal's management strategies for curbing security challenges in FCT secondary schools?

Table 2: Principal's Management Strategies for Curbing Security Challenges in FCT Secondary Schools (N=333)

S/N	Item on Principal's Management Strategies for Curbing Security Challenges in FCT Secondary Schools	SA	A	D	SD		\bar{X}
6	Electronic measures	78	109	49	97	333	2.51
7	Physical measure	143	114	32	44	333	2.76
8	Human resource measure i.e information measure, personal training, school communities and religious leaders involvement	115	116	50	52	333	2.89
9	Quick response measure and elimination of corruption	161	84	40	48	333	2.95
10	Creating employment to apprentice and equipment of security agencies	126	121	29	57	333	2.95
	Sectional mean	623	544	200	298	1665	2.81
	Percentage response	37.4	32.7	12.0	17.9	100	
	Number of respondents	125	108	40	60	333	

The simple percentage analysis as shown on table 2 indicates that 125 respondents representing 37.4% strongly agreed that the five management strategies of electronic measures, (closed circuit camera, metal detector, et), physical measures, human resources measures, quick response and

creating employment apprentice and equipment of security agencies are measures and strategies that the principal can adopt to control and manage insecurity challenges in FCT secondary schools, 108 respondents also agreed that these are strategies that principals can adopt in curbing security challenges in FCT secondary schools. While 40 respondents, (12.0%) disagreed that the strategies listed above cannot be used by principals to curb insecurity challenges in secondary schools in FCT, 60 respondents (17.9%) strongly disagreed that these strategies listed in the instrument cannot be used as strategies for curbing the menace of insecurity in secondary schools in Abuja. A further analysis of the situation based on the result of the simple percentage analysis shows that 233 respondents (70.1%) strongly agreed that the five strategies listed above can be used as effective principal's management strategies for curbing insecurity challenges in FCT secondary schools in Abuja, while 100 respondents representing 29.9% strongly disagreed with the five methods listed above. Arising from this result therefore, it can be categorically stated that the five methods listed as electronic measures, (closed circuit camera, metal detector, et), physical measures, human resources measures, quick response and creating employment apprentice and equipment of security agencies are measures and strategies that the principal can adopt to control and manage insecurity challenges in FCT secondary schools.

Based on the mean calculated, all the respondents agreed to the items in table 2 with the mean scores of 2.51, 2.76, 2.89, 2.95 and 2.95 respectively. All the respondents accepted with sectional mean scores of 2.81 that items 6-10 were management strategies principals adopted for curbing security challenges experienced in secondary schools in FCT.

Research Question 3: What is the extent of implementation of effective students' school attendance practices in FCT secondary schools?

The result on table three shows the simple percentage and mean of the responses made during data collection, the result shows that 104 respondents, representing 31.1% and 102 respondents also representing 30.5% of the respondents strongly agreed and agreed respectively that demonstration of string attendance ethos, effective non-bureaucratic systems for monitoring

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attendance, use of attendance data and other information to improve school and pupils performance, promoting the importance and legal requirements of good attendance to students and their absence and putting in place support and reward system for vulnerable students are effective methods secondary schools in FCT have implemented to improve student's school attendance, while 65 and 62 respondents representing 19.8% and 18.6% strongly disagreed and disagreed respectively that the above methods were not put in place by the administration of FCT secondary schools to improve students attendance in secondary schools.

Table 3: Students schools attendance practice implemented in FCT Schools (N=333)

S/N	Implementation Of Effective Students School Attendance Practices	SA	A	D	SD	Total	\bar{X}
11	Demonstrate a string attendance ethos and have a clear policy on absence	102	97	78	56	333	2.74
12	Have effective, non-bureaucratic systems for monitoring attendance	127	120	54	32	333	2.59
13	Use attendance data and other information to improve school and pupils performance	62	73	95	103	333	2.27
14	Promote the importance and legal requirements of good attendance to students and their absence gives cause for concern	101	97	74	61	333	2.23
15	Have support system in place for vulnerable students and also reward	126	121	29	57	333	1.98
	Sectional mean	518	508	330	309	1665	2.36
	Total response in percentage	31.1	30.5	19.8	18.6	100	
	Summation of response in percentage	61.6		38.4		100	
	Respondents	104	102	65	62	333	

A further summation of the responses shows that 206 respondents, representing 61.6% strongly agreed that demonstration of string attendance ethos, effective non-bureaucratic systems for monitoring attendance, use of attendance data and other information to improve school and

pupils performance, promoting the importance and legal requirements of good attendance to students and their absence and putting in place support and reward system for vulnerable students are effective methods secondary schools in FCT have implemented to improve student's school attendance. While 127 respondents representing 38.6% strong disagreed to this postulation. Based on the result of the analysis, it is clear that the aforementioned strategies have been adopted by FCT secondary schools administration to improve secondary school student's attendance in FCT.

A further look at the mean score of the respondents further revealed that respondents agreed to the items in 1, 2 with the mean scores of 2.74, 2.59, and 1.98 respectively. While items 13, 14, 15 were rejected with sectional mean scores of 2.27, 2.23 and 1.98 that principals do not have enough approaches to implement effective school attendance practices in the face of security challenges in FCT secondary schools. While the grand more depicts 2.36 amplify that principals were not skilled in implementing Students' School attendance.

Discussion

According to result of the analysis of question one, the respondents agreed that different types of security challenges were encountered in FCT secondary schools, some of these security challenges faced by secondary schools in the FCT include: Boko-haram, militant, ritual killing, inter town (city) fighting, hired killers, flood, drought, famine, fire outbreak, storm, yahoo practice, kidnapping, women trafficking, Arm robbery, sex abuse, child abuse, political and religious killing, cultism among others. From the result of data analysis to answer question two, the respondents accepted that there are management strategies principals adopted to control security challenges experienced in schools such as electronic measures, physical measure, human resource measure i.e. information, personal training, school communities and religious leaders' involvement, quick response measure and elimination of corruption and creating employment to apprentice and equipment of security agencies.

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The finding of research question three, the respondents reject that principals do not have enough approaches to implement effective school attendance practices in the face of security challenges in secondary schools in FCT. Some of the respondents agreed that demonstrate a string attendance ethos and have a clear policy on absence, have effective, non-bureaucratic systems for monitoring attendance while item 3 to 5 disagreed that use attendance data and other information to improve school and students performance, promote the importance and legal requirements of good attendance to students and support system in place for vulnerable pupils and also reward.

The finding of some studies is in agreement with the finding of this study, Saleh, (2011) submitted that incessant attacks by Boko-Haram has made it harder for the school management and teachers to persuade parents to allow their children to attend school especially in the affected insecurity prone areas. In the same vein Samson and Onuoba (2011) posited that the use of threat and violence to demand ransom from the government and individuals has led to death and destruction of lives especially when such ransom could not be met. This according to the entire society and specifically to the school system, causes high dropout in students' attendance and ineffective in learning.

Nwagboso (2012) maintained that the havoc done by terrorist groups (Boko-Haram) has thwarted the growth of institutions. These havocs done to schools during insurgent attacks have made it difficult for the principals in secondary schools to manage the schools to maintain the tranquillity needed for students to attend school and for learning to go on smoothly (Ezekiel, 2016)

Conclusion

Based on the result of the data analyzed and the findings of this research, the authors concluded that secondary schools in FCT are faced with a lot of security challenges and these security challenges are affecting student's school attendance in secondary, schools, hence principals should adopt some of the security challenges management strategies as found in this study. These five management strategies which principals can adopt to curb the menace of insecurity in secondary schools in FCT include: the use of electronic measures, (closed circuit camera, metal

detector, et), physical measures, human resources measures, quick response and creating employment apprentice and equipment of security agencies are measures and strategies.

It was also concluded that where gap exists in the communities where these schools are located, public spirited individuals and community members can raise community support to assist student's whose parents may not be able to train their children in secondary schools. It is therefore concluded that insecurity breeds truancy and school dropout among secondary school students in FCT, Abuja, but if principals can implement the strategies listed above, there is the possibility that this can change the tide and improve on the narratives of school attendance in FCT secondary schools in Abuja, Nigeria.

Recommendations

Arising from the finding of this research, the following recommendations were made: Principals should improve on the existing relationship between the schools and their immediate environment, especially in information gathering and sharing, this can be done during the parent-teachers Association (PTA) meeting.

Community members should engage in crowd funding to assist the less privileged in the society, while well meaning community members can embark upon scholarship for willing students whose parents cannot afford their fees.

It was also recommended that special training on management of insecurity/ insurgency attacks should be organized by the government for schools' principals, the school security guards and students.

Also that necessary security gadget should be provided to schools against any insurgent attacks and threats.

Community members including staff and students of the secondary schools within the FCT and its environment should provide security agencies with information that can be shared among the different groups to help in fighting insurgency within the regions.

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Both state and local government authorities should provide soft scholarship for willing children to be enrolled in the school for their personal development and the society.

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