



## **COLLABORATIVE APPROACHES AND SCHOOL SECURITY MANAGEMENT IN SECONDARY SCHOOLS IN CALABAR EDUCATION ZONE, CROSS RIVER STATE, NIGERIA**

**Dr. Nwuba, Chinyeaka Peace**

Email: [chinyeakanwuba@gmail.com](mailto:chinyeakanwuba@gmail.com) Phone: +2348039560202

Department of Educational Management and Administration

Federal Government Girls College, Onitsha,

Anambra State, Nigeria

### **ABSTRACT**

*This study investigated collaborative approaches and security management in public secondary schools in the Calabar Education Zone, Cross River State, Nigeria. Two null hypotheses were formulated to guide the study. A correlational research design was adopted. The population consisted of all 95 principals of public secondary schools in the study area, and a census sampling technique was used. Data were collected using a researcher-developed instrument titled “Collaborative Approaches and School Security Management Questionnaire (CASMQ).” The instrument was validated by experts in Educational Management, the Measurement and Evaluation Unit at the University of Calabar. The reliability of the instrument was established using the Cronbach Alpha method, which produced reliability coefficients of 0.77 and 0.80. The research hypotheses were tested using Pearson Product Moment Correlation Analysis (PPMCA) at the 0.05 level of significance. The findings revealed a significant positive relationship between parent–school collaboration, community participation, and security management in the study area. Based on these findings, the study concluded that collaborative approaches play a vital role in strengthening security management in secondary schools. It was therefore recommended that school administrators in public secondary schools should deliberately establish and sustain strong partnerships with parents through regular meetings and active involvement in school security planning. Such collaboration will promote shared responsibility and contribute to improved safety of students, staff, and school property.*

**Keywords:** Collaborative Approaches, Parent-School Collaboration, Community Participation, Security Management, Secondary Schools

### **Introduction**

Schools have traditionally been recognized as institutions established for knowledge acquisition and personal development, and as such, they are expected to provide environments that are free from physical and psychological threats. However, the persistent rise in insecurity within schools, despite numerous efforts to address the problem, has made education and security important issues in policy discussions. Worldwide, education is regarded as a tool for transformation and achieving human, capital and national development. In Nigeria, the education system is structured into several levels: Early Childhood Education (pre-primary), Primary Education, Secondary Education, Tertiary Education, and Adult and Non-formal Education (Iyaji et al., 2024; Madukwe et al., 2024). Secondary education occupies a strategic position as the link between basic and tertiary education (Uzu et al., 2025). This level of



education plays a vital role in preparing young people for meaningful participation in society by equipping them with the knowledge, skills, and attitudes required for lifelong learning. According to Difoni et al. (2025), secondary education is essential for developing learners' competencies needed for both personal growth and societal advancement. In recent years, concerns about school security have increased due to the growing incidence of violent attacks in schools. Such acts of violence threaten the fundamental role of schools as safe environments for teaching, learning, and personal development (Ighor, 2025). Consequently, the need to strengthen security management in schools has become increasingly important.

Security management, within the context of this study, refers to the strategic use of available resources and the implementation of appropriate measures aimed at safeguarding the lives and property of students and staff in secondary schools. It is conceptualized by scholars as a structured system designed to identify, prevent, and respond to security threats such as violence, vandalism, theft, and other forms of misconduct. This system also includes educating and preparing both staff and students to respond effectively during emergencies, thereby ensuring the safety of the entire school community, including visitors and surrounding environments (Ikogho, 2015; Chime et al., 2025; Madukwe et al., 2024; Ayeni & Orhewere, 2021). In contemporary society, where education is increasingly recognized as a vital tool for development, the importance of functional and safe learning environments cannot be overstated (Nwagbata, 2026). Consequently, effective security management is essential in schools as it promotes safety and supports a conducive atmosphere for teaching and learning.

Effective security management is critical for the attainment of educational goals. Unfortunately, school insecurity remains a persistent challenge in educational research and practice (Eke, 2026; Ighor, 2025). In Nigeria, the Boko Haram insurgency has led to the closure of schools in 22 out of 27 local government areas in Borno State (Adewale, 2023). Similarly, in Adamawa State, frequent attacks on schools have resulted in closures and the displacement of over 285,000 students and more than 8,000 staff members (Adewale, 2023). Beyond insurgency-related threats, schools also face other safety risks such as building collapses, fire outbreaks, and stampedes (Ajayi, 2021). These challenges expose both staff and students to fear and danger, thereby disrupting effective teaching and learning processes. According to Madukwe et al. (2024), security issues can affect staff service delivery either negatively or positively. When staff feel secure in the school, they will be confident and focus their energies to teaching, research, and other responsibilities. Conversely, inadequate security measures can lead to stress, distraction, and a decline in the quality-of-service delivery.

This study is motivated by the prevailing security challenges in public secondary schools in the Calabar Education Zone of Cross River State, Nigeria, which are largely attributed to inadequate security management practices. Although school administrators continue to make efforts to ensure a safe learning environment, many schools still experience issues such as theft, vandalism, unauthorized access, and threats to the safety of both students and staff. A common misconception among stakeholders is that school security is solely the responsibility of school administrators as chief executives, rather than a shared responsibility among all stakeholders. This misunderstanding has limited the effectiveness of existing security measures. The persistent security challenges suggest that improving school safety requires stronger



collaboration between schools and their host communities. Therefore, adopting collaborative approaches may significantly improve security management in secondary schools.

Collaborative approaches refer to strategies through which various stakeholders within and outside the school system work together to achieve a shared goal of improving security management in secondary schools. Amadi and Akusu (2020) conceptualize this as the interrelationship between educational institutions and their host communities, highlighting that schools operate within broader social, cultural, and economic environments. In the same vein, Yeboah and Adu (2018) emphasize that communities play a crucial role in supporting schools by contributing resources that enhance security services. The main purpose of collaboration is to strengthen schools' capacity to develop learners' competencies, promote responsible citizenship, and support sustainable community development (Czippan, cited in Berezi, 2024). Effective security management therefore requires educational administrators to be well-versed in diverse strategies such as staff training, deployment of security personnel, installation of security equipment, engagement of police patrols, and active partnership with host communities (Aryu, 2020; Uzuegbu-Wilson, 2019).

In practice, collaborative approaches involve teachers, students, parents, community leaders, security agencies, and local government authorities sharing responsibility for maintaining safety. This is achieved through continuous communication, coordination, and joint decision-making, where stakeholders contribute ideas, report suspicious activities, and support preventive measures such as monitoring entry points, enforcing school rules, and responding promptly to threats. Common collaborative approaches include collaboration with law enforcement agencies, teacher–student security cooperation, School-Based Management Committee (SBMC) involvement, inter-agency collaboration, and structured stakeholder communication practices. However, this study focuses specifically on parent–school collaboration approach and community participation approach.

## **Literature review**

### **Parent–school collaboration approach and School Security Management**

Parent–school collaboration can be viewed as a key component of effective school security management. It is the partnership between parents and school authorities aimed at improving safety outcomes. In relation to school security management, this collaboration has become increasingly important when parents are actively engaged in school activities, they contribute to improved monitoring of students, early identification of risky behaviours, and enhanced communication between school and home. Consequently, Atunde et al. (2023) investigated parental engagement in secondary schooling in Kwara State, Nigeria using a descriptive survey design. The study found that parental involvement significantly enhances students' behavioural regulation and academic monitoring. The authors reported that parents who maintain regular communication with schools contribute to better discipline among students, which indirectly strengthens school safety.

In a study by Oni and Soji-Oni (2024), the researchers examined how parental participation influences school effectiveness in Lagos State secondary schools. Using a survey research design, findings revealed that parental involvement significantly improves students' discipline,



attendance, and academic monitoring. The study emphasized that when parents actively engage with teachers, schools experience reduced behavioural problems and improved safety culture. It concluded that parental involvement is a critical factor in creating stable and secure school environments.

Sulaimon and Moyo (2025) examined teacher–parent collaboration in managing disruptive behaviours among secondary school students using a sample of 367 teachers in Nigeria. The study employed a structured questionnaire and statistical analysis techniques including correlation analysis. The findings revealed that effective collaboration between teachers and parents significantly contributes to managing student misconduct. Although the relationship was moderate, the study established that consistent communication between parents and teachers reduces disruptive behaviours that often escalate into security challenges in schools. A study by Darko and Vasilakos (2023) examined family and community inputs as predictors of students’ learning outcomes in secondary schools. Using a quantitative survey design, the study found that parental involvement and community participation significantly influence students’ cognitive, affective, and behavioural outcomes. The findings further revealed that community security networks and parental support systems jointly contribute to safer school environments.

### **Community participation approach and School Security Management**

In Nigeria, where schools face increasing security challenges, community involvement has become a critical strategy for ensuring safe learning environments. Community participation in this context refers to the active involvement of community members in the planning, implementation, and monitoring of security measures in schools. This approach is based on the belief that school safety cannot be effectively achieved by school administrators alone, but requires shared responsibility among all stakeholders. Community participation strengthens surveillance, improves information sharing, and enhances emergency response to school safety issues. Empirically, Onaolapo and Makhasane (2025) shows that collaboration between schools and host communities improves security outcomes. The study revealed that school administrators adopt several security strategies; however, the effectiveness of these measures improves significantly when there is collaboration with local stakeholders such as community members and law enforcement agencies. The study concluded that school security management is more effective when it is treated as a shared responsibility rather than an administrative duty alone.

In another study, Shinco and Isa (2023) investigated the contributions of School-Based Management Committees (SBMCs) to school security in secondary schools in Sokoto State, Nigeria. The study adopted a descriptive survey design and found that SBMCs play a significant role in providing security support such as monitoring school environments, assisting in discipline enforcement, and facilitating communication between schools and host communities. In a similar study, Ezenwaji et al. (2019) examined community participation in quality assurance in secondary school management in Enugu State, Nigeria. The study found that community participation in school governance and decision-making processes contributes positively to school discipline and general management, including safety-related practices.



Also, Izuehie and Ofojebe (2019) assessed the extent of community participation in the provision of facilities in public secondary schools in Enugu State. The study revealed that community involvement in school development activities such as infrastructure provision, maintenance of discipline, and support for school administration is generally limited. The findings suggest that low community engagement negatively affects school development and indirectly weakens school safety and security systems. The researchers recommended stronger collaboration between schools and SBMCs to improve school functioning and safety. The reviewed studies indicate that parent-school collaboration and community participation plays a vital role in strengthening school security management. However, a common gap identified is the fact that no studies have been discovered to be carried out on collaborative approaches and school security management in secondary schools in Calabar Education Zone, Cross River State, Nigeria. This is the gap the current study fills.

### **Statement of the Problem**

Effective security management is vital for ensuring that schools run smoothly and achieve their goal of producing responsible, productive citizens. It involves putting in place measures such as proper monitoring, controlled access to school premises, emergency preparedness, and protection of lives, property, and the learning environment. In public secondary schools in Calabar Education Zone, these measures are especially important for improving students' academic performance as well as protecting staff and facilities.

However, in spite of the efforts of school administrators towards ensuring adequate security of lives and properties, there are still growing concerns that many public secondary schools in the area are not managing security effectively. Reports of insecurity such as theft, bullying, harassment, violence, and cult-related activities have become more frequent. These challenges have made parents worried about their children's safety, while some students no longer feel secure in school. As a result, students' focus, emotional well-being, and academic performance are being negatively affected, and schools are becoming more vulnerable to further security risks.

Although school authorities have tried to address these problems by supporting school security personnel, maintaining school fencing, and setting up disciplinary committees, these efforts have not fully solved the issue. The persistence of insecurity suggests that current strategies may not be enough. This has created the need for more effective and inclusive approaches to school safety. Therefore, this study focuses on examining how collaborative approaches can improve security management in public secondary schools in Calabar Education Zone, Cross River State, Nigeria.

### **Purpose of Study**

The main purpose of the study was to assess collaborative approaches and security management in public secondary schools in Calabar Education Zone, Cross River State, Nigeria. Specifically, the study examined the relationship between:

- i. Parent-school collaboration approach and security management.
- ii. Community participation approach and security management.



## **Research Hypotheses**

The following hypotheses guided the study:

- i. There is no significant relationship between parent-school collaboration approach and security management in public secondary schools in Calabar Education Zone, Cross River State.
- ii. There is no significant relationship between community participation approach and security management in public secondary schools in Calabar Education Zone, Cross River State.

## **Research Methodology**

The study adopted a correlational survey research design. The area of the study was Calabar Education Zone in Cross River State, Nigeria, which comprised Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South, and Odukpani Local Government Areas respectively. The population of the study consisted of 95 public secondary school administrators (principals) within the zone (State Secondary Education Board, 2026). The entire population was included in the study through census method. An instrument titled "Collaborative Approaches and Security Management Questionnaire (CASMQ) The questionnaire was designed on a four-point Likert scale of Strongly Agree (1), Agree (2), Disagree (3), and Strongly Disagree (4). The instruments were validated by three experts in Educational Management, Measurement, and Evaluation Unit at the University of Calabar. The Cronbach Alpha method was used to determine the internal consistency of the instruments, yielding a reliability coefficient of 0.77 and 0.80, which indicated that the instruments were reliable for the study.

The data collection was done by the researchers and assisted by five adequately trained and motivated research assistants. Ethical considerations were observed, including obtaining permission from school authorities, ensuring voluntary participation, maintaining confidentiality, and allowing respondents to withdraw at any stage. The collected questionnaires were screened, coded, and used for analysis. Positively worded items were scored SA = 4, A = 3, D = 2, and SD = 1, while negatively worded items were reverse scored. The hypotheses were tested using Pearson Product Moment Correlation Analysis (PPMCA) at the 0.05 level of significance with the aid of the Statistical Package for Social Sciences (SPSS). The results were presented in tables for clarity and interpretation.

## **Results**

### **Hypothesis one**

There is no significant relationship between parent-school collaboration approach and security management in public secondary schools in Calabar Education Zone, Cross River State. The two variables in this hypothesis are parent-school collaboration approach and security management. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 1. Table 1 showed the correlation coefficients between parent-school collaboration approach and security management. The correlation coefficient was statistically significant for security management ( $r = .55, p < .05$ ). Since  $p(.000)$  is less than  $p(.05)$ , hypothesis one is rejected. The result of the analysis thus implied that there



is a significant positive relationship between parent-school collaboration approach and security management in public secondary schools in Calabar Education Zone, Cross Rive State.

Table 1: Summary of correlation between parent-school collaboration approach and security management in public secondary schools in Calabar Education Zone, Cross River State (N=95)

Variables	$\bar{X}$	S.D	r	Sig.
Parent-school collaboration approach	19.33	4.96		
Security management	18.87	3.18	.55*	.000

\*Significant at  $p < .05$   $df=93$

### Hypothesis two

There is no significant relationship between community participation approach and security management in public secondary schools in Calabar Education Zone, Cross River State. The two variables in this hypothesis are community participation approach and security management. Pearson Product Moment Correlation was used to test the hypothesis and the result of the analysis is presented in Table 2. Table 2 showed the correlation coefficients between community participation approach and security management. The correlation coefficient was statistically significant for security management ( $r = .63, p < .05$ ). Since  $p(.000)$  is less than  $p(.05)$ , hypothesis two is rejected. The result of the analysis thus implied that there is a significant positive relationship between community participation approach and security management in public secondary schools in Calabar Education Zone, Cross Rive State.

TABLE 1: Summary of correlation between community participation approach and security management in public secondary schools in Calabar Education Zone, Cross River State (N=95)

Variables	$\bar{X}$	S.D	r	Sig.
Community participation approach	17.07	4.52		
Security management	18.87	3.18	.63*	.000

\*Significant at  $p < .05$   $df=93$

### Discussion of Findings

The finding for hypothesis one revealed that there is a significant positive relationship between the parent-school collaboration approach and security management in public secondary schools in Calabar Education Zone, Cross River State. This may be attributed to the deliberate efforts of school administrators to work closely with parents in planning, discussing, and implementing security measures in schools. Through this partnership, parents contribute by providing additional surveillance, sharing relevant information about community security threats, offering moral guidance, and supporting the enforcement of school safety policies. The implication of this finding is that strong parent-school collaboration is essential for improving security management and ensuring stability in teaching and learning processes.

This finding is supported by Atunde et al. (2023), who examined parental engagement in secondary schools in Kwara State, Nigeria, using a descriptive survey design. Their study found



that parental involvement significantly improves students' behavioural regulation and academic monitoring. They further noted that regular communication between parents and schools contributes to better student discipline, which indirectly enhances school safety. Similarly, Oni and Soji-Oni (2024) reported that parental involvement positively influences students' discipline, attendance, and academic monitoring. Their study emphasized that active parent–teacher engagement reduces behavioural problems and strengthens school safety culture. In addition, Sulaimon and Moyo (2025) found that effective collaboration between parents and teachers plays a significant role in managing student misconduct.

The result of hypothesis two also showed that there is a significant positive relationship between community participation and security management in public secondary schools in Calabar Education Zone, Cross River State. This finding may be explained by the deliberate efforts of school administrators to build strong relationships with community members. It is based on the understanding that school security cannot be effectively achieved by school authorities alone, but requires shared responsibility among all stakeholders. Community participation enhances surveillance, improves communication of security-related information, strengthens emergency response mechanisms, and promotes a sense of collective ownership of school safety. The implication is that active community involvement strengthens the overall school security framework.

This finding is supported by Onaolapo and Makhasane (2025), who reported that collaboration between schools and host communities leads to improved security outcomes. They concluded that school security management is more effective when treated as a shared responsibility rather than solely an administrative function. Similarly, Shinco and Isa (2023) found that School-Based Management Committees (SBMCs) contribute significantly to school security through monitoring of school environments, supporting discipline enforcement, and facilitating communication between schools and host communities. In the same vein, Ezenwaji et al. (2019) established that community participation in school governance and decision-making improves school discipline and enhances overall management, including safety-related practices. Collectively, these studies support the present findings by demonstrating that parent–school collaboration and community participation significantly strengthen school security management.

### **Conclusion**

The study examined collaborative approaches and security management in public secondary schools in Calabar Education Zone, Cross River State, Nigeria. The findings revealed a significant positive relationship between parent–school collaboration, community participation, and security management in the study area. Based on these results, the study concludes that collaborative approaches play a vital role in strengthening security management in secondary schools.



## Recommendations

Based on the findings, the following recommendations are made:

1. School administrators in public secondary schools should intentionally develop and sustain strong partnerships with parents through regular meetings and involvement in school security planning. This will enhance shared responsibility and improve the security of students, staff, and school property.
2. School authorities should actively involve community members in school security management by establishing community–school security committees and encouraging local vigilance support. Such collaboration will help create a safer school environment and reduce security threats within the schools.

## REFERENCES

- Adewale, P. E. (2023). The imperatives of formal and informal security education in Nigeria. In Albert, I.O; Ololajulo, B.O and Aremu, O. (eds). *Knowledge Economy and Nigeria's National Security. Essays in Honour of Bashorun Seinde Arogbofa*, PEN, OFR. John Archers (publishers) Ltd
- Ajayi, I. A. (2021). *Issues in school management*. Bolabay Publications
- Amadi, O. F., & Akusu, M. O. (2020). Enhancing school security through community partnership: a case study of secondary schools in Bayelsa State, Nigeria. *Journal of Educational and Social Research*, 10(6), 123-131.
- Aryu, A. S. (2020). *A step towards school safety: National disaster*. <http://docs.google.com/viewer,2&q>
- Atunde, M. O., Tijani, A. A., Medupin, J. A., Ogbudinkpa, I. C., & Oladejobi, J. O. (2023). Parental engagement in schooling: A survey of secondary schools in Kwara State, Nigeria. *International Journal of Emerging Issues in Social Science, Arts and Humanities*, 1(2), 1–10. <https://doi.org/10.60072/ijeissah.2023.v1i02.002>
- Ayeni, A. O., & Orhewere, I. O. (2021). Safety intelligence and security management in public secondary schools in Epe Local Government Area, Lagos State. *International Journal of Disaster Response and Emergency Management*, 4(1), 63–87. <https://doi.org/10.4018/IJDREM.2021010105>.
- Berezi, I. U. (2024). School-community synergy as predictor of sustainable development of secondary school education in Bayelsa State, Nigeria. *International Journal of Education and Evaluation*, 10(3), 81.
- Chime, G. O., Chukwu, N. W., & Ndubisi, E.N. (2025). Effectiveness of artificial intelligence in the promotion of school security management in public secondary schools in anambra state. *UNIZIK Journal of Educational Research and Policy Studies*, 19(3).



- Darko, J., & Vasilakos, K. (2023). Family and community inputs as predictors of students' learning outcomes in secondary schools. *ResearchGate*. <https://www.researchgate.net/publication/367635582>
- Difoni, N. N., Imeh, A. A., Osha, M. I., & Obona, E. E. (2025). Assessing the relationship between principals' instructional supervisory strategies and teachers' job performance in public secondary schools. *Unizik Journal of Educational Laws and Leadership Studies (UNILAWS)*, 1(1).
- Eke, B. E. (2026). Leveraging systems thinking to enhance security management in Nigerian tertiary institutions. *Journal of Educational Research and Innovation*, 2(2), 7–13.
- Ezenwaji, I. O., Otu, M. S., Ezegbe, B. N., Okide, C. C., & Eseadi, C. (2019). Community participation in quality assurance in secondary school management: The case of School-Based Management Committee (SBMC), Enugu State, Nigeria. *Quality Assurance in Education: An International Perspective*, 27(1), 24–40. <https://doi.org/10.1108/QAE-10-2017-0069>
- Ighor, P. (2025). *Security strategies as predictors of safe learning environment in public secondary schools in Rivers State, Nigeria*. *International Journal of Innovative Education Research* 13(2):315-324. <https://doi.org/10.5281/zenodo.15687203>
- Ikogho, D. E. (2015). The challenges of security management practices in Nigerian schools: The way forward. *Nigerian Journal of Health Education*, 19(1), 53–60.
- Iyaji, M., Ebele, C. I., & Obona, E. E. (2024). Application of artificial intelligence to record management in tertiary institutions in Cross River State. *NAEAP Journal of Studies in Educational Administration and Management*, 4(1), 263.
- Izuehie, I. O., & Ofojebe, W. N. (2019). Extent of community participation in the provision of facilities in public secondary schools in Enugu State, Nigeria. *UNIZIK Journal of Educational Management and Policy*, 3(1), 117–130. <https://journals.unizik.edu.ng/ujoeemp/article/view/588>
- Madukwe, E. C., Dede, D., & Obona, E. E. (2024). Exploring the interplay of staff supervision, security management, and lecturers' service delivery in universities. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 13(3), 229.
- Nwagbata, A. R. (2026). *Modernizing secondary education management in Nigeria through artificial intelligence: Prospects, challenges, and strategic solutions*. *Akasa Multidisciplinary Journal*, 4(1), 194. <https://akasa.com.ng>
- Onaolapo, A. A., & Makhasane, S. D. (2025). The management of secondary school security and safety practices in Nigeria: School managers' perspectives. *Interdisciplinary Journal of Education Research*, 7(1), a25. <https://doi.org/10.38140/ijer-2025.vol7.1.25>
- Oni, A., & Soji-Oni, T. (2024). Unlocking the potential of Nigerian schools through effective parental involvement. *Journal of Quality in Education*, 14(24), 44–59. <https://doi.org/10.37870/joqie.v14i24.442>
- Shinco, T. B., & Isa, I. A. (2023). Contributions of School-Based Management Committees (SBMCs) in provision of school security in secondary schools in Sokoto State, Nigeria. *African Journal of Humanities and Contemporary Education Research*, 4(1).
- Sulaimon, A., & Moyo, Z. (2025). A study of teaching experience and teacher–parent collaboration in managing students' disruptive behaviours. *Cakrawala Pendidikan*, 44(1). <https://doi.org/10.21831/cp.v44i1.77032>



- Uzuegbu-Wilson, H. (2019). Redefining security. *International Security Journal*, 8(1), 129-153.
- Uzu, F. N., Iyiegbuniwe, R. N., Agara, F. A., Obona, E. E., & Ogazi, A. O. (2025). An empirical analysis of principals' emotional intelligence and teachers' job satisfaction in secondary schools in Calabar Education Zone, Cross River State, Nigeria. *International Academic Research Journals of Education and Digital Inclusion*, 1(2), 96–106.
- Yeboah, O. A., & Adu, E. O. (2018). Community involvement in schools: A prerequisite for sustainable educational development in Ghana. *International Journal of Educational Administration and Policy Studies*, 10(1), 1-10.