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Community Participation in Management of School Security and Safety in Nigeria

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Abstract:

Background: This paper examines community participation in managing school security and safety in Nigeria. The rationale behind this examination is that the author observes that in capturing community participation in management of security and safety in Nigerian school in the literature there is need for more research papers. This will give the other researchers more resources to consult for a better understanding of community participation in school management in Nigeria in particular and the world in general.

Purpose: The study therefore highlights the importance of community involvement in ensuring a secure learning environment. It also focuses on community-driven approaches to enhance school security and safety in Nigeria, highlighting the need for collaborative efforts and stakeholder engagement.

Method: Literature survey, sometimes called desk method was used to write this paper. In doing this, relevant literature were collected from online databases like Researchgates and Academiaedu. After the collection, the most relevant ones to the research topic were selected along the line of the key variables of the research topic, analysed and synthesised to the tune of the topic. From the analysis and synthesis of reviewed literature, some of the findings suggest that community participation enhances security measures, promotes vigilance, and fosters collaboration between schools and local stakeholders. From the reviewed literature as well, the paper identifies challenges such as inadequate awareness, limited resources, and poor communication.

Result: The review reveals that community participation plays a significant role in strengthening school security and safety through collaborative monitoring, early threat detection, information sharing, and coordinated emergency preparedness. However, its effectiveness is constrained by inadequate awareness, limited resources, and poor communication among stakeholders.

Conclusion: The paper concludes that effective school security and safety management in Nigeria requires sustained collaboration between schools, government, and local communities. Community participation strengthens early warning systems, promotes collective responsibility, and supports the development of safer and more resilient learning environments.

Contribution: This paper contributes to the literature by highlighting community participation as an essential framework for managing school security and safety in Nigeria. It provides a conceptual understanding of collaborative strategies, including community-based security committees, stakeholder engagement, vulnerability assessments, and coordinated emergency preparedness, which can inform school management policies and future empirical research.

Keywords: community participation, school security, safety, management, Nigeria.

INTRODUCTION

Education is a powerful catalysing agent and it plays a pivotal role in the development of individuals as well as society. Education ranks at the near top in the social priorities of all countries. Education is a social process and it receives its meaning and essential logic from the society of which it is a part. In modern societies, education is considered as an indispensable requirement of development and a fundamental right of every individual. This is one of the reasons education is part of the key issues in Millennium Development Goals (MDGs). Though MDGs have been reverted into Sustainable Development Goals (SDGs), education still maintains its position as one of the components of the SDGs (Mukhtar, 2021). The main instrument ever in providing education is school, and the school has to be secure and safe for the smooth running of activities and the actualisation of the school mission and vision. For the actualization of secure and safe school environment, some approaches and strategies need to be put in place and activated, one of them is involving the school community in the scheme of affairs.

To buttress the point above, Article 7 of the World Declaration on Education for All (W-EFA) adopted in the World Conference on Education for All (WC – A), held in Jomtien Thailand in 1990 called for strengthening partnerships between government and communities in the provision of education for all. The same message was echoed six years later during the 1996 mid – decade implementation review in Amman, Jordan. The final report of that meeting observed that as governments seek ways to decentralise responsibility for education, equalise educational opportunities, and raise more funds, they need strong and innovative allies (Bray, 2000 cited in Mukhta, 2021).Therefore, need for community participation in the management of school security and safety was by implication identified and realised in the meeting.

CP means the involvement of the local community in issues that concern their development and one of such issues is management of school security and safety. Security and safety in the school context refers to the condition or feeling of being safe, secure and free from danger or threat to life and property. Okeke (2019) defines school security as a state of being free from danger or threat to life and property of the school stakeholders, such as Pupils, teachers, administrators, non-teaching staff and school visitors. It also includes protection of lives and school properties against destruction and theft. School security requires the protection and preservation of the human,

physical and informational capital of a school. In some areas in Nigeria, where threats such as banditry, kidnapping and communal unrest have affected schools, the concept of school security is not just theoretical but a daily concern. This underscores the necessity for administrative leadership that involves community participation that can proactively manage and mitigate such dangers.

Safety on the other hand refers to a feeling of being safe or the condition of being protected from harm or other non-desirable outcomes. According to Nwankwo (2020), school safety refers to the process of maintaining a secure and supportive learning environment that is free from danger and threat of danger, where students, teachers and school staff feel safe, respected and engaged. The school should have policies, procedures and measures in place to prevent and respond to potential threats or emergencies. This means that safety is not only about physical barriers like fences but also involves emotional and psychological readiness. In Nigeria, where fear of attack may affect school attendance, safety measures must therefore be comprehensive, involving mental health support and emergency planning.

This is because school safety and security in Nigeria is being faced with a myriad of problems, the principal ones are kidnapping, banditry and communal unrest. According to UNICEF (2022), over eleven thousand schoolchildren have been kidnapped in Nigeria since 2014. According to Save the Children International, between 2014 and the mid-2020s, over 1,683 school children were kidnapped and 184 killed across 70 documented school attacks. Total teacher casualties in the north-eastern Nigeria alone exceed 2,295 killed and 19,000 displaced (Federal Ministry of Education, 2021). This indicates that school security and safety is tremendously facing a problem that needs a comprehensive and stakeholder-all-inclusive approach and measure that includes the community as the closest stakeholder to the schools.

It is obvious that government alone cannot single-handedly Manage school security and safety and provide education for all for some reasons among which are: declining budgetary allocation, increase in enrolment and shortfalls in funds due to current global financial crisis which has impacted on the world economy and resulted in lack of materials to implement the various educational programmes effectively and efficiently. In view of this circumstance, the government therefore needs to partner with the other stakeholders, particularly the community, to supplement the efforts in effective and efficient educational services delivery and school security and safety

management. It is against this background that this paper explores community participation in the management of school security and safety in Nigeria.

Concept of Community Participation

Community participation refers to the involvement of community members through a platform like Community Promotion Committee (CPC), School-Based Management Committee (SBMC), and Old Students Association, in order to get engaged in things that matter in the development of the community. An example of the things is Management of school security and safety.

Community Participation refers to the active involvement of community members in identifying, planning, implementing, and evaluating projects affecting their lives (Rijal, 2023). This corroborates that stance of this paper on community participation on the issue of engaging community in things that matter in the development of the community.

This is as posited by World Bank (1999) that, every faction of society plays its role in children education, in one way or the other. Efforts must be undertaken to join together the efforts for better yields. That can be effectively done if there is effective collaboration between schools, parents and other community groups. It is very important to understand that the community participation must not be the goal in spreading of education; neither can it miraculously solve education issues, especially in developing countries. It can only facilitate the process of improving the educational standards and promotion of democracy in society.

Community participation can be viewed as a collective action of people in community development to improve the living conditions of people in the participating communities in the society. Community participation as collective action of people in community development helps people to increase their knowledge, skills and confidence in addressing issues of common concern in order to improve people's living conditions in various communities in the society (Ugwu and Aruma, 2019). As an extension of this assertion of action by the community people, parent and community support have been identified as key factors determining school effectiveness in Africa.

Heneveld and Craig (1996) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region:

a. Children come to school prepared to learn;
b. The community provides financial and material support to the school;
c. Communication between the school, parents, and community is frequent;
d. The community has a meaningful role in school governance; and
e. Community members and parents assist with instruction.

This if not for anything indicates the status of parents as a fraction in the community, in children's education.

Many researchers have brought out various means of community participation in education by highlighting certain means through which the community can participate, as highlighted by Colletta and Perkins (1995) as the following:

a. Through research and data collection
b. carrying out discussion with decision and policymakers
c. Undertaking school management
d. Curriculum designing and editing
e. Development of learning aids
f. Renovation and construction of schools.

These means of community participation listed above indicate the strategies adopted in community participation in the management of educational institutions and management of school security and safety in particular. These strategies can be contextual in the context of the school objectives and environment. That is to say the use of the strategies may vary from one country to another. For example, different parts or regions in the world have their different curriculums. Therefore, the involvement of the community or its participation will vary from design and editing. This is because the curriculum is design to address the yearnings and aspirations of the community it serves and the yearnings and aspirations of a given community varies from those of the other.

Epstein (1995) focuses on how to help children succeed in school and later life by involving partnerships of schools, families and communities who help in improving school programmes and environment, provide family services, increase parents' skills and leadership, liaise with other communities and help teachers with their work. Epstein (1995) concludes by spelling out various methods by which families and communities can work together. These are: -

a. Parenting: Responsible parenting is the best means to create education supportive environment for children at home.
b. Communicating: Through effective communication, parents can interact better with teachers. They can know more about school education programmes and education process.
c. Volunteering: Parent's help can be recruited and incorporated through parent help and support.
d. Decision Making: Inclusion of parents' ideas in school decision making process.

The idea of Parent, Teachers Association (PTA), as it is obtained here in Nigeria and of the parts of the world, is translation of this theory posited by Epstein (1995) above. PTA is a sub-umbrella under School-based Management Committee (SBMC) that includes the representation of the school children parents in the school community.

Community involvement can help promotion of education in a number of ways. Few ways out of these as described by World Bank (1999) are appended below:

a. Stressing aloud, merits of enrollment and education
b. Supporting and boosting morale of teachers and staff
c. Providing monetary support to schools
d. Encouraging regular attendance of students
e. Renovation, repair and construction of building and facilities
f. Contribution in the form of labour, material and finances
g. Hiring and supporting new teachers
h. Monitor teachers' attendance and efficiency.
i. Managing of village schools by forming education committee
j. frequently arrange and attend school meetings
k. Include skill training and local cultural information in the curriculum
l. Help children in studies
m. actively support and promote female education
n. Make teachers feel secure by constructing accommodation for them
o. Organize school events calendars
p. Judicial use of allocated budget to run school
q. Pay special attention to factors which create problems for education like low enrollment, high dropout rate, insecurity and absenteism
r. Pay attention to children's nutrition and physical development.

Community driven development intervention, which includes community participation in the management of school security and safety, is justified of its capacity to exclude people at the grassroots level from poverty and get them better economic status and social development (Oghenekohwo, 2014). Thus community participation can play a vital role in facilitating the process of improving the educational standards and promotion of democracy in schools in Nigeria. Additionally it will help much in the giving financial and material support, boosting the morale of the students in school by way of bringing security and safety and designing curriculum that conforms to the norms and values of the community in the country. Therefore, community participation refers to the involvement of the local community members in deciding and acting on issues that matter in having a better life for individual and collective members of the community.

Models of Community Participation

Three different types of community participation models have been identified by Williams (1994) as follows:

a. Traditional community-based education: This is more of a localised model of education. Here the community imparts education to the new generation which is restricted to local norms and skills only. In this model, education is blended in local social relations with school and community closely linked. The government in this model does not pay a greater role than providing little basis for national level political integration.

b. Government provided education: In this model, the government plays a vital role in providing and systemizing the spread of education. For better organisation and control, the government tends to follow standard uniform syllabi throughout the country. The role of community is minimal. However, it has been proved that the government alone cannot provide good education and cannot provide school equipment, trained teachers and instructional material.

c. Collaborative model: The above two discussed models could be seen giving birth to this one, where the role of the community is much envisaged, through provision of active support to government provided education. Punjab government's Community Participation Project (CPP) was a combination of Government Provided Education and Collaborative Models, as we just discussed above. Government interacted with the

private sector to take initiative of spreading education by establishing Community Model Schools (ibid).

Therefore, the third of the models indicates the essence of joining hands together with the government, by the community, in managing school security and safety and addressing the issue of government not being able to deliver good education for all. The model also justifies the effectiveness and sufficiency of community participation in the management of the school security and safety in the country.

Hiemestra R. Model

According to Hiemestra (1972):"Central to the concept of the educative community is that the school and the community must cooperate with each other" and this includes the area of school management.

From his view point there are three primary reasons for framing a community as follow:

1. Community has a particular problem to be solved and involvement of various community residents is sought in solving it.
2. The problem is too large for any one organization to handle alone and the utilization of various resources is required for finding solutions.
3. The desire of educators to obtain advice and information from various community representatives in order to plan and implement programmes that will meet a majority of need.

These three reasons show that educational institutions management is a collective work that encourages community participation in the management of educational institutions.

The functions of a community council can be many. They can range from strictly advisory to decision making. An important role for every council is to provide a line of community between local citizens and their needs and the people administrating community and educational programme.

Elaborating further Hiemestra (1972) added that: Central core of communication channels for the various community agencies and organization involved with community and educational programme is a school council. Information on job opportunities, educational and training opportunities, recreational opportunities and

even some counseling services could be provided to people as they require, through this platform.

Another function for the coordinating body could be to act as an information collection unit and clearing house on educational programmes, opportunities and resources. It might also include keeping a current inventory on the level of human resource development.

A central agency could fulfill a vital function in coordinating the involvement of local citizens and community leaders in planning and decision making for education. The coordinating agency could also compile information on skills and abilities of community residents and suggest to various educational organisations, the names of people who might supply particular kind of assistance. A final function for coordinating agency is that of evaluation of various educational programmes. This would provide feedback to help improve the educational efforts (Hiemestra, 1972).

According to Hiemestra R. (1972) "The word community comes from the Latin Word 'communis' meaning fellowship or common relations and feeling". He described horizontal and vertical relationships of school and community. Neighborhood School as a Central Coordinating Agency

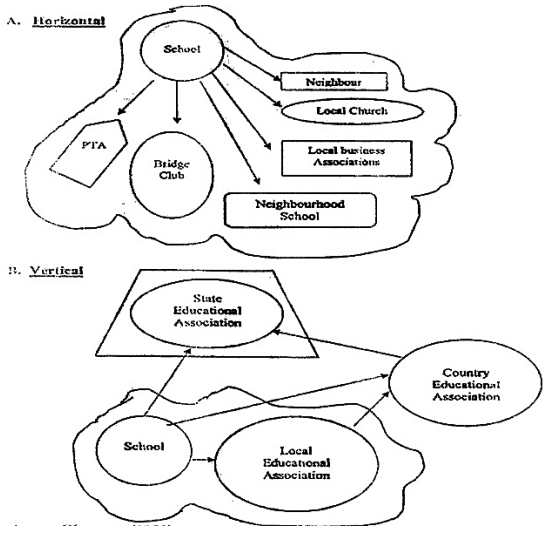

Figure 1. Horizontal and Vertical Relationships of School and Community (Source: Hiemestra, 1972).

Schools are administered and operated by individuals who share cultural values, norms and benefits. The doctrine of wholeness helps to explain the interrelationships among the various components of the school system and their inter-dependence.

In essence, community is an essential component of school management that cannot be divorced. Therefore, the link between school and community is direct and organic. The two also influence each other. Specifically, the school acts as a training ground for better citizens of the community, the community manages the school to make sure the stated goals are achieved.

School Security

School security refers to the policies, procedures and measures put in place to protect pupils, staff and school property from threats, violence and emergencies. It involves both preventive and responsive strategies designed to ensure that the learning environment remains safe, peaceful and conducive for academic and social development. In the context of school education, school security is critical because younger children are more vulnerable to physical, emotional and psychological harm. According to Adebayo (2016), effective school security encompasses physical infrastructure such as perimeter fencing, secured gates, surveillance systems and access control. It also includes non-physical measures like crisis management plans, security drills, trained personnel and the establishment of school safety committees. These components work together to reduce risks and ensure prompt response during emergencies. Okon (2018) argues that in Nigeria, especially in areas affected by social unrest or communal violence, school security must be treated as a top administrative priority. Many schools lack basic security infrastructure, making them susceptible to vandalism, theft or even abduction. The author emphasized that the safety of learners is a prerequisite for educational progress and must be integrated into school planning and management. Head teachers play a central role in school security management. They are responsible for enforcing safety policies, engaging with local authorities and security agencies and sensitizing staff and pupils on safety protocols. As noted by

Ibrahim (2021) highlights the psychological dimension of school security, pointing out that pupils' sense of safety directly affects their academic concentration, emotional well-being and overall development. A secure school environment reduces fear, increases attendance and fosters a positive school climate. UNESCO (2019) emphasizes the importance of community involvement in promoting school security. The school should not be seen as an isolated entity, but rather as part of the wider community.

Engaging parents, local leaders and law enforcement can help schools address threats more effectively through shared responsibility and communication. Furthermore,

School Safety

School safety refers to the protection of Pupils, staff and school infrastructure from physical, emotional and environmental harm. It encompasses the creation of a secure and supportive atmosphere where learners feel safe to learn, grow and express themselves without fear of violence, harassment or threats. It involves proactive strategies, safety policies, emergency preparedness, health standards and the establishment of a safe school climate.

According to Nwosu (2017), school safety includes the absence of bullying, abuse, discrimination, physical attacks and exposure to hazardous conditions. When pupils feel unsafe, their academic engagement, emotional well-being and attendance are negatively affected. Therefore, ensuring safety is not only a legal obligation but also a pedagogical necessity for effective teaching and learning. Akindele and Yusuf (2018) emphasize that school safety goes beyond physical measures like gates and fences, it also includes psychological safety, such as emotional support from teachers and freedom from discrimination. They noted that in many Nigerian primary schools, psychological threats such as verbal abuse and neglect are common but often overlooked by school leaders.

In a broader context, the National Policy on Safety, Security and Violence-Free Schools (Federal Ministry of Education, 2017) outlines guidelines for creating and maintaining safe school environments in Nigeria. The policy encourages schools to develop safety plans, establish disaster response teams and build partnerships with security agencies and communities to support school safety efforts.

School Security and Safety

School security and safety are foundational elements in the effective administration and operation of primary schools. While school security focuses on measures to prevent and respond to physical threats or unauthorized access, school safety encompasses broader issues such as emotional well-being, child protection, environmental hazards and overall Pupils welfare. Both are interrelated and essential for fostering a conducive learning environment. According to Adebayo (2016), school security includes tangible mechanisms like perimeter fencing, functional gates, visitor

screening procedures, emergency exits and surveillance systems. These measures aim to prevent external threats such as theft, kidnapping or violence and are essential in locations prone to communal conflict or insurgency. A well-secured school not only protects physical assets but also reassures parents and communities about their children's safety.

On the other hand, school safety involves the creation of an emotionally and physically supportive school climate. This includes addressing issues such as bullying, corporal punishment, harassment, emotional abuse, fire hazards, poor sanitation and structural weaknesses in school buildings. As noted by Akindele and Yusuf (2018), many pupils in Nigerian Primary schools face invisible forms of insecurity such as psychological abuse, fear of punishment and emotional neglect, which hinder their learning and development.

Strategies for Identifying Security Threats and Improving School Security

Security threats in Nigerian schools especially in volatile states like Kaduna, Niger, Katsina, Zamfara, Kebbi, Sokoto, Plateau, Benue and Niger-Delta region range from external dangers such as insurgency, kidnapping and banditry, to internal issues like cultism, theft and physical violence. The community efficiency plays a crucial role in identifying such threats and implementing preventive measures. According to Ibrahim and Usman (2019), identifying security threats begins with school-based vulnerability assessments. These assessments help head teachers and school administrators, the community included to recognise weak points in physical infrastructure such as broken fences, unsecured gates or absence of lighting. The authors stress that a structured checklist should be developed for regular inspections to spot and record suspicious activities.

Adeoye and Olanrewaju (2020) argue that collaboration between school authorities and community vigilante groups is a proven strategy for detecting and curbing external threats. They assert that when head teachers regularly engage with local security operatives and host community meetings, schools are better positioned to anticipate threats and mobilize quick responses. In their study of 25 schools across Northern Nigeria, those with active community watch structures reported fewer incidents of intrusion. Okonkwo, Eze, and Bello (2018) highlight the importance of using school security logs and reporting systems to track incidents and potential threats. They

noted that many schools fail to keep records of previous security challenges, which limits their ability to learn from past incidents. A proper documentation culture, led by efficient head teachers, enables pattern recognition and strengthens future threat mitigation efforts.

Salihu and Ahmed (2021) recommend that school heads conduct periodic emergency drills and simulations involving both staff and pupils. These exercises are essential for testing the preparedness level of the school in the face of threats like armed invasion or fire outbreak. The findings suggest that schools that regularly conduct safety drills not only raise awareness among stakeholders but also build confidence in school management systems. Onyinyechi and Ugwoke (2022) emphasize the use of technological tools including CCTV, digital alarm systems and mobile alert platforms like Whatsapp groups to strengthen surveillance and rapid communication. The study finds that even basic security cameras or mobile reporting channels can help in identifying and reporting potential intrusions before they escalate. The presence of visible surveillance also serves as a deterrent to would-be attackers.

In a study conducted by Adebayo and Hassan (2017), it was discovered that establishing a School Security Committee (SSC) was one of the most effective institutional strategies. Such committees made up of teachers, parents and community leaders, work as intelligence-sharing hubs. They hold regular safety meetings assess security trends in the neighbourhood and coordinate with the police or civil defence corps. Yahaya and Nwachukwu (2023) further expand on the role of leadership in security management. Their research in Northwest Nigeria reveals that head teachers who demonstrate high levels of administrative competence through proactive planning, delegation and supervision are more likely to run secure schools. They recommend training programmes focused on leadership for crisis detection and management.

The strategies in Nigeria explained above have other different or similar strategies in other parts of the world. Community participation in school safety and security globally involves local groups in shared governance, surveillance, and risk planning, best highlighted by school-based management committees in South Asia**,** community-policing partnerships in South Africa**,** and local disaster risk reduction networks in Latin America (Global Coalition to Protect Education from Attack, 2014)**.**

Community participation in School Security and Safety Management

The management of school security and safety involves a deliberate and coordinated set of policies, practices and leadership strategies aimed at protecting learners, staff and educational infrastructure from threats and hazards. Effective management in this area ensures that the school remains a safe, welcoming and supportive environment where teaching and learning can thrive without disruption or fear. According to Nwachukwu (2017), school security and safety management is not just about responding to emergencies but about proactive planning, resource allocation and policy implementation. School leaders, especially head teachers in liaison with the community are expected to formulate safety policies, create crisis management plans, maintain school infrastructure and coordinate with stakeholders to prevent risks and mitigate harm.

Ajayi and Bankole (2019) argue that managing security and safety in schools should be embedded in the overall school administration framework. This includes routine risk assessments, the establishment of safety committees, with membership from the community conducting drills and keeping up-to-date records of incidents. The authors further note that where these practices are institutionalized, schools experience fewer cases of violence, bullying and structural accidents. The involvement of the community is also vital in the management process. As stated by Salisu (2020), partnerships with parents, local security agencies and traditional authorities help schools create a more responsive and context-specific safety strategy. Through community policing initiatives, regular meetings and stakeholder collaboration, schools can build trust and develop efficient systems for early warning and rapid response. Therefore, community is a key stakeholder in managing school security and safety.

Findings of the Paper

From the foregone, the paper has the following findings:-

1. Community participation in school security and safety involves engaging the community as a stakeholder in managing security and safety of the school including designing and implementing of a method for the management of the security and safety in the school. This will give the management and insider perspective that portrays the problem and solution as genuine, as natural and indigenous as it is from horse's mouth.

2. Community participation enhances security measures, promotes vigilance, and fosters collaboration between schools and local stakeholders. This is because the community as the direct victim of the safety and security challenges and as well the direct beneficiary of the security and safety management knows better the school environment and its security and safety challenges and this will translate in to the effectiveness of the participation of the community. An adage says: He who wears the shoe knows best where it pinches.
3. School security and safety are two sides of a coin that cannot be divorced from one another as they promote favourable physical, psychological and emotional circumstance and or condition that give birth to peaceful operations of the school. Therefore, for the fact that the two cannot be separated, in handling them the method should be inclusive and comprehensive in such a way that it includes all the peculiarities of the two for the expected outcomes.
4. Community participation is one the most effective means of managing school security and safety. This is it is proven to be, as explained in the proceedings of the paper, as community participation gives local and indigenous perspectives and solutions to the security and safety challenges that other strategies do not provide because they are external and indigenous
5. School-based vulnerability assessments help head teachers and school administrators, the community included to recognise weak points in physical infrastructure such as broken fences, unsecured gates or absence of lighting. This is because the assessment gives an idea about how susceptible to the security and safety the school can be and this will sketch a true picture of the foreseen security and safety challenges for them to be prevented before they occur. They say: Prevention is better than cure
6. Collaboration between school authorities and community vigilante groups is a proven strategy for detecting and curbing external threats this as this will result in one reinforcing the other like the community provides the vigilante with information and support and the vigilante provides the force power
7. Using school security logs and reporting systems to track incidents and potential threats is effective in managing school security and safety. This is as it stands as a viable strategy in school security and safety management

8. Schools that regularly conduct safety drills not only raise awareness among stakeholders but also build confidence in school management systems as doing so boost the morale alleviate fears among the school children, teachers and the other stakeholders in the schools
9. The use of technological tools including CCTV, digital alarm systems and mobile alert platforms like Whatsapp groups to strengthen surveillance and rapid communication helps in school security and safety. This is the use of ICT helps in boosting speed and effectiveness of security and safety management activities in the school
10. Establishing a School Security Committee (SSC) was one of the most effective institutional strategies. Such committees made up of teachers, parents and community leaders, work as intelligence-sharing hubs. This is because the heterogeneity in the committee brings together people from different backgrounds, leanings and with viable experiences that will be pooled together. This will give a comprehensive capacity to deliver deriving from the wealth of knowledge and capacities the components of the committee have. They say: Two heads are better than one
11. Head teachers who demonstrate high levels of administrative competence through proactive planning, delegation and supervision are more likely to run secure schools. This is because school as system cannot do without division of labour, follow-up and feedback. Thus, the head-teacher who considers these issues would deliver as expected because he/she handles the school in consideration of its nature of being a system
12. Training programmes focused on leadership for crisis detection and management should be organised for better school security management. The rationale behind this is that the training programmes will equip the stakeholders concerned, like head-teachers and teachers, with the necessary knowledge and skills in crisis detection and management and sometimes updating their knowledge and skills that translate in boosting their competences and building their capacities in school security and safety management
13. The involvement of the community is also vital in the management process. This is because the community as the immediate layer for security and safety of school will

go a long way in actualizing the objectives of the management process and actively involved in the process

14. The paper identifies challenges such as inadequate awareness, limited resources, and poor communication in the management of school safety and security. The challenges inhibit stakeholders from being committed as they lack the required information on the management of school safety and security, limited resources draws back the capacity of the committee to deliver and poor communication creates communication gap that inhibits proper coordination, connection and linkages among the stakeholders in school security and safety management

CONCLUSION

In conclusion, addressing the pervasive threats to school education in Nigeria, ranging from student abduction and banditry to vandalism and localized violence, requires a shift from relying solely on state-centric security measures to embracing dynamic, community-anchored frameworks. This paper has demonstrated that effective management of school security and safety cannot be achieved in isolation by school administrators or government forces alone. Instead, structured community participation serves as a vital pillar in building proactive, responsive, and resilient school safety ecosystems.

Through mechanisms such as active School-Based Management Committees (SBMCs), Parent-Teacher Associations (PTAs), local traditional leadership, and grassroots vigilante networks, communities offer irreplaceable advantages in early warning intelligence, localized surveillance, conflict resolution, and infrastructure funding. While challenges such as lack of formal training, low trust, financial constraints, and policy implementation gaps continue to impede maximum engagement, fostering authentic, collaborative partnerships offers the most sustainable pathway forward.

Ultimately, securing Nigerian school is fundamentally tied to empowering the communities that surround them. Prioritizing community involvement transforms safety strategies from reactive measures into proactive, culturally grounded mechanisms. Securing educational institutions requires sustained policy backing, institutionalized stakeholder training, and genuine school-community synergy to safeguard the future of education in Nigeria.

Recommendations

The paper recommends as follows: First, The relevance and importance of community participation should be promoted in the mass media for awareness creation through call-in, guest speaker, group discussion methods over the radio, television, satellite station and social media platforms.

Second, Vigilante group should be encouraged to actively participate in the management of security and safety in schools by providing them security gadgets and incentives like allowances and medical care.

Third, Security situation of schools should be assessed periodically to have an up-to-date school security and safety reports, this can be done by on the spot security situation analysis community surveillance and policing.

Fourth, Government should give incentive to members of the vigilante groups to encourage them do the needful by making budgetary allocation and sincere implementation of the budget to the required level.

Fifth, Use of technological tools including CCTV, digital alarm systems and mobile alert platforms like Whatsapp groups to strengthen surveillance and rapid communication should encouraged in schools by making provision for them. This can be done by community member contribution.

Sixth, School Security Committee (SSC) should be constituted in each school with proper and adequate representation from all the stakeholders by asking the various groups in the community to provide a representation.

Seventh, Training programmes focused on leadership for crisis detection and management should be organised for better school security management for school management stakeholders. This can be done by members of the community hiring resource persons and or members of the community who can do the training to volunteer and do it.

Eighth, Stakeholders should sit, think and come up with a way of addressing the challenges that bedevil the management of school security and safety. This can be done by consultations, knowledge tours, community town hall meetings and community opinion survey research.

Limitation of the paper and Suggestion for Further Studies

This paper is entirely based on secondary literature, it will therefore get involved with discussing limitations related to literature availability, publication bias, or contextual variation. Therefore, the paper being a positional or theoretical, may be short of grounds to discuss the existing empirical literature as it will happen when the paper is empirical in nature. This is clearly the paper limitation

With regards to the recommendation for further study in the future, there is need for empirical validation of community participation models as presented in the paper and conducting empirical studies on community participation in the management of school security and safety in different states across Nigeria will give room for comparative studies, identifying the differences for adaption or adoption.

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