MANAGING PUBLIC SECONDARY SCHOOLS IN A VOLATILE ENVIRONMENT IN NIGERIA NORTHEAST ZONE: IMPLICATIONS FOR EDUCATION LEADERS

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Abstract: School leaders' effectiveness and conducive learning environment are devoid of threat, fear, and loss of life and properties enhance the achievement of educational goals with students' academic performance. This study aims to determine school leaders' perceptions and current understanding of managing schools in a volatile environment and the policies guiding school management in a volatile context. To gather data, semi-structured interviews with five purposively selected principals in the Northeast of Nigeria were conducted which were later transcribed and analysed with content analysis. The findings showed school leaders' approaches to managing public schools in a volatile environment as there were no policies in place on school administration in a volatile context. The findings also reveal the inadequacy of security in schools and the inadequacy of training of security personnel. The study concludes that stakeholders should put in place appropriate measures to safeguard life and properties.
Keywords: Boko Haram, insecurity, Northeast, policy, school leaders, volatile environment

Introduction

The roles of school leaders in ensuring that the goals of education are achieved cannot be over-emphasized as they are the key determinant in achieving the aims, objectives, and education of the country. Thus, the teaching and learning environment must be effectively and efficiently run with needed facilities and security of lives and properties to ensure effective teaching and learning. Thus, School administrators should ensure the safety of teachers from physical, material, and intellectual dangers and the resources needed to achieve this must also be provided so that teachers will be able to carry out responsibilities and duties effectively and efficiently. According to Ajani (2021), before the battle with Boko Haram (BH) started, the education system in northeast, Nigeria was already precarious, with a sizable portion of children never attending school and a sizable portion leaving out before completing secondary school. Children from the north were far less likely to attend school, and there were considerable regional differences in educational attainment. Thus, the public schools in the Northeast face numerous challenges that affect quality education and the attainment of educational goals. These challenges include inadequate qualified teachers, poor infrastructural facilities, inadequate funding that affects

the maintenance of the few available ones, and inadequate provision of basic amenities such as water, electricity, and toilets as these would have enhanced teaching and learning. Also, there are overcrowded classrooms, daily insecurity challenges, and limited access to educational resources such as textbooks and other teaching and learning materials as these would affect their motivation to learn (Olujuwon, Omiyale & Olujuwon, 2022). It is impossible to overstate how these affect schooling in the northeast of Nigeria. Most kids were unable to return due to persistent insecurity even after the schools in these locations were officially permitted to reopen.

Therefore, the emergence in 2009 in Nigeria, of the activities of the dreaded Islamist terrorist organization group known as BH whose name means "Western education is forbidden" is opposed to the secular westernization of the country especially, coeducational learning and democratic elections and thereby wanted to create Islamic laws across the states in Nigeria including the capital, Abuja (Irabor, 2022). This sect allied with another terrorist group outside the borders of Nigeria to perpetrate havoc in different parts of the country (Mutambara, Nwali, Chukwu et al, 2022). Boko Haram due to its ties to the Islamic State West Africa Province (ISWAP), the group developed into a potent international terrorist organization that received funding from terrorist organizations including al-Qaeda, al-Shabaab, and the Islamic State (ISIS). In addition to its notoriety in Nigeria, BH has drawn more international attention due to its foreign actions in Lake Chad and the West African region. Its links abroad and assaults outside of Nigeria are a major cause for concern. In 2014, the Global Terrorism Index classified BH as the most ferocious terrorist group in the world (Chigudu, 2020). To counter religious extremism, Nnorom (2021) suggests ensuring the impartiality of Islamic teachings to prevent ideological sway, fostering national identity among young people in northeastern Nigeria to counteract the pervasive influence of religion on youth, and fostering internal security involving indigenous people from nearby regions (Ehiane & Mngomezulu,2018).

Thus, this group brought untold hardship, and suffering in teaching, and learning as well as loss of life and property to Nigerians in the Northeast of the country. However, the cause of insecurity could be because of internal problems of states that lead to national insecurity which eventually affects neighbouring nations, sub-regions, and the entire African continent (Caleb, Ehiane, & Mngomezulu,2021). The study of Momodu (2021) has provided some reasons for the activities of BH in the country. His findings indicated that the following factors drive BH attacks on educational institutions in Adamawa, Borno, and Yobe states: This sect has a desire to block the North's desire to have access to Western education. In addition, they have a big feeling of resentment and envy toward students who pursue Western education. Also, they have a desire to erode public confidence in the Nigerian government. Similarly, the need to restock their ranks through the kidnapping of schoolgirls; and the desire to enhance their reputation through kidnapping.

It could be noted that the magnitude of BH's negative activities was last witnessed in the internecine wars of the 1970s in the country and this new act of terrorism has brought untold hardship to Nigerians and halted the economic, social, and educational activities in the Northeast of the country. Teaching and learning activities were the worst hit by these deadly attacks due to the mindset of the insurgents, schools, and universities were bombed and burnt to ashes, as well as institutions of state and anything that projects and promotes Western ideology (Irabor,2022)

Therefore, students, teachers, and other school personnel were killed or abducted from their classrooms, especially girls who were then forced into marriage. This made the State Governments in the affected states close 85 schools and colleges for a prolonged time and this affected 120,000 students (Ugwumba & Odo, 2015). The report of Amnesty International in 2013 showed that more than 70 teachers and over 1000 school children have been killed or wounded by extremist attacks by BH Similarly, the report of Human Rights Watch (2016) showed that between 2009 and early 2016 approximately 10,000 civilians met their untimely death at the hands of BH. Similarly, the International Office of Migration reported in 2017, more than 1,757, 288 people have been displaced in Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe states. Furthermore, in 2017 the United Nations estimated that the conflicts between Boko Haram and the security forces in Nigeria had destroyed 1,500 schools from January 2014 to December 2016 with at least 1,280 teachers and students' casualties (UN General Assembly and Secretary-General report, 2017). As a result, thousands of children and teachers have been forced out of schools across communities in Yobe, Kaduna, Adamawa, and Borno states. In addition, the Nigeria Union of Teachers (NUT) stated that more than 1,000 teachers have been forced to flee the Northern part of Nigeria for other parts of the country (Amnesty International, 2013). Eme and Onyisi (2014) noted that since August 2011, Boko Haram has planted bombs weekly in public or churches in the Northeast. Also, in 2012, twelve public schools in Maiduguri were burnt down at night and more than 10,000 pupils were forced out of school.

According to the Global Coalition to Protect Education from Attacks (GCPEA), BH is believed to have killed 20,000 people and forced over 2.2 million people from their homes in the region surrounding Lake Chad (GCPEA, 2018). In a similar vein, The United Nations Children's Fund (UNICEF, 2017) estimates that over 1,400 schools have been damaged, destroyed, or looted, mostly in the northeast, and that over 600,000 children have been denied access to education as a result. Millions of people in northern Nigeria have been displaced by the violence committed by the BH insurgency, including 1.7 million women. In camps for the displaced, it is challenging to gain access to information and basic services, and the violence has hampered access to education. Many teenage females are therefore ignorant of HIV/AIDS, contraception, and basic reproductive health.

According to Ezirim, Haruna, Paul, and Ayeni (2023), some secondary schools are still closed to this day, facilities have been destroyed, other schools have had their boarding arrangements changed to daytime attendance, and some boy's schools have been converted to mixed-gender settings because of parental concerns about sending their daughters to girls' boarding schools.

In addition, Idowu, Nwangele, and Nwosu (2021) research found that the Boko Haram insurgency hurts Nigeria's educational system because it has resulted in the deaths of both teachers and students. In addition, there is a lack of qualified staff and widespread destruction of educational facilities like schools. Also, an exodus of academic experts from the area under investigation, as well as the disruption of the academic calendar, and other things. To this purpose, the report also demonstrates that the sect's activities have gravely detrimental impacts on the economy, which continue to manifest negatively in the educational sector. This has implications for education in Nigeria as these assaults have led to internally displaced people, which prompted a low school enrolment as most students and guardians were more worried about security than going to class. This is in line with the study of Olowoselu, Bello, and Onusegun (2014) that due to trauma experienced in

those areas, teachers, students, and school heads were afraid of going to school for fear of being attacked. According to these authors, these have affected teaching and learning in planning, organizing, coordinating, financing, and evaluating educational activities.

Numerous studies have emphasized the issues Nigeria faces due to underdevelopment and insecurity. According to Tsuwa and Aliegba's (2021) study, insecurity is fueled by the spread of small arms, ethnic and religious divisions, a lack of cooperation and compromise among security authorities, as well as the poverty the nation faces. There are lots of security issues that impede cross-border relations, and the porous Nigerian borders pose a variety of threats to her national security (Afaha & Ani,2020). This supports the findings of Ola and Jagganath's study from 2021, which found ineffective border controls and a high level of illicit small gun proliferation in Nigeria. Similarly, Ani and Uwizeyimana's (2020) research revealed that the main causes of insecurity in the Chad basin, northeast of Nigeria, now include terrorism, illegal arms trafficking, environmental and climate change-related insecurity, kidnapping, killing of government and security personnel, and mass killings of civilians. Another major hindrance to Nigeria's socioeconomic progress is ineffective leadership, widespread corruption, and insecurity leading to stagnancy (Agboola & Alamu, 2023). This is in line with the four-year study of John, Joseph, Gabrial, Theophilus, Atelhe et al. (2023) on armed banditry and human insecurity in Nigeria's Northwest Geopolitical Zone. The study reveals that armed banditry had an impact on human security in the zone. Additionally, it was discovered that armed banditry is motivated by youth unemployment, politicians' political agendas, open borders, and poverty. From another perspective, the intensity and scope of political and electoral violence have increased, and political elites frequently use young unemployed, and impoverished Nigerians as ready-made electoral violence machinery (Alaye, 2021).

However, despite various counter-terrorism security measures put in place by successive administrations in Nigeria, the regional integration efforts, and the international community's support, in the curtailment of BH notorious activities seem unabated. This is supported by the study of Mutambara, Nwali, Chukwu et al (2022) the Dialogue Defense Mechanism, Hyper Security Defense Mechanism, and Special Prison Facility Defense Mechanism are suitable defense mechanisms that ought to be used in counterterrorism strategies. The study concluded that if these defense mechanisms are not effectively implemented to counter the trends the Boko Haram insurgents have created after collaborating with other terrorist groups outside of Nigeria to wreak havoc on various parts of the country, Nigeria as a nation may become history in no distant time. In their study, Ezeani, Ani, Ezeibe, and Ubiebi (2021) enumerated some of the reasons why the armed forces defense mechanism has not yielded the desired results. These authors argued that the Nigerian Armed Forces face several operational, strategic, and tactical difficulties in their counterinsurgency operation, including a lack of resources, outdated or insufficient equipment, a "third force" sabotaging the war effort, and a lack of employee motivation. The military's ability to safeguard Nigeria's territorial integrity and advance national security is jeopardized by these difficulties. This study concludes that an increased military budget offers the chance for proper equipment of the armed forces, raised employee morale, successful BH countermeasures, and the reduction of insecurity in Nigeria.

It could be deduced that insecurity in the country is a product of the deep-rooted failure of good governance and the rule of law which provides an atmosphere for the entrenchment of poverty, unemployment, uneven distribution of resources, and inequality and these have

led to frustration, alienation, and social discontent as seen in the last EndSars protest in the country and discontent witnessed in the last election that threatened to break the country apart if not for the enabling environment. The statistics from the Nigerian Bureau of Statistics have shown an increase in the unemployment rate in the country, in 2016, it was 12.48%, in 2017, 13.91%, in 2018, 15.8%, and 2019,17.69%. On the other hand, other visible types of insecurity in Nigeria include food, financial, personal, and national insecurity, among others, all of which have an impact on human and material resources as well as the country's economy. Thus, a safe school fosters peaceful, positive, or cordial relationships among students, teachers, and administrators and largely determines the stability of the student's mind for academic readiness and this is required for educational planning (Ajani,2021). In Nigeria, where there are many risks in the classroom brought on by man-made disasters, pupils are more susceptible to volatile environments. Therefore, volatility is how quickly and easily a situation can change or how to deal with the problem of matching available resources to unknown risks owing to unstable changes that are difficult to foresee and can alter suddenly and without warning. It might be a strategy for figuring out and preparing for the unpredictability of more significant conditions and events. Planning for any issue that may develop is crucial because not all issues that may arise are predictable.

Thus, in this study, a volatile school environment means an unsafe environment that made teaching and learning un-conducive or in which the goals of education could not be attained either within the school, outside the school, or in the larger environment. Whereas stakeholders have to ensure the safety of teachers, students, and school leaders, however, the volatile school environment today does not allow teaching and learning, The emergence of BH on the psyche of Nigerians initially brought confusion to leaders on what must be done to curtail this ugly incidence, because BH can strike at any time and in any gathering. There is the need to ask questions on the outcome or impact of the huge budgetary allocation to the military and the intelligence operations in Nigeria as insecurity permeates the entire country without any tangible progress in ensuring lives and properties. Therefore, school leaders' safety starts with physical, material, intellectual, and job security and protection from harm and danger, as these must be the sole responsibility of the government with the provision of materials that need to be used to enhance organizational goals. The provision of the above will enable teachers to carry out their responsibilities confidently and conveniently in line with the policy on education.

However, Akor, Abubakar, and Ogunode (2021), Manga (2020), Ogunode, Godwin, and Unoaku (2021) and Sadiq et al (2020 have identified causes of insecurity in Nigerian schools, and these include the nonchalant attitude of school administrators on issues of security, lack of comprehensive school security policy to guide action in time of crisis as well as the non-execution of security duties by incompetent guards that provides security in schools. Other causes identified by these authors include deficiencies in school plant construction and faulty buildings as most schools do not have fences and schools sited in remote areas, overcrowding of students with diverse characters in schools and. lack of permanent security guards in school and security inspection by the Education Ministry and unemployment and poverty which has made unemployed and poverty-stricken youth to be willing tools for recruitment as foot soldiers by Boko Haram commanders

This supports the study of Nnamdi (2021) that schools most often have weak security, with few or no fences to protect the school, and the guards manning these schools are few and

poorly trained. In addition, the state and federal security forces are overstretched woefully across the length and breadth of the country. Another critical factor responsible for attacking schools in school is the assumption that the kidnapping of students attracts media attention and public outrage which will make the government negotiate, and the ransom paid could be the motivation for the mass abduction. However, there have been claims without evidence that ransom was paid or release of armed group members from detention to cease these attacks but have come to nothing as the kidnappings continue in large numbers (Ogunode, Godwin & Unoaku, 2021)

All the above have implications for schools' safety and literature has shown probable factors that could be responsible for Boko Haram attacking educational institutions and this may be due to weak security architecture in schools. The study by Ogunode, Godwin, and Unuoaku (2021) highlighted a few effects, including a loss of staff in educational institutions, poor educational quality, damage to infrastructural facilities, closure of educational institutions, increased educational spending, educational wastages, encouragement of foreign education and internal student displacement, insufficient funding of education, and a decline in private investment in education which has affected educational attainment in terms of quality and manpower and the overall national development.

Similar findings by Ajani (2021) that the consequences of the Boko Haram attack led to high drop-out rates, reduction in enrolment, and lowering of teaching quality which worsens effective educational planning and sustainable national development in the country. These acts also affected the recruitment and retention of qualified staff as many teachers are reluctant to take employment but think about their safety first. The study carried out by GCPEA (2018) shows the negative impacts of the BH attacks on education from loss of education to early pregnancy and marriage as well as the stigma associated with sexual violence and with children born from rape activities. These can dramatically affect female students' future and contributions to development. This study also reveals the use of schools for military purposes and the execution of captives. These create fear among parents and pupils about safety in the school of pupils mostly girls even after the existence of the insurgents.

This disrupts learning after which some never return to school, has psychological impacts on students, damages school infrastructures, and affects the quality of education (Ajani 2021). This study attempted to contribute to the knowledge base of insecurity and the activities of BH in the Northeast of Nigeria by exploring school leaders' perception of school management's understanding of a volatile environment. The study examines both the direct effect of Boko Haram activities on school leaders' "lived experience" in articulating and amplifying their memories and their story of loss, and grief in managing schools because of Boko Haram terrorist activities in their area and schools and proffer strategies on how to ameliorate the problem using a case study approach. Data were analyzed using content analysis thereby giving them a voice in bringing to the fore, their anguish and travail as they went about their legitimate duty which is teaching and learning.

Research objectives

This study was conducted to examine school leaders' perception of school management in a volatile context and examine policies guiding schools in a volatile environment. Also, to explore the current understanding of the influence of a volatile environment in school

management and offer strategies to overcome a volatile school environment. Results emanating from the study will be used to advocate for a robust policy formulation on school safety as this will enhance the reaslisation of educational goals in teaching and learning.

Research questions
We framed the following questions to examine how school leaders perceive school management in a volatile environment. Also, what are the policies guiding managing schools in a volatile environment? In addition, how does the current understanding of the volatile school environment influence school management? Similarly, how can school leaders overcome a volatile environment in schools?

Methodology
This study utilized the case study method of qualitative research. This method involves the how, what, and why questions on how participants experience a social phenomenon in their natural environment through tick-rich descriptions. The population frame of the study was (5) school Principals from seven ((5) public secondary schools' high schools in the NorthEast of Nigeria. The selected schools have one time, or another been attacked by the Boko Haram insurgents and are true representations of public senior secondary schools in Nigeria because they provide typical characteristics of emphasis of schools operating in a difficult environment. The selected schools are particular to this study because the principals of these schools are disposed to this type of research in other to be the "voice" of the school leaders. The researcher used purposive sampling by selecting participants who are representatives of the target population and possess rich information that addresses the research purpose and questions (Patton, 2015) To conduct the study, we got approval from the school principals.
The research instruments used in the study were semi-structured interviews. The semi-structured interviews provide greater scope for discussion and learning about the problem, opinions, and views of the participants on managing schools in a volatile environment. To record the exact words of the participants, with their permission we used an auto recorder which we later transcribed verbatim and was later coded. Pseudonyms were used to protect the identity of the participants and their location. Regarding participation in the semi-structured interviews we paid, particular attention to ethical issues concerning confidentiality, anonymity, data management, and informed consent with the opportunity for any participant to withdraw from the research at any time. In addition, at the beginning of each interview the participants were allowed to ask questions or make comments on the process and implications of their participation in the research. We provided opportunities that could also contact the researchers at the end of the research process. Similarly, they had access to the typed transcript for their review to ensure that their exact words were captured and can provide additional comments where necessary.
 The interviews took place in the offices of the principals and lasted an hour due to the situation in the schools. Participants were identified based on their willingness and nearness of the schools to the researchers due to the security situation in those areas. The data was coded thematically. Themes developed from the coding of the data include the Current learning school environment, policy on school administration in a difficult situation, Manager's responsibilities in schools, the Inadequacy of security in schools, and Factors

that hinder managing schools effectively. Strategies to improve the difficult learning environment.

Findings and discussion
The following are the results of the themes gathered from the data in determining managing schools in a volatile context: The role of school leaders.

The current learning school environment
The learning school environment is where teaching and learning take place in an atmosphere of love, a safe environment with the provision of facilities that ensure that educational goals are achieved with motivated teachers. All the participants noted that the learning environment in all ramifications was calm and satisfactory before the insurgency. According to Baroneh one of the principals interviewed noted that: "' *before the insurgency, there is no problem at all in terms of smooth academic activities there is a conducive learning environment, enough academic staff on the ground, enough classroom, academically things are moving smoothly not until the coming of the insurgence.*'' This shows that academic activities were thriving with enough classrooms and staff before the insurgency. This view was supported by Ibra, another principal: "' That school climate was peaceful, fine, and calm. However, with the dawn of the activities of Boko Haram, the current school learning environment has been devoid of the peace and calmness it requires. This makes Ibra remark that: *Learning climate has become difficult in my school because of the existing tension within the school that made many parents withdraw their children from the school and those that are left become scared this also made teachers have it difficult to create a good learning environment and this also made school management to be difficult because parents have control over their children.*
The above reveals that the insurgents made learning difficult which made parents withdraw their children from school as a result, teachers could not create a good learning environment which made school management difficult. The above was corroborated by Zoneh, a principal, who noted that:… *in the first place, we have a decreasing level of enrolment because most parents that have the means or the resources to leave this area have left the area and then they have gone with their children and there is also a gradual withdrawal of existing students to our neighboring states where the tension of forceful school closure was less. This made the school administration have difficulties because parents have more control over their wards.*
In his account, Baroneh recounted how the insurgents struck at three different times and took over the local government which made all academic activities to be paralyzed as all schools were closed and one teacher was not so lucky as he was killed.
Similarly, Cawu narrated the increasing occurrence of Boko Haram attacks, forceful school closure, and the death of 40 students killed in cool blood and how this has created fear and panic that has affected the psychological climate of the school negatively. He spoke thus:
…. was when there was an increasing or high occurrence of attracting by Boko Haram and forceful school closure., especially when we lost not fewer than forty (40) students slanted by the terrorist in cool blood. My difficult school environment was when fear occupied our minds which affected especially the psychological climate of our school negatively.
  However, he noted that the intervention of the government through the security agencies has restored a ray of hope, and improvement in the security architecture has made

administrative, social, and academic activities improve better than before. He said: *'My school learning climate is so far calm and satisfactory due to improvement in the security challenges, administrative, the social and academic achievement of the school generally has now improved compared to what we had previously, actually I can see a lot of development.'*

The excerpts show the negative effects of the activities of the Boko Haram insurgency in the North Zone which has created panic among the citizens and adversely affected teaching and learning. However, the intervention of government security agencies has restored hope to a seemingly bad situation, and it is such a big relief to counter such negative activities of the insurgents.

Policy on school administration in a difficult situation

Policies are important in school administration as they help schools establish rules and procedures that make people connected in the day-to-day activities of the schools. There may be some common policies in all schools based on Federal and state legislation while some policies may be designed specifically for each school based on the peculiarities in achieving educational outcomes. As a result, policy expresses goals and objectives, and it is a roadmap for action in achieving them. In Nigeria, the National Policy on Education spelled out the aims, objectives, and philosophies that guide the educational enterprise. In addition, there is the Teachers' Code of Conduct enshrined in the Registration Council of Nigeria policy of 2004, revised in 2005 and 2013 of teachers' rights, privileges, obligations, and their legal bases (TRCN, 2005) as well as their relationships with employers, students, parents, and colleagues. In most schools, there are Student handbooks that spell out the dos and don'ts of students in schools.

Therefore, School administration is a managerial skill for the smooth functioning and execution of all school-related activities. Johnson (2013) states that school administration is the school's main governing body, and it plays a significant role in making decisions on students, faculty, and the school's overall status, there are many sorts of administration depending on the nature of the school. These administrations oversee the school's development as well as the student's and faculty's welfare. They are frequently the only institution that serves as a link between the school and the community. All the participant's responses about policies on school administrations are that there is no concrete policy put in place for school managers in difficult situations and initially the government was confused. As Zoneh one of the participants indicated: *While in terms of policies, I can say there are no concrete policies put in place for managers of schools in difficult situations,*

This view was also shared by Ibra another participant. *While I think there was absolute confusion on the side of the government due to frequent attacks by Boko Haram. As such there were no concrete policies put in place for the managers to manage their school, the only way out is when tension becomes high both students and teachers have to vacate the environment for their own safety.*

However, Baroneh another participant articulated that: *yes. the ministry of Education sends in a circular when we resume and, in that circular, they directed all schools not to conduct assemblies that whenever there is anything to announce or any information we should go to the class and pass in the information because gathering together at the same time may probably attract or create attention and some of the insurgences may be hiding somewhere*

else and may find target easily for the attack, so schools stopped from gathering students for assembly

The participants illustrate the initial confusion on the part of policymakers as no concrete policy has been put in place to protect school managers in difficult situations. Also, in case of imminent danger, staff and students must look for a way out of the problem. Thus, stakeholders must put in place a permanent and workable policy that will protect lives and properties in a conflict environment.

Manager's responsibilities in schools

The Manager's responsibilities in schools are to motivate students to learn and encourage professional development. Also, it is to prescribe clear-cut functions for the duty posts and services in the school system as enshrined in Section 24 of Lagos State Post Primary Teaching Service Law (LSPPTSL) of 2005 that the duties of the principal are setting targets and standards for the school activities and maintaining discipline among staff and students. In addition, the principal is to act as an accounting officer and controls the finances of the school. Also, maintains the school infrastructure and facilities, and plans, develops, and monitors curricular and co-curricular activities of the school. Similarly, monitors the performance of his Deputy Principal and Vice-Principals should be conversant with Government policies and regulations as they affect the school system. In addition, maintains a functional and cordial relationship with the Parents Teachers Association (P. T.A.), Board of Governors, and the Old Students' Association, and expectedly. shall teach a minimum of six periods per week etc (See Section 24 & Section 25(1) LSPPTSL, 2005). Cawu, one of the principals explained that: *We spent our time in school through prayers and patrolling the school's surroundings. We also keep in touch with members of staff and the community around us. We often communicate with the security personnel by phone. Sometimes we meet with the security to give us an update on the security measures to employ in our daily school.*

The above is corroborated by Zoneh another principal *I spent my time during the day keeping in touch with the members of staff and the prefects in the school and then I also have 25 minutes of morning assembly twice a week, I go around the classes once in a while and leave my door opened for any report or messages coming to the office in case there are any new massage or an emergency then the meeting is conveyed immediately to share with staff, if necessary, with students.*

The issue of managers' responsibility is well articulated by Baroneh another participant, who explained: *As a principal, I used to be in school by 7:00 am or 7:10 am daily if there should be an assembly it will be conducted by 7:20 am to 7:30 am. The first lesson starts at 7; 30am. There is also a special correspondence between me and the class monitors. I must respond to another circular with good correspondence otherwise most of the I used to be outside, in the staff room, in the classes, or going around with some of my colleagues and sometimes disguising myself. So always supervision, entertain some problems, respond to circulars and other communication, and interact with visitors from outside and we close by 1:40 pm. Usually, I used to be the last person leaving the school.*

Ibra another participant added another dimension to the roles and responsibilities of managers in schools. He explained that: *a good school administrator must be courageous and should encourage the staff to be Courageous to do things and you must encourage your subordinator vice-principal to let's do it, after all, that's there with God on our side*

nothing will happen and when our time comes to go we shall go wither in bed or outside we shall go so why not carry on? Encourage people.

The responses describe the responsibilities of managers in schools by ensuring that effective teaching and learning take place despite the activities of the insurgents. However, the insurgency has not allowed the principals to fulfill the above as expressed in the law.

Inadequate security in schools

Inadequate security in schools, especially in the Northeast of the country led to internal migration of people from conflict zones to areas perceived to be safe from the insurgency. There was also low enrolment of students, due to constant fear of attacks, as well as the unusual transfer of staff and students. Zoneh pointed out that: *Ah, in the first place, we have a decreasing level of enrolment because most parents that have the means or the resources to leave this area have left the area and then they have gone with their children and there is also a gradual withdrawal of existing students to our neighboring states where the tension of forceful school closure was less. This made the school administration have difficulties because parents have more control over their wards.* Ibra explained that: *Learning climate has become difficult in my school because of the existing tension within the school that made many parents withdraw their children from the school and those that are left become scared this also made teachers have it difficult to create a good learning environment and this also made school management to be difficult because parents have control over their children.* Cawu further noted that: Am, we experience a constant fear of attack, forceful school closure, unusual transfer of students and sometimes staff, and unusual operation of the school as a day school instead of Boarding school and this has affected our programs so much. *A lot of strategies, a lot of strategies that I can mention but few like the Provision of a metal detector machine at the school gate to search for coming persons and cars as I told you earlier. We established a patrol team comprised of teachers on duty and the perfect, as well as school security agents. We also introduced patrolling school surroundings by the police and the army. We also liaise with the community leaders to update and report any suspected movement or unusual faces sighted around the school.*

In their school, Baroneh noted the effort of the military and the vigilantes in warding off the insurgents that presently *after the military and the vigilantes drove the insurgence away, schools did not resume immediately but after when schools resumed; first, we must check what was on and missing.*

The excerpts show what the inadequacy of security in schools has caused the nation. It has led to the loss of lives, students, staff, and loss of properties. There is a constant fear of attacks, internal migration, and low level of enrolment in schools which affects the achievement of the goals of education.

Factors that hinder managing school effectively

In response to the factors that hinder the effective management of schools,' most of the participants noted the prevalence of favouritism in the promotion and discriminatory practices and the issue of "godfatherism" as well as the issue of insurgency in schools.

Zoneh a principal categorically explained that: *Hmm, there are things that school administrators do face especially during this political era. Where you cannot punish a member of staff the way he could be punished. Some are attached to either the commissioner of education or a member of the house or somebody close to the governor if*

you punished them, they would report in bad line and then the next thing is going to be transferred and the transfer is always based on punishment. They like to punish you for just punishing somebody that went wrong or offended the school and other factors are the preferential transfer of staff and discriminatory promotion of some staff at the expense of seniority and unequal treatment to staff by the school board.

This is corroborated by Ibra a participant who: T*here are unnecessary transfers of staff from one school to another. For those with "godfathers", showing differences in promotion for selfish interest, unequal treatment of staff by the board and hinder effective management of staff because those left will feel fatherless and therefore become discouraged.*

This is also in line Baroneh, a participant when he explained that: *But the unfortunate thing is that the employment of teachers is supposed to be done professionally under due process. Unfortunately, that is not done. As a result, we discovered that we see every person who claims to be learning with or without the teaching profession.*

These participants highlight factors that hinder managing school effectively as these can also be found in the larger Nigerian society. It should be noted that Favouritism and lack of proper procedures in appointment, promotion, and the transfer of staff, affect workers' morale and self-esteem. These negative acts could lead to jealousy, hatred, and unhealthy rivalry among colleagues as these could hamper effective growth and development.

Strategies to Improve the Learning School Environment
During the interviews, we asked participants about the strategies that could be employed to improve the school learning environment. The five participants provided insights into how the learning environment could be promoted in schools and offered various ways of promoting safety in schools. School safety requires a broad-based effort by the entire community, including educators, students, parents, law enforcement agencies, businesses, and faith-based organizations, among others. By adopting a comprehensive approach to addressing school safety focusing on prevention, intervention, and response, schools can increase the safety and security of students. The strategies provided by the participants varied but were germane to school safety and improvement.

Cawu noted that: *School leaders should employ good and tolerant behavior toward teachers and students, School leaders should motivate staff to further education. Teachers and students should be motivated by school administrators or leaders. Teachers should be allowed for in-service training schemes. Teachers' welfare will be taken into consideration. School extra curriculum activities eg games and debates should/Improve the relationship between teachers and students and students. Improving the relationship between school and community.*

Ibra explained that: *managing a school in a difficult environment can be improved only when the board or government shows serious concern about the lives of the people of the affected environment by constantly meeting with leaders of the affected environment, encouraging them to see their children to school, contact the security men around for any eventuality since they are charged with the responsibility of giving protection to the affected areas. Some teachers and students also help in that regard as school vigilante groups take care of the school environment from morning to evening and some from evening to morning and it continues every day the government also should provide the necessary security e.g., the metal detector at the school gate. etc So teachers should be*

paid promptly. Salaries should be reviewed. There is this special teacher's salary that should be introduced. This is corroborated by Zoneh: *We only need the government to provide all the number of staff schools need. Most of the schools are understaffed and then we also lack sturdy materials like books where parents cannot buy books for their children the government has to buy. I think that is all that we need the government to do. I*n addition, Baroneh: advised that: *stakeholders especially the government should wake up and do the right things commensurate with the atmospheric situation of that time. and, for school administrators, one must wake up.*

Conclusions and recommendations

The findings from the research show that managing schools by school leaders in a volatile environment has a lot of implications for the smooth running of schools in teaching and learning in schools and in the ways school leaders interpret their roles, duties, and responsibilities. There is consensus among the participants that there is no policy in place to protect school leaders and students from harm perpetrated by the BH insurgents. The study also reveals that Principals spend most of their time in schools as patrol agents with some prefects and locals which made them not to fulfill some of their prescribed duties. Thus, migration from one place to the other to be free from attacks became commonplace and created Internally Displaced People in the region. In addition, there was a decline in school enrolment as lives and properties were not safe and survival was crucial for families. The study concludes that putting in place appropriate measures by stakeholders to safeguard life and properties will enhance realisation of educational goals.

The study suggests that the Ministry of Education should formulate a functional guideline policy for all school principals that will guide them in the management of school during an emergency. Also, there should be a bottom-up approach to the security architecture in schools. Similarly, the State Government and the Local Government should from time to time synergize with the local vigilante groups and security agencies in public secondary schools in other to ensure the safety of lives and properties in schools. Stakeholders must put in place a sustainable financial management strategy to address the issue of inadequate funding and not rely only on government but must explore alternative sources of funding from Parents Teachers Association, Alumni, multilateral agencies, and companies. As a priority, income realized should be used for teacher professional development, provision of basic amenities, and the resources needed in the school to enhance teaching and learning. This study adds to the existing knowledge of insecurity in schools and its attendant effects on school goals and objectives. The study highlights the various challenges of inadequate security in schools without a clear-cut policy of engagement against insurgency and its effects on teaching and learning outcomes in public secondary schools. Similarly, it shows other factors like fear, migration, and a collapsed economy which have led to dropping out of school. It is believed that this study would enlighten parents, educators, and school administrators about securing lives and properties and school leaders. By doing this, they can put in place an appropriate policy on school policing, and intelligence gathering which might end the incursion of insurgents in schools.

Also, this study, which was carried out in the Northeast of the country has common features with other parts of the country where kidnapping for ransom in schools is still unabating. As a result, this study offers stakeholders a useful resource on how to combat insurgency and protect school leaders, students, and facilities.

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