

---

# School Security Policies Formulation and Implementation as Predictors of Sustainable Learning Environment in Public Senior Secondary Schools in Rivers State

**CHARLES B. NWILE**

Department of Educational Management  
Faculty of Education  
Rivers State University Nkpolu – Oroworukwo,  
Port Harcourt

---

## Abstract

The study examined school security policies formulation and implementation as predictors of sustainable learning environment in Public Senior Secondary Schools in Rivers State. Two (2) research questions and two (2) hypotheses were answered and tested in the study, respectively. The design of the study was correlational, with the population as the 278 Public Senior Secondary Schools in Rivers State. These schools have a population of 7,142 teachers, for which 367 was drawn as sample, using the purposive sampling technique and the employment of the Taro Yamene formula. The instruments of the study were the validated 16- item School Security Policies Formulation and Implementation Scale (SSPFIS) and the 15-item Sustainable Learning Environment Scale (SLES) designed by the researcher in a modified Likert Scale with reliability indices of 0.89 and 0.88, respectively. Simple regression was used in answering the research questions while t-test associated with simple regression was used in testing the hypotheses at 0.05 level of statistical significance. The findings of the study reveal that school security policies formulation and implementation predicts sustainable learning environment by 67.7 and 72.4%, respectively. The study also found that, there are significant predictions of school security policies formulation and implementation on sustainable learning environment. As a result, the study concluded that schools security policies formulation and implementation are veritable tools for predicting sustainable learning environment in educational institutions. Based on the conclusion, the study recommended that, stakeholders in educational management should continue to ensure that appropriate school security policies are formulated for implement in schools in order to meet the needs of contemporary society.

**Keywords:** School Security Policies, Policies Formulation, Policies Implementation, Predictors, Sustainable Learning Environment.

---

## INTRODUCTION

Reports on school violence and other security breaches are usually mentioned in countries with known cases of terrorism, kidnappings, child abductions, mass demonstrations and the like. There are traces in schools in America, Europe, Asia, and Southern Africa, quite different from what was regarded as conditions in schools in Africa, and Nigeria in particular. Scholars in

Educational management and other stakeholders, tend to advance various reasons that are responsible for the new wave of insecurity in Africa in general and Nigeria in particular. For these scholars, mass illiteracy, poverty, corruption and general societal discontent are some problems that have bedeviled our society and especially the school system.

Traditionally, educational institutions are creations of the society meant for the preparation of the younger generation into society's worthwhile knowledge, skills and values. This meaning and role of education tend to be in agreement with Schofield (1990) and Afangideh and Befii-Nwile (2016). Educational institutions, do not operate in isolation but as social institutions which are mostly formal operating the new way of teaching and learning considered as virtual and hybrid.

As a social entity, schools make use of human and material resources which must be harnessed by professional individuals, if the schools must achieve the goal of transmitting worthwhile knowledge, skills and values from one generation to another. Obasi (2004), observed that the scope of educational management includes the management of educational environment, personnel management, financial and material resource management, instructional management, decision making management and communication management. To Babalola (2006), the process includes decision making, resource management, staff and student meetings and interactions, team work and management. Also, quite recently, Amadi (2022), Adejumo (2021) and Afangideh and Alixi (2016) added image, security and hazard management, as other aspects of school life to manage.

An indepth analysis of educational management shows that all other components of educational management tend to operate in a particular component. As can be rightly deduced, all other components of school management are operated or made functional in the school environment, which is the external and the internal school environments. This centre stage of school environment management inform the investigation in the study, namely School Security Policies and Formulation and Implementation of Sustainable learning environment. The choice of the above topic was informed by the high level of insecurity in the society and educational environments which has made significant stakeholders within and outside school environments to formulate security policies for implementation with a view to create a conducive learning environment that would be sustainable.

Policies are ideas, goals and plans of action proposed or adopted by some agencies (Menon in Adejumo, 2021). Differently, a security policy is the written document in an organization, outlining how to protect the organization from threat and how to handle situations when they occur. The proper formulation and implementation of security policy in schools is considered as capable of creating a sustainable learning environment.

A sustainable learning environment is that which provides the opportunity for stakeholders in teaching and learning to operate in environment without fear of being trampled on in any way or form (S. T. Afangideh, Personal Communication, May 20, 2022). For Adejumo (2021), a sustainable learning environment is one in which the learning needs of the present students and other educational stakeholders are met without jeopardizing the educational prospects of future learners and stakeholders. Consequently, Adejumo (2021) and Elsoragy,

Elnokaly and Gabr (2012) summarize the indicators of a sustainable learning environment to include, appropriate school design, government expenditure on education, supports for teaching and learning, safeguarding the well-being of the students, removing barriers to concentration, communication and information, paving ways for creativity, productivity and innovative learning, strengthening the communities they serve, flexibility to future changes and demands in teaching and learning and responsiveness to future changes in demand in teaching and learning. Security policy is a definition of what it means to be secure for a system, organization or other entity (Wikipedia, 2022). For Grimmick (2022) it is document that spells out the rules, expectations and overall approach that an organization uses to maintain the confidentiality, integrity and available of its data. For Wikipedia (2022) and Grimmick (2022), security policies address the constraints on the behaviours of members as well as constraints imposed on adversaries by mechanisms such as doors, locks keys and walls and exist at many different levels, from high level constraints that describe an enterprise general security goals and principles to documents addressing specific issues, such as remote access or wifi use. They are therefore organizational rules and procedures that guarantees the safety and security of organizational members property. The foregoing are what scholars believe are attainable if appropriate school security policies are formulated and implemented in schools.

### **School Security Policies Formulation**

Security policy formulation involves the process of churning out or organizational rules and procedures that help in securing the organization, its members and clients. Security policies formulation involves the creation of policies for the school organization in order to ensure that the operation of the school organization becomes smooth. (Singh, 2016). According to him, certain actions are needed in organizational policies formulation to include identification of the security policy areas, identification of the various alternative security policies, assessment of the alternative security policies, selection of the most appropriate security policies for implementation, testing the policy, implementing the environment of the school, proper communication and consistency.

Security policies implementation refers to process of putting into effects the policies already formulated for organizational security. Policy implementation refers to activities that will be taken to put the laws into impact or the problem that will be solved by following a set of process to translate the laws into action (Leach, 2018). He describes it as the third stage of policy and refers to the stage of the policy process immediately after the passage of the law or the actions that would be needed to put the law into effect. This requires that various actors, organizations, procedures and techniques work together to put adopted policies into effect in an effort to attain policy or programme goals. For there to be effective policy implementation in an organization, among them schools, there need be inputs from the political class, financial and administrative issues, adequate motivation for participants, proper lobbying of all the major stakeholders, technical support, professional support and administration support. When all these

variables are duly considered, policies will be implemented as planned (M. Nwadiani, Personal Communication, February 21, 2022).

Presentations under the foregoing subheadings have been on school security policies formulation and implementation as they may lead to sustainable learning environment in schools. The presentations are mainly theoretical and best mostly on foreign environments. Whether these are applicable in the Nigerian environment is the reason this study was contemplated.

## **STATEMENT OF PROBLEM**

It has become a common proposition that school security situation can be improved and sustainable learning environment created in schools for teaching and learning if appropriate school security policies are formulated for implementation in schools. As a result, various school authorities and agencies have formulated various schools policies for implementation, yet, stakeholders in teaching and learning still express fear about the quality of school environment, arising from the high rate of security breaches in schools as indicated in daily news report, research findings, scholarly presentations, personal opinions, daily observations and the like. Despite the formulation and implementation of new school policies, schools stakeholders cannot remain in schools without fear. Therefore, the need to provide an empirical solution to these scenario is what prompted this research to find out whether school security policies formulation and implementation can predict sustainable learning environment in schools or not.

### **Objectives of the Study**

The study examined school security policies formulation and implementation as predictors of sustainable learning environment in public senior secondary schools in Rivers State. In specific terms, the study had the following objectives:

1. To determine the extent to which school security policies formulation predicts sustainable learning environment in public senior secondary schools in Rivers State.
2. To establish the extent to which school security policies implementation predicts sustainable learning environment in public senior secondary schools in Rivers State.

### **Research Questions**

The following research questions were answered in the study.

1. To what extent does school security policies formulation predicts sustainable learning environment in public senior secondary schools in Rivers State?
2. To what extent does school security policies implementation predicts sustainable learning environment in public senior secondary schools in Rivers State?

### **Hypotheses**

The following hypotheses were tested in the study at 0.05 level of significance.

- Ho<sub>1</sub>: There is no significant prediction of School Security Policies Formulation on sustainable learning environment in Public Senior Secondary Schools in Rivers State.

Ho<sub>2</sub>: There is no significant prediction School Security Policies implementation on sustainable learning environment in Public Senior Secondary Schools in Rivers State.

## METHODOLOGY

The study adopted the correlational design, with the population as the 278 public senior secondary schools in Rivers State. The schools have a total number of 7142 teachers, from which 367 was selected as sample, using the purposive sampling techniques. The instruments of the study were two (2). These were the validated 16-item Schools Security Policies Formulation and Implementation Scale (SSPFIS) and the 15-item Sustainable Learning Environment Scale (SLES), designed by the researchers in the modified 4-points Likert Scale model with liability indices of 0.89 and 0.88, respectively. Simple regression was used to answer the research questions while t-test associated with simple regression was used to test the hypotheses at 0.05 level of significance.

## Results

The results of the study came from the answers to the research questions and test of hypotheses. Thus:

**Research Question I:** To what extent does school security policies formulation predict sustainable learning environment in public senior secondary schools in Rivers State?

**Table 1:** Simple Regression Analysis on the extent to which School Security Policies Formulation Predicts Sustainable Learning Environment in Public Senior Secondary Schools in Rivers State.

<b>Model Summary</b>				
Model	R	R-Square	Adjusted R-Square	Standard Error of the Estimate
1	.823 <sup>a</sup>	.677	.677	.48277

1. Predictors (constant): School Security Policies Formulation
2. Dependent Variable: Sustainable Learning Environment

Data on Table 1 show that, there is a strong prediction of School Security Policies Formulation (SSPF) on Sustainable Learning Environment (SLE) in Public Senior Secondary Schools in Rivers State, with a positive correlation co-efficient (R) of 0.823. As a result, an adjusted square regression (R<sup>2</sup>) of 0.677 was observed. The implication of this is that, School Security Policies Formulation predicts sustainable learning environment by 67.7% as shown by the co-efficient of determination. This further indicate that the remaining 32.3% can be accounted for by other factors not considered in this study.

**Research Questions 2:** To what extent does school security policies implementation predicts sustainable learning environment in public senior secondary schools in Rivers State?

**Table 2:** Simple Regression Analysis on the Extent to which School Security Policies Implementation Predicts Sustainable Learning Environment in Public Senior Secondary Schools in Rivers State.

Model Summary				
Model	R	R-Square	Adjusted R-Square	Standard Error of the Estimate
1	.851 <sup>a</sup>	.725	.724	.44600

- a. Predictors (constant): School Security Policies Implementation
- b. Dependent Variable: Sustainable Learning Environment

Data on Table 2 show that there is a strong prediction of School Security Policies Implementation (SSPI) on Sustainable Learning Environment (SLE) in Public Senior Secondary Schools in Rivers State, with a positive correlation co-efficient (R) of 0.851. As a result, an Adjusted Squared Regression ( $R^2$ ) of 0.725 was observed. The implication of this is that, School Security Policies Implementation predicts sustainable learning environment by 72.4% as shown by the co-efficient of determination. This further indicates that the remaining 27.6% can be accounted for by other factors not considered in the study.

**Ho<sub>1</sub>:** There is no significant prediction of school security policies formulation on sustainable learning environment in public senior secondary schools in Rivers State.

**Table 3:** t-test Associated with Simple Regression Analysis on the Extent to which School Security Policies Formulation Predicts Sustainable Learning Environment in Public Senior Secondary Schools in Rivers State.

Model	Unstandardized co-efficient		Standardized Co-efficient	t.	Sig.
	B	Standard Error			
(Constant)	.276	.106		2.597	.010
School security policies formulation	.899	.032	.823	27.686	.000

- a. Dependent Variable: Sustainable Learning Environment

$$R = 0.276 + 0.899x$$

Data on Table 3 show that, the standardized beta co-efficient came out as 0.823 (indicating the prediction of school security policies formulation). The regression equation on the table suggests that, an increase in the value of school security policies formulation may result in an increase in sustainable learning environment. The t-statistical value of 27.686 associated with simple regression is significant at 0.000, when subjected to 0.05 level of significance. Following from these observations, there is a significant prediction of school security policies formulation on sustainable learning environment in public senior secondary schools in Rivers State.

**Ho<sub>2</sub>:** There is no significant prediction of school security policies implementation on sustainable learning environment in public senior secondary schools in Rivers State.

**Table 4:** t-test Associated with Simple Regression Analysis on the Extent to which School Security Policies Implantation predicts Sustainable Learning Environment in Public Senior Secondary Schools in Rivers State.

Model	Unstandardized co-efficient		Standardized Co-efficient	t.	Sig.
	B	Standard Error	Beta		
Constant	.616	.084		7.299	.000
School security policies implementation	.838	.027	.851	30.997	.000

a. Dependent Variable: Sustainable Learning Environment:  $Y = 0.616 + 0.838x$

Data on table 4 show that the standardized data co-efficient in 0.851 (indicating the prediction of school security policies implementation). The regression equation on the table suggests that, an increase in the value of school security policies implementation may result in an increase in sustainable learning environment. The t. statistical value of 30.997 associated with simple regression in significant at 0.000 when subjected to 0.05 level of significance. Arising from these observations, there is a significant prediction of school security policies implementation on sustainable learning environment in Public Senior Secondary Schools in Rivers State.

## DISCUSSION OF FINDINGS AND IMPLICATIONS

### School Security Policies Formulation as a Predictor of Sustainable Learning Environment in Public Senior Secondary Schools in Rivers State

The first finding of the study reveals that, school security policies formulation predicts sustainable learning environment by 67.7%. Also, a corresponding finding from test of hypothesis establishes that, there is a significant prediction of school security policies formulation on sustainable learning environment in public senior secondary schools in Rivers State. These findings agree with Singh (2016) and S. O. Olunwo (Personal Communication April 20, 2022), whose scholarly positions and personal opinion project organizational policy

formulation as an instrumentality for creating good organizational environment for doing work. A possible explanation for the trend in the finding is that school authorities and significant others have come up with new policies, which have been adopted, hence, the preponderances of serene environment. The implication of the findings is that schools who have adopted appropriate security strategies and are sure to have good environment for academic activities.

### **School Security Policies Implementation are a Predictor of Sustainable Learning Environment in Public Senior Secondary Schools in Rivers State**

Also, the study showed that school security policies implementation predicts sustainable learning environment by 72.4%. Also, a corresponding finding from hypothesis testing establishes that there is a significant prediction of school security policies implementation on sustainable learning environment in public senior secondary schools in Rivers State. These findings agree with Leach (2018) and M. Nwadiani (Personal Communication, February 21, 2022) whose scholarly position and comments support school policy implementation for achieving sustainable learning environment.

These are the consequences of the implementation of the various security policies in schools. The findings imply that schools who implement well formulated security policies are sure to present sustainable environment for teaching and learning in schools.

### **CONCLUSION**

Based on the findings of the study, the discussion on them and their educational implications, it is concluded that, school security policies formulation and implementation are veritable management tools for predicting sustainable learning environment in educational institution.

### **RECOMMENDATIONS**

Following from the conclusion of the study, it is recommended as follows:

1. Stakeholders in educational management should continue to ensure that, appropriate school security policies are formulated for implementation as responses to the needs of contemporary society.
2. Educational policies implementation should continue to be proactive in ensuring effective implementation of formulated school security policies so that sustainable learning environments are created for continuous teaching and learning in schools.

### **REFERENCES**

- Adejumoo G. A. (2021). *Managing school hazards for sustainable learning environment in secondary schools in Rivers State*. Unpublished Med Dissertation, Department of Educational Management, University of Port Harcourt.
- Afangideh S. T. Befii-Nwile, M. M. (2016). Strategies for improving the funding of migrant fisher folks schools in Rivers State of Nigeria. *Trends in Educational Studies*, 9 (1 & 2), 206 – 213.
- Afangideh, S. T. & Alixi, M. E. (2016). External stakeholders participation in funding and personnel administration in secondary schools in Rivers State of Nigeria. *Trends in Education Studies*, 9 (1 & 2), 196 – 205.

- Amadi, E. C. (2022). *Principals' security management practices and teacher productivity in public senior secondary schools in Rivers State*. Unpublished Med Dissertation, Department of Educational Management, University of Port Harcourt.
- Babalola, J. B. (2006). Overview of educational management. In J. B. Babalola, A. O. Ayemi, S. O. Adedeji, A. A. Suleman, M. D. Arikewuyo (Eds). *Educational management: Thought and practices* (1 – 16) Codat Publications.
- Elsoragy, A., Elnokaly, A. S. Gabr, M. (2012). Building sustainable learning environment that are fit for the future with reference to Egypt. [https://www.researchgate.net/publication/303804340\\_Building\\_Sustainable\\_Learning\\_Environment\\_that\\_are\\_fit\\_for\\_the\\_future\\_with\\_Reference\\_to\\_Egypt](https://www.researchgate.net/publication/303804340_Building_Sustainable_Learning_Environment_that_are_fit_for_the_future_with_Reference_to_Egypt).
- Grimick, R. (2022). *What is security policy? Definition, element and example*. Varanis.
- Leach, U. (2018). What is the importance of policy implementation? <https://www.quora.com/what-is-the-importance-of-policy-implementation?g=eb49378a6f058526de4991dd1c8>
- Obasi, F. N. (2004). The nature and scope of educational management. In P.O.M Nnabwo, N. C. Okorie, O. G. Agabi & L. E. B. Igire (Eds). *Fundamental of educational management* (1 – 19). Versatile.
- Schofield, H. (1990). *Introduction to philosophy of education*. George Allen & Unwin.
- Singh, K. J. (2016). What is the policy formulation process? What are its main considerations? [https://www.mbaofficial.com/mba\\_courses/policy\\_and\\_strategy/what\\_is\\_the\\_policy\\_formulation\\_process\\_what\\_are\\_its\\_main\\_considerations?eb49378cb897a6f05824dedd1c8](https://www.mbaofficial.com/mba_courses/policy_and_strategy/what_is_the_policy_formulation_process_what_are_its_main_considerations?eb49378cb897a6f05824dedd1c8).
- Wikipedia (2022). Security policy