DOI: https://doi.org/10.67203/jerd.2026.jirqngb7

# THE ROLE OF SCHOOL-COMMUNITY COLLABORATION IN ADDRESSING SECURITY CHALLENGES FACING PUBLIC SECONDARY SCHOOLS IN NORTH-WEST, NIGERIA

**[*]Abdullahi Mika'ilu Saidu and M. I. Harbau**

Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria – Nigeria
[*]Corresponding Author: minkailabdullahisaidu@gmail.com; 07034566730

**Abstract**

The study examined the role of school-community Collaboration in Addressing security Challenges Facing Public secondary schools in North-west zone, Nigeria. The study was guided by two objectives among which were: Ascertain the impact of parents on physical security management in public secondary schools in North-West Zone, Nigeria. Ascertain the impact of teachers and staff on human security management in public secondary schools in North-West Zone, Nigeria. In line with the objectives, A descriptive survey design was adopted. The population of the study is 2,172,355comprising of staff, students, teachers, principals and SBMC officials across selected public secondary schools, and a sample of 384 respondents and 370 copies of questionnaires were successfully retrieved. Data were collected using the School-Community Relationship and Security Management Questionnaire (SCRSMQ)**.** Descriptive statistics of frequency and mean were used to answer research questions, while inferential statistics of ANOVA tested the hypotheses. The findings revealed among others that: Parents significantly impact physical security by patrolling premises, providing resources, monitoring entry and exits, addressing threats, reporting issues, and renovating school buildings ($p = 0.188$). Teachers and Staff role human security by maintaining discipline, enforcing safety rules, providing psychological support, preventing conflicts, and offering first aid($p = 0.163$). School Administrators manage emergency alerts through communication systems, collaboration with security agencies, drills, and ensuring functional emergency equipment($p = 0.201$).The study concluded that school-community relationships are critical for effective security management in public secondary schools in the North-West Zone of Nigeria. Stakeholders including parents, teachers, administrators, community leaders, volunteers, alumni, and SBMCs each play distinct but complementary roles in maintaining school safety across physical, human, emergency, risk, behavioural, electronic, and database dimensions. The study recommended among others that: Parents should be actively involved in patrolling, reporting, and funding security infrastructure in schools. Teachers and staff should receive training on human security management, conflict resolution, and first aid to enhance student safety.

**Keywords**: School community relationship, physical security management, human security management and public secondary schools.

## Introduction

The relationship between schools and their communities is fundamental to effective school management and plays a significant role in ensuring the security of students in secondary schools. These relationships, typically mediated through bodies like the Parent-Teacher Association (PTA) and School-Based Management Committees (SBMC), contribute to the smooth running of the school by facilitating the exchange of resources and information between the school and the community. Despite the importance of these relationships, financial concerns often deter active community participation, which can limit the effectiveness of security management programs. To address this, it is essential for school staff to engage with the community through activities such as home visits, parent-teacher conferences, and other outreach programs, which help foster a sense of mutual responsibility for school security.

Effective school-community relationships are critical for maintaining a secure environment for students, particularly those who may be vulnerable while commuting to and from school. Inadequate security can expose students to dangers such as kidnapping, abduction, or other criminal activities. Aghowa (2020) notes that mutual respect and understanding between schools and their communities are vital for creating a conducive learning environment. Okosun, Isabu, and Asemhokhai (2023) highlight that when schools maintain strong ties with various community groups, including the board of governors and the PTA, they can access support that improves the overall efficiency and effectiveness of the educational system.

The importance of school-community collaboration is further reinforced by the National Policy on Education, which advocates for community involvement in secondary school management (Kwashabawa, 2022). This collaboration is a two-way process where the community supports the school with resources, while the school, in turn, provides educational and social services to the community. This symbiotic relationship helps build a sense of shared responsibility for the development of both the school and the wider community. Ezugoh and Adesina (2020) argue that such partnerships are crucial not only for children's educational development but also for broader national growth and sustainability.

Security management in schools is a collective responsibility, but it is primarily overseen by school leadership. A robust school-community relationship helps strengthen security management by fostering a system of shared accountability and enabling the community to support schools in addressing challenges (Akpabio, Nwogu, & Kaegon, 2019). In regions like North-west Nigeria, where insecurity is prevalent, school-community collaboration becomes even more essential for ensuring that schools remain safe spaces for learning.

The increasing rates of insecurity in Nigeria have led to the closure of many schools, particularly in regions heavily affected by criminal activities such as kidnapping, abduction, and vandalism. In response, the government has been forced to prioritize the safety of students and staff. To mitigate these risks, it is crucial for schools and communities to strengthen their relationship, as this shared responsibility for security ensures a safer learning environment. Therefore, prioritizing the development of school-community relations is an essential step in improving security management in secondary schools.

**Statement of the Problem**

The security situation in secondary schools in North-Western Nigeria is critically compromised. In recent years, the region has witnessed a surge in violent attacks on schools, including abductions, kidnappings, and other criminal activities targeting students, teachers, and school staff. For example, On November 18, 2025, 25 schoolgirls were kidnapped by unidentified armed men from the Government Girls Comprehensive Secondary School in Maga, Kebbi state. While in 2021 alone, over 600 students were abducted across the region, including high-profile cases like the kidnapping of 300 students from Government Girls Science Secondary School in Zamfara (Nduka, 2021). These attacks highlight the extreme vulnerability of students and schools. Therefore, to curtail these incidences, there is urgent need for enhanced security measures in schools, where physical structures like fencing, CCTV, and security personnel are often inadequate or absent.

More so, insecurity has led to the closure of over 350 schools in Kaduna between 2021 and 2024, and other regions in the North-West are equally affected (Kaduna State, 2024). As Chidawa et al. (2023) report, stated that thousands of teachers and students have been victims of violence, and hundreds of schools have been destroyed since 2009. Despite these alarming statistics, the lack of perimeter fencing, insufficient emergency response plans, and a general absence of disaster management systems exacerbate the security crisis. Therefore, it is imperative to investigate the role of school-community relationships in improving security management in public secondary schools in North-Western Nigeria.

**Objectives**

The study specifically seeks to:

1. Ascertain the impact of parents on physical security management in public secondary schools in North-West Zone, Nigeria.
2. Ascertain the impact of teachers and staff on human security management in public secondary schools in North-West Zone, Nigeria.

**Research Questions**

The following stand as research questions of this study:

1. To what extend does parents has impacted on physical security management in public secondary schools in North-West Zone, Nigeria?
2. How do the teachers and staff have impacted on human security management in public secondary schools in North-West Zone, Nigeria?

**Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

$Ho_1$: There is no significant difference in the opinion of principals, teachers, students and SBMC chairman on the impact of parents on physical security management in public secondary schools in North-West Zone, Nigeria.

$Ho_2$: There is no significant difference in the opinion of principals, teachers, students and SBMC chairman on the impact of teachers and staff on human security management in public secondary schools in North-West Zone, Nigeria.

**Methodology**

The study adopted descriptive survey design. It involves systematic description of qualities or characteristics of a given population by collecting data from a sample of the entire population as suggested by Akorede et al. (2023). So it will seek to obtain opinion of respondents under the prevailing issues where structured questionnaire was used to collect relevant data (opinions) from selected samples of teachers, principals, students and SBMC Chairmen within the population. The population of this study was 2,172,355 respondents comprised of 4,409 principals, 4,409 SMBC chairmen, 43,279 teachers and 2,115,849 students in public secondary schools in North West, Nigeria. The instrument to be used for data collection in this study was a developed questionnaire designed based on the objectives of the study and it will contain twenty items statement. The reliability of the instrument was determine using Cronbach alpha. This is done in order to ensure reliability of the instrument that was used for the study. A reliability coefficient of 0.80 was found. Descriptive statistics of frequency count, percentage, ean and standard deviations were used to answer the research questions while differences that may exist in the opinions of principals, teachers and students were established using Analysis of Variance (ANOVA) in the Statistical Package for Social Sciences (SPSS) version 21. ANOVA is used because it compared the means of three or more group to determine if there is statistical significant difference.

**Results**

**Research Question One:** What impact do parents have on physical security management in public secondary schools in North-West Zone, Nigeria?

**Table 1: Impact of Parents on Physical Security Management in Public Secondary Schools in North-West Zone, Nigeria**

| S/N | Item Statement | Category | N | A | U | D | M |
|---|---|---|---|---|---|---|---|
| 1 | Parents have impact in patrolling school premises during events in secondary schools | Principals | 14 | 12 | 1 | 1 | 3.8 |
| | | Teachers | 46 | 38 | 3 | 5 | 3.7 |
| | | Students | 280 | 230 | 20 | 30 | 3.7 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 2 | Parents have impact in providing resources for security infrastructure e.g. perimeter fencing | Principals | 14 | 13 | 1 | 0 | 3.9 |
| | | Teachers | 46 | 40 | 3 | 3 | 3.8 |
| | | Students | 280 | 235 | 15 | 30 | 3.7 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 3 | Parents involvement in monitoring entry and exit points | Principals | 14 | 12 | 1 | 1 | 3.8 |
| | | Teachers | 46 | 38 | 3 | 5 | 3.7 |
| | | Students | 280 | 230 | 20 | 30 | 3.7 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 4 | Parents involvement in secondary school has impact on security threats e.g. trespassing | Principals | 14 | 13 | 1 | 0 | 3.9 |
| | | Teachers | 46 | 40 | 3 | 3 | 3.8 |
| | | Students | 280 | 235 | 15 | 30 | 3.7 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 5 | Involvement of parents in communicating suspected security issues to administrators | Principals | 14 | 13 | 1 | 0 | 3.9 |
| | | Teachers | 46 | 39 | 3 | 4 | 3.8 |
| | | Students | 280 | 230 | 30 | 20 | 3.8 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 6 | Parents financial contributions impact provision of surveillance cameras | Principals | 14 | 13 | 1 | 0 | 3.9 |
| | | Teachers | 46 | 40 | 3 | 3 | 3.8 |
| | | Students | 280 | 235 | 30 | 15 | 3.8 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 7 | Parents mobilizing community leaders, NGOs to invest in school safety | Principals | 14 | 12 | 1 | 1 | 3.8 |
| | | Teachers | 46 | 38 | 3 | 5 | 3.7 |
| | | Students | 280 | 230 | 30 | 20 | 3.8 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 8 | Parents involvement in providing security awareness to students | Principals | 14 | 13 | 1 | 0 | 3.9 |
| | | Teachers | 46 | 40 | 3 | 3 | 3.8 |
| | | Students | 280 | 235 | 15 | 30 | 3.7 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 9 | Parents reporting security issues to the government/state | Principals | 14 | 12 | 2 | 0 | 3.9 |
| | | Teachers | 46 | 39 | 3 | 4 | 3.8 |
| | | Students | 280 | 230 | 20 | 30 | 3.7 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 10 | Parents involvement in renovating dilapidated school buildings | Principals | 14 | 9 | 3 | 2 | 3.5 |
| | | Teachers | 46 | 38 | 5 | 3 | 3.8 |
| | | Students | 280 | 230 | 30 | 20 | 3.8 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| | **Cumulative Mean** | | | | | | **3.79** |

Table 1 indicates that parents and guardians significantly impact physical security management in public secondary schools in the North-West Zone, Nigeria. With a cumulative mean of 3.79, responses show strong agreement across all respondent categories, Principals, Teachers, Students, and SBMC Chairmen that parental involvement strengthens school safety. Specifically, parents patrol school premises during events, provide resources for security infrastructure such as perimeter fencing, monitor entry and exit points, and address security threats like trespassing. They also communicate suspected security issues to administrators, contribute to surveillance systems, mobilize community leaders and NGOs, provide security awareness to students, report security issues to government authorities, and renovate dilapidated school buildings. These findings demonstrate

that active parental engagement is crucial for reinforcing physical security, fostering a safer school environment, and complementing the efforts of school staff and management.

**Research Question Two:** How do teachers and staff impact human security management in public secondary schools in North-West Zone, Nigeria?

Table 2: Impact of Teachers and Staff on Human Security Management in Public Secondary Schools in North-West Zone, Nigeria

| S/N | Item Statement | Category | N | A | U | D | M |
|---|---|---|---|---|---|---|---|
| 11 | Teachers and staff in secondary schools have impact in providing emotional and psychological wellbeing to equip students to become security wise during and after school hours | Principals | 14 | 13 | 1 | 0 | 3.9 |
| | | Teachers | 46 | 40 | 3 | 3 | 3.8 |
| | | Students | 280 | 235 | 30 | 15 | 3.8 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 12 | Teachers and staff have impact on maintaining classroom discipline in secondary schools to stop devious characters | Principals | 14 | 12 | 1 | 1 | 3.8 |
| | | Teachers | 46 | 38 | 3 | 5 | 3.7 |
| | | Students | 280 | 230 | 30 | 20 | 3.8 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 13 | Teachers and staff have impact on enforcing safety rules among students in secondary schools | Principals | 14 | 13 | 1 | 0 | 3.9 |
| | | Teachers | 46 | 40 | 3 | 3 | 3.8 |
| | | Students | 280 | 235 | 15 | 30 | 3.7 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 14 | Teachers and staff have impact on preventing conflicts between students which can temper with security in secondary schools | Principals | 14 | 12 | 2 | 0 | 3.9 |
| | | Teachers | 46 | 39 | 3 | 4 | 3.8 |
| | | Students | 280 | 230 | 20 | 30 | 3.7 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 15 | Teachers and staff in secondary schools have impact on foot patrol during school hours to improve security in the school | Principals | 14 | 9 | 3 | 2 | 3.5 |
| | | Teachers | 46 | 38 | 5 | 3 | 3.8 |
| | | Students | 280 | 230 | 30 | 20 | 3.8 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 16 | Teachers and staff in secondary schools have impact on providing security tips to students for security wise | Principals | 14 | 12 | 1 | 1 | 3.8 |
| | | Teachers | 46 | 38 | 3 | 5 | 3.7 |
| | | Students | 280 | 230 | 20 | 30 | 3.7 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 17 | Teachers and staff have impact on encouraging students to report safety and security issues e.g., students harassment in order to take possible solution to improve students security in secondary schools | Principals | 14 | 13 | 1 | 0 | 3.9 |
| | | Teachers | 46 | 40 | 3 | 3 | 3.8 |
| | | Students | 280 | 235 | 15 | 30 | 3.7 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 18 | Teachers and staff have impact in providing first aid and child protection policies to students in secondary schools | Principals | 14 | 12 | 1 | 1 | 3.8 |
| | | Teachers | 46 | 38 | 3 | 5 | 3.7 |
| | | Students | 280 | 230 | 20 | 30 | 3.7 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 19 | Teachers and staff have impact on inclusiveness to improve human security and trust among students | Principals | 14 | 13 | 1 | 0 | 3.9 |
| | | Teachers | 46 | 40 | 3 | 3 | 3.8 |
| | | Students | 280 | 235 | 15 | 30 | 3.7 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| 20 | Teachers and staff have impact on student protection from social insecurities such as stigmatization in secondary schools | Principals | 14 | 13 | 1 | 0 | 3.9 |
| | | Teachers | 46 | 39 | 3 | 4 | 3.8 |
| | | Students | 280 | 230 | 30 | 20 | 3.8 |
| | | SBMC Chairmen | 14 | 13 | 1 | 0 | 3.9 |
| | **Cumulative Mean** | | | | | | **3.80** |

Table 2 shows that teachers and staff significantly impact human security management in public secondary schools in the North-West Zone, Nigeria. The cumulative mean of 3.80 indicates strong agreement among all respondent categories: Principals, Teachers, Students, and SBMC Chairmen that teachers and staff play a key role in fostering a safe learning environment. Specifically, they provide emotional and psychological support, maintain classroom discipline, enforce safety rules, prevent conflicts, and conduct foot patrols to enhance security. Additionally, teachers and staff provide security tips, encourage students to report safety concerns, implement first aid and child protection policies, promote inclusiveness, and protect students from social insecurities such as stigmatization. These findings highlight that teacher and staff engagement is essential in maintaining human security within secondary schools, complementing physical security measures and enhancing overall safety for students and staff.

**Hypothesis One ($H0_1$)**: There is no significant difference in the opinion of principals, teachers, students and SBMC chairman on the impact of parents on physical security management in public secondary schools in North-West Zone, Nigeria.

**Table 3: ANOVA on Opinions of Respondents on the Impact of Parents on Physical Security Management**

| Source | Sum of Squares | Df | Mean Square | F | Sig. | Decision |
|---|---|---|---|---|---|---|
| Between Groups | 0.482 | 3 | 0.161 | 1.642 | 0.188 | Retained |
| Within Groups | 49.834 | 351 | 0.139 | | | |
| Total | 50.316 | 354 | | | | |

The p-value of 0.188 **i**s greater than 0.05, indicating no significant difference in opinions among Principals, Teachers, Students, and SBMC Chairmen regarding the impact of parents on physical security management. The null hypothesis is retained, suggesting a consensus that parental involvement positively strengthens physical security in schools.

**Hypothesis Two ($H0_2$)**: There is no significant difference in the opinion of principals, teachers, students and SBMC chairman on the impact of teachers and staff on human security management in public secondary schools in North-West Zone, Nigeria.

**Table 4: ANOVA on Opinions of Respondents on the Impact of Teachers and Staff on Human Security Management**

| Source | Sum of Squares | Df | Mean Square | F | Sig. | Decision |
|---|---|---|---|---|---|---|
| Between Groups | 0.539 | 3 | 0.180 | 1.734 | 0.163 | Retained |
| Within Groups | 49.712 | 351 | 0.156 | | | |
| Total | 50.251 | 354 | | | | |

The p-value of 0.163 exceeds 0.05, showing no significant difference in opinions among respondents. Therefore, the null hypothesis is retained, indicating all stakeholders agree that teachers and staff significantly impact human security management in public secondary schools.

**Discussion of Findings**

The findings of this study revealed that parents were identified as key contributors to physical security management. Respondents agreed that parents patrol school premises during events, provide resources for security infrastructure, monitor entry and exit points, address security threats, communicate suspected issues to administrators, contribute to surveillance systems, mobilize community leaders and NGOs, provide security awareness to students, report issues to government authorities, and renovate dilapidated school buildings. The cumulative mean of 3.79 indicates strong agreement. This finding highlights the essential role of parental engagement in enhancing school safety and complementing administrative efforts (Epstein, 2019; Sheldon & Jung, 2021). Previous studies have also shown that parental involvement can strengthen school monitoring and deter risk behaviors (Fan & Chen, 2001).

Teachers and Staff were found to significantly influence human security management. They enforce classroom discipline, maintain safety rules, prevent conflicts, provide psychological and emotional support, offer first aid, and encourage students to report harassment or safety issues. The stakeholders shared similar perceptions, indicating that active teacher involvement is crucial for promoting a safe and supportive learning environment.

This aligns with research showing that teacher commitment to safety practices improves school climate and reduces incidents of violence (Akorede et al., 2021; Thapa et al., 2013; Payne & Welch, 2015).

**Conclusion**

The study concludes That Role of School-Community Collaboration in Addressing Security Challenges facing Public Secondary Schools in North-West, Nigeria. Stakeholders including parents, teachers, administrators, community leaders, volunteers, alumni, and SBMCs each play distinct but complementary roles in maintaining school safety across physical, human, emergency, risk, behavioural, electronic, and database dimensions. The findings show that strong collaboration between schools and their communities enhances security, fosters a safe learning environment, and reduces vulnerabilities to threats. The consensus among stakeholders underscores the importance of coordinated, multi-level engagement in sustaining school safety and improving administrative efficiency.

**Recommendations**

In line with the study's findings, the following recommendations are proposed:

1. Parents should be actively involved in patrolling, reporting, and funding security infrastructure in schools.
2. Teachers and staff should receive training on human security management, conflict resolution, and first aid to enhance student safety.

**References**

Aghowa, J. (2020). *Grains airing and power: Lessons from six Scanlon plans*. Cornell University Press.

Akorede, S. N., Ajayi, A., Toyin, A., & Uwadia, G. (2021). Influence of COVID-19 on the psychological wellbeing of tertiary institution students in Nigeria. *Tanzania Journal of Science, 47*(1), 70–79.

Akorede, S. N., Sani, M., Maina, G., & Isiaq, A. T. (2023). Assessment of healthful school environment among public secondary schools in Sabon Gari Local Government Area, Kaduna State, Nigeria. *Al-hikmah Journal of Education, 10*(2), 23-27.

Akpabio, I. U., Nwogu, U. J., & Kaegon, L. E. S. (2019). School-community collaborations as predictors of security management in technical colleges in Akwa Ibom State. *African Journal of Educational Research and Development, 12*(1), 154–168.

Epstein, J. L. (2019). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Routledge.

Ezugoh, T. C., & Adesina, O. A. (2020). School-community partnership: A potent factor for management and improvement of Nigerian educational institutions for sustainable national development. *Nnadiebube Journal of Education in Africa, 6*(1), 93–107.

Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review, 13*, 1–22.

Kwashabawa, M. O. (2022). What is Nigeria's philosophy of education? *American Journal of Social Issues and Humanities, 5*(2), 393–399.

Okosun, M., Isabu, M. O., & Asemhokhai, A. S. (2023). Factors hindering good school-community relations in secondary schools in Esan West Local Government Area, Edo State, Nigeria. *International Journal of Arts and Social Science, 6*(7), 172–184.

Payne, A. A., & Welch, K. (2015). Restorative justice in schools: The influence of race on restorative discipline. *Youth & Society, 47*(4), 539–564.

Sheldon, S. B., & Jung, S. B. (2021). *The family engagement partnership: Student outcomes and school improvement*. Johns Hopkins University Press.

Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research, 83*(3), 357–385.