



NATIONAL POLICY ON SAFE AND VIOLENCE-FREE SECONDARY SCHOOL IMPLEMENTATION: PARENTS-TEACHERS' ASSOCIATION'S ROLES' AWARENESS AND COMPLIANCE IN KATSINA STATE

Ekure Mojishola¹ and Ikwuakam O. T.²

¹Department of Physical and Health Education, Federal College of Education, Katsina, PMB 2041 Katsina State.

Email: ehinlolamojishola@gmail.com

²Department of Agricultural Education, Federal College of Education, Katsina, PMB 2041, Katsina State.

Email: ikwuosca@yahoo.com

Cite this article:

Ekure M., Ikwuakam O. T. (2024), National Policy on Safe and Violence-Free Secondary School Implementation: Parent-Teachers' Association's Roles' Awareness and Compliance in Katsina State. British Journal of Education, Learning and Development Psychology 7(3), 21-39. DOI: 10.52589/BJELDP-VVAYEUR4

Manuscript History

Received: 16 May 2024

Accepted: 14 Jul 2024

Published: 26 Jul 2024

Copyright © 2024 The Author(s).

This is an Open Access article distributed under the terms of Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0), which permits anyone to share, use, reproduce and redistribute in any medium, provided the original author and source are credited.

ABSTRACT: *The study examined the implementation of school safety policy and the role of Parents-Teachers' Associations (PTAs) in secondary schools across Katsina State, Nigeria. A sample of 215 PTA members was selected using multistage sampling techniques from all secondary school PTAs in Katsina State. Descriptive survey design and structured questionnaire were adopted in collecting data on awareness, threats, information sources and compliance across the state's three senatorial districts (SD). Frequency counts, percentages, means, PPMC, Analysis of Variance (ANOVA) and multiple regression analysis were employed in data analysis. Findings indicated that PTA members were generally of prime age with adequate education. Significant disparities in awareness levels were observed among the senatorial districts (SD) with Katsina South (KS) lagging behind. High levels of security threats existed across the districts. Radio and television emerged as crucial awareness sources in Katsina Central (KC) and Northern (KN). Compliance with safety roles varied across districts, with KC and KN showing higher engagement compared to southern district. ANOVA result revealed significant variations in safety roles compliance among districts, with KC demonstrating highest mean compliance. Regression analysis indicated that age negatively impacted compliance, while experience, awareness and information sources positively influenced adherence to safety roles. The study underscores the need for a comprehensive approach to addressing gaps in role compliance. It recommends prioritizing interventions for areas with low compliance rates.*

KEYWORDS: Secondary schools, safety policy, threats, awareness, compliance and Parents-Teachers' Associations.



INTRODUCTION

Safe and violence-free school violence remains a critical issue affecting educational institutions worldwide (Musu, Zhang, Wang, Zhang & Oudekerk, 2019; UNESCO, 2021) with detrimental effects on students' well-being, academic performance and overall school climate (Obidike & Okere, 2022; UNESCO, 2019). In response, many countries have developed national policies and frameworks to address this challenge and promote safe learning environments. Nigeria is among these nations, having enacted the National Policy on Safe and Violence-Free Secondary Schools in 2022 through the Federal Ministry of Education.

This comprehensive policy outlines a multifaceted approach to preventing and responding to various forms of violence, including bullying, corporal punishment, sexual harassment, abduction, rape, killings and gender-based violence (Federal Ministry of Education, 2022). It also delineates strategies for prevention, response, and support services, as well as the roles and responsibilities of key stakeholders, such as school administrators, teachers, students, parents and community members.

Notably, the policy places significant emphasis on the crucial role of Parents-Teachers' Associations (PTAs) in promoting safe and violence-free school environments. PTAs have long been recognized as vital partners in fostering positive school climates and supporting student success (Brinkhurst, Rose, Maurice & Ackerman, 2021; Povey, Campbell, Willis, Gomez, Kretschmann, Spears & Flabberty, 2020). Under the National Policy, PTAs are entrusted with responsibilities such as raising awareness about the policy, collaborating with school authorities, participating in training and capacity-building programs, reporting incidents of violence, and advocating for policy implementation and resource allocation.

However, despite the policy's recognition of PTAs' importance, the extent to which these associations across Nigeria are aware of and compliant with their prescribed roles and responsibilities remain largely unexamined. Previous studies have highlighted the significance of stakeholder engagement and buy-in for the successful implementation of school safety policies (Greenberg, 2022; Mainga, 2023). Without adequate awareness and understanding of their roles, PTAs may face barriers in effectively contributing to the policy's objectives, potentially undermining its overall impact.

In the light of these concerns, this study investigated the levels of awareness and compliance among PTAs in Katsina State with regards to the National Policy on Safe and Violence-Free Secondary Schools. By examining the perspectives and experiences of PTA members in the state, the research identified potential gaps, challenges, and practices related to policy compliance.

Statement of the Problem

School violence poses a significant threat to the well-being, safety, and academic success of students in Nigeria and around the world. Despite efforts by the Nigerian government to address this issue through the implementation of the National Policy on Safe and Violence-Free Secondary Schools in 2022, the extent to which key stakeholders, specifically PTAs, are aware of and compliant with their prescribed roles under the policy remains largely unknown.



The National Policy outlines crucial responsibilities for PTAs, such as promoting policy awareness, collaborating with school authorities, participating in training programs, reporting incidents, and advocating for implementation at the school and community levels (Federal Ministry of Education, 2022). However, a lack of awareness or non-compliance by PTAs regarding these roles could severely undermine the effectiveness of the policy in creating safe and nurturing learning environments.

Previous studies have highlighted the importance of stakeholder engagement and buy-in for the successful implementation of school safety policies (Greenberg, 2022; Mainga, 2023). Studies conducted also in Lagos and Ogun States have revealed gaps in PTAs' understanding of policy requirements and implementation strategies (Adesina, Adekunle & Adebayo, 2023; Aderibigbe, Akinloye & Oladunjoye 2023). These findings raise concerns about potential barriers to PTAs fulfilling their intended roles under the National Policy. In addition, without active participation and compliance from PTAs, the policy's objectives of preventing and responding to various forms of violence, including bullying, corporal punishment, sexual harassment and gender-based violence, may not be fully realized. This could perpetuate the negative effect of school violence on students' well-being, academic performance and the overall school climate.

To address this knowledge gap, the study investigated the levels of awareness and compliance among PTAs across Katsina State regarding the National Policy on Safe and Violence-Free Secondary Schools. By examining the perspectives and experiences of PTA members in the state, this study identified potential gaps, challenges, and practices related to policy implementation.

Objectives of the Study

The general objective of the study was to find out the PTA's awareness and compliance to National Policy on Safety and Violence-free public secondary school in Katsina State. The specific objectives included to:

1. Find out possible threats to safety and violence-free secondary school in Katsina State
2. Find out PTA's level of awareness of safety and violence-free secondary school policy roles in Katsina State
3. Identify PTA's sources of information safety and violence-free secondary school policy roles in Katsina State
4. Examine PTA's level of compliance to safety and violence-free school in Katsina State.



LITERATURE REVIEW

School insecurity and violence remains a pervasive global issue, with far-reaching consequences for students, educational institutions and society as a whole. According to a 2019 report by the United Nations Educational, Scientific and Cultural Organization (UNESCO), nearly one in three students aged 13-15 worldwide have experienced bullying, while 32.4% have been involved in physical fights. In Nigeria, a survey by the National Bureau of Statistics (2020) revealed that 58% of secondary school students had encountered some form of violence in the previous academic year, highlighting the gravity of the problem.

The adverse effects are well-documented, ranging from physical and psychological harm to students, to disruptions in the learning environment, and long-term impacts on academic achievement and societal development (Obidike & Okere, 2022; Olashore, Akanni & Awosusi 2021). These findings underscore the urgent need for comprehensive strategies and policies to tame the menace and foster safe learning environments.

Recognizing the detrimental effects of the menace, many countries have implemented national policies and frameworks to tackle it head on. For instance, the United States enacted the Student Support and Academic Enrichment (SSAE) program under the Every Student Succeeds Act (ESSA) in 2015, which provides funding for safe and healthy school initiatives (U.S. Department of Education, 2021). Similarly, South Africa's Regulations for Safety Measures at Public Schools, issued in 2020, outlines specific requirements for school safety plans, infrastructure and incident reporting (Department of Basic Education, 2020).

In 2022, the Federal Ministry of Education in Nigeria launched the National Policy on Safe and Violence-Free Secondary Schools, a comprehensive framework aimed at creating enabling environments for quality education by addressing various forms of violence, including bullying, corporal punishment, sexual harassment, rape, abduction and gender-based violence (Federal Ministry of Education, 2022). The policy outlines strategies for prevention, response, and support services, as well as the roles and responsibilities of key stakeholders, such as school administrators, teachers, students, parents and community members.

PTA is also recognized as a crucial partner in promoting school safety and fostering positive learning environments (Brinkhurst et al., 2021; Povey et al., 2020). The National Policy on Safe and Violence-Free Secondary Schools in Nigeria explicitly acknowledges the importance of PTAs and outlines their responsibilities, which include:

1. promoting awareness of the policy and its provisions among parents and the community
2. collaborating with school authorities to implement prevention and response strategies
3. participating in training and capacity-building programs related to school safety
4. reporting incidents of violence and supporting affected students and families
5. advocating for policy implementation and resource allocation at the school and community levels.

Numerous studies have also emphasized the significance of stakeholder engagement and buy-in for the successful implementation of policies and initiatives (Greenberg, 2022; Mainga, 2023; Olaleye & Ajayi, 2021). PTAs, as representatives of parents, teachers and community



members, are critical stakeholders in the implementation of school safety policies. However, their level of awareness and compliance with the policy provisions can significantly impact the overall effectiveness of these initiatives.

However, research on PTA awareness and compliance with school safety policies in Nigeria is limited. In other words, research on PTAs' awareness and compliance with this policy is scarce, underscoring the need for further investigation. A study by Adesina et al. (2023) found that while PTAs in Lagos State were generally aware of their roles in promoting school safety, there were gaps in their understanding of specific policy requirements and implementation strategies. Similar findings were reported by Aderibigbe et al. (2023) on PTAs in Ogun State, highlighting the need for targeted capacity-building and awareness campaigns.

METHODOLOGY

The study was carried out in Katsina State in the North-Western geo-political zone of Nigeria. The state covers an area of 23,938 sq. km and is located between latitudes $11^{\circ}08'N$ and $13^{\circ}22'N$, and longitudes $6^{\circ}52'E$ and $9^{\circ}20'E$ (Adewale *et al.*, 2005). It shares a common boundary with Niger Republic in the north, Jigawa and Kano States in the east, Kaduna State in the South and Zarnfara State in the West. The state has a total of 34 LGAs from three senatorial districts.

All PTA members from all the public secondary schools constituted the population of the study. Multistage sampling procedure was used to select the respondents. In the first stage, 30% of the Local Government Areas (LGAs) was selected from the three senatorial districts using proportionate sampling technique to give ten LGAs (Katsina, Jibia, Batsari, Dutsima, Daura, Mashi, Baure, Funtua, Malumfashi and Bakori). The second stage involved the selection of 3 schools from each LGA to give 30 schools using systematic sampling procedure. Also using systematic sampling technique, 8 members were selected from the list of each school's PTA members to give 240 members. However, 215 questionnaires were correctly filled, returned and used as a sample size for the study.

A descriptive survey design was adopted for the study due to its high propensity of inclusiveness and ease with which participants' opinions on the variables were obtained. A structured questionnaire was developed, validated and tested for reliability using Cronbach Alpha. A reliability index of .086 was obtained and adjudged good for the instrument. The questionnaire comprised Sections A, B, C, D and E based on the objectives of the study. The variables implicated in the research objectives were measured as follows: forms threats and frequency were captured and ranked across the selected items. The scores so obtained were used to categorize the threats into high, moderate and low levels in occurrences using the Mean \pm SD criterion. Awareness of policy roles were determined as respondents indicated if they were aware (1) or not aware (0) for each of the awareness statements. The mean awareness of policy roles was obtained and used to categorize respondents' level of awareness into high (\geq mean score) and low ($<$ mean score) respectively.

For compliance to safety policy roles, a three-point Likert-type scale was implored to assess respondents' level of compliance. A score of 3, 2 and 1 were assigned to each adequately implemented, fairly implemented, poor implemented and not implemented for positively worded statements and a reverse for negatively worded.



Data analysis was carried out using descriptive statistics such as frequency, mean, standard deviation and percentages inferential statistics such as PPMC, was adopted to test relationships between variables, whereas ANOVA was used for test of variance across senatorial districts and multiple regression was used to estimate the determinants of safety roles compliance under the policy in the state.

RESULTS

Personal Characteristics

Table 1 presents results on respondents' personal characteristics. The results show that overall, the majority of the respondents were between 31-40 years (37.8%) indicating that the study primarily captured the perspectives of relatively younger parents and teachers. The mean age of 36.57 ± 9.24 suggests a sample representing individuals in their prime working years with a significant portion of the respondents (60%) possessing a Bachelor's degree in Education (B.Ed.) followed by 30.2% that had a National Certificate in Education (NCE). Most respondents had 1-10 years of experience (58.7%), followed by 11-20 years (29.8%). The mean experience of 10.76 ± 8.70 years suggests a sample with a moderate level of experience of their jobs.

The results across the three districts also show that the mean age of respondents in Katsina Central (36.41 ± 10.32) and Katsina North (34.17 ± 6.84) was lower than in Katsina South (39.77 ± 9.44). Katsina South had a higher proportion of respondents aged 41 years and above (42%) compared to Katsina Central (30.4%) and Katsina North (18.2%). Majority across the three districts had a Bachelor's degree in Education (B.Ed.), with Katsina South having the highest proportion (71%) compared to Katsina Central (52.3%) and Katsina North (59.7%). In the same vein, Katsina Central had a higher proportion of respondents with a National Certificate in Education (NCE) at 34.9%, compared to Katsina North (32.5%) and Katsina South (21%). For years of experience, Katsina Central (70.9%) and Katsina North (63.6%) had higher proportions of respondents with 1-10 years of experience compared to Katsina South (35.5%). On the other hand, Katsina South had a higher proportion of respondents with 11-20 years of experience (43.5%) compared to Katsina Central (19.8%) and Katsina North (29.9%). The mean years of experience was highest in Katsina South (14.84 ± 8.62) compared to Katsina Central (9.14 ± 8.90) and Katsina North (9.29 ± 7.50).

**Table 1: Distribution of respondents based on personal characteristics**

Item	Level	Total	Katsina Central	Katsina North	Katsina South
Age	<=20	0.4	1.2	0	0
	21-30	31.6	34.9	33.8	24.2
	31-40	37.8	31.4	48.1	33.9
	41-50	21.3	22.1	16.9	25.8
	51-60	8	8.1	1.3	16.1
	>60	0.9	2.3	0.0	0.0
			36.57±9.2 4	36.41±10.3 2	34.17±6.8 4
Educational status	Any other	6.2	8.1	3.9	6.5
	B Ed	60	52.3	59.7	71
	M Ed	3.6	4.7	3.9	1.6
	NCE	30.2	34.9	32.5	21
Years of experience	1-10	58.7	70.9	63.6	35.5
	11-20	29.8	19.8	29.9	43.5
	21-30	6.7	3.5	3.9	14.5
	>30	4.9	5.8	2.6	6.5
			10.76±8.7 0	9.14±8.90	9.29±7.50

Awareness of Safe and Violence-free Secondary School Policy

Table 2a provides results on the awareness levels of respondents regarding specific roles that the Parents-Teachers' Association (PTA) can undertake to support the implementation of the "National Policy on Safe and Violence-free Secondary Schools." The results show that overall, 48.89% of respondents were aware that PTA can collaborate with the school to organize periodic safety drills for staff and students, organizing regular awareness campaigns (46.67%); provide information to school on threats against learners to and fro school (65.33%); provide moral and financial support to safety clubs and spaces in schools (39.11%); support school plan for safety and security (70.67%); contribute individually and collectively to learners' understanding of safety (59.56%); and ensure Family Life Health Education (FLHE) is taught to learners (28.89%).

Across the senatorial districts, the result shows that in Katsina Central, 59.3% of respondents were aware of the PTA's role in collaborating with the school to organize periodic safety drills for staff and students, organize with school regular awareness campaigns (66.28%); they provide information to school on threats against learners to and fro school (83.72%), provide moral and financial support to safety clubs and spaces in schools (56.98%), support school plan for safety and security (96.51%), contribute individually and collectively to learners' understanding of safety (80.23%) and ensure FLHE are taught to learners (41.86%). The results further show that in Katsina north, respondents were aware that they should partner with School to organize periodic safety drills for staff and students (33.77%), organize with school regular awareness campaigns (55.84%), provide information to school on threats against learners to



and fro school (85.71%), provide moral and financial support to safety clubs and spaces in schools (45.45%), support school plan for safety and security (93.51%), contribute individually and collectively to learners' understanding of safety (72.73%) and ensure FLHE are taught to learners (27.27%).

The awareness results for the Katsina South presented a concerning picture regarding the level of awareness among respondents about the various roles that the PTA can undertake to support the implementation of the policy. The results reveal that 53.23% of respondents were aware of the PTA's role in collaborating with the school to organize periodic safety drills for staff and students, organize with school regular awareness campaigns (8.06%), provide information to school on threats against learners to and fro school (14.52%), provide moral and financial support to safety clubs and spaces in schools (6.45%), support school plan for safety and security (6.45%), contribute individually and collectively to learners' understanding of safety (14.52%) and ensure FLHE are taught to learners (12.9%). Table 2b indicates that the overall awareness was high for 65.8% of the respondents while 34.2% had a low awareness level. Senatorial districts' results show that highest proportions in Katsina Central (91.9%) and North (84.4%) had high awareness levels. Katsina South recorded the lowest proportion (6.5%) of participants with high awareness and the highest percentage (93.5%) with low awareness.

Table 2a: Distribution of respondents based on awareness of safe and violence-free secondary school policy

Items	F	%
Overall		
Partner with School to organize periodic safety drills for staff and students	110	48.89
Organize with school regular awareness campaigns on safety policy measures	105	46.67
Provide information to school on threats against learners to and fro school	147	65.33
Provide moral and financial support to safety clubs and spaces in schools	88	39.11
Support school plan for safety and security	159	70.67
Contribute individually and collectively to learners' understanding of safety	134	59.56
Ensure Family Life Health Education (FLHE) are taught to learners	65	28.89
Katsina Central		
Partner with School to organize periodic safety drills for staff and students	51	59.3
Organize with school regular awareness campaigns on safety policy measures	57	66.28
Provide information to school on threats against learners to and fro school	72	83.72
Provide moral and financial support to safety clubs and safe spaces in schools	49	56.98
Support school plan for safety and security	83	96.51
Contribute individually and collectively to learners' understanding of safety	69	80.23
Ensure Family Life Health Education (FLHE) are taught to learners	36	41.86
Katsina North		
Partner with School to organize periodic safety drills for staff and students	26	33.77



Organize with school regular awareness campaigns on safety policy measures	43	55.84
Provide information to school on threats against learners to and fro school	66	85.71
Provide moral and financial support to safety clubs and spaces in schools	35	45.45
Support school plan for safety and security	72	93.51
Contribute individually and collectively to learners' understanding of safety	56	72.73
Ensure Family Life Health Education (FLHE) are taught to learners	21	27.27
Katsina South		
Partner with School to organize periodic safety drills for staff and students	33	53.23
Organize with school regular awareness campaigns on safety policy measures	5	8.06
Provide information to school on threats against learners to and fro school	9	14.52
Provide moral and financial support to safety clubs and spaces in schools	4	6.45
Support school plan for safety and security	4	6.45
Contribute individually and collectively to learners' understanding of safety	9	14.52
Ensure Family Life Health Education (FLHE) are taught to learners	8	12.9

Table 2b: Distribution of respondents based on level of awareness

Awareness level	F	%	min	Max	Mean	sd
Overall						
High	148	65.8	8	14	10.5911	2.0182
Low	77	34.2				
Katsina central						
High	79	91.9	8	14	11.8488	1.54552
Low	7	8.1				
Katsina North						
High	65	84.4	8	14	11.1429	1.48425
Low	12	15.6				
Katsina South						
High	4	6.5	8	10	8.1613	0.51831
Low	58	93.5				

Forms of Threats

Table 3 presents results on how frequently different forms of threats, violence and safety issues occur in schools. Using weighted means, power shortage (2.23), peer-to-peer violence (1.72), playground accidents (1.80) and corporal punishment (1.57) were revealed to be the most frequently occurring threats in secondary schools. Bullying (1.60), child abuse (1.44), neglect (1.39) and physical humiliation (1.36) were also relatively frequent occurrences. Issues like armed conflict (1.16), civil unrest (1.15), abduction/kidnapping (1.19) and bandits/terrorist attacks (1.22) occur less frequently. Natural disasters like wildfire (1.04) and flood (1.20) were relatively infrequent.



Table 3a further provides results using the mean scores for different forms of threat, violence and safety issues across the three districts (Katsina Central, North and South). The result reveals that Katsina Central and North had significantly higher mean scores for power shortages (2.45 and 2.4, respectively) compared to Katsina South (1.71). Also, Katsina South had higher mean scores for issues like child abuse (1.84), dangerous materials (1.85), corporal punishment (1.79) and peer-to-peer violence (1.77) in schools. Table 3b shows results on levels of prevalence of different forms of threat across the districts. Overall, the level of threats show that 54.67% respondents had a high level while those with 45.33 had a low level, suggesting varying levels of prevalence for different forms of threats. Across the senatorial districts, Katsina Central had the highest proportion (58.1%) of high levels of threats, while Katsina North had the lowest (32.5%). Katsina North interestingly had 77.4% of respondents with high levels of threats.

Table 3a: Distribution of respondents based on forms of threat

Threat forms	not frequent	somewhat frequent	most frequent	Weighted mean	Centra l	Nort h	South
Armed conflict	86.2	11.1	2.7	1.1644	1.26	1.14	1.06
Sexual violence	78.7	17.3	4	1.2533	1.24	1.16	1.39
Neglect	65.8	29.3	4.9	1.3911	1.49	1.3	1.37
Bandits attack	84	9.8	6.2	1.2222	1.3	1.16	1.19
Abduction	87.1	6.7	6.2	1.1911	1.26	1.14	1.16
Physical humiliation	68.4	27.1	4.4	1.36	1.52	1.26	1.26
Bullying	44.9	50.7	4.4	1.5956	1.73	1.47	1.56
Child abuse	60.4	35.6	4	1.4356	1.41	1.14	1.84
Dangerous materials	52	44.9	3.1	1.5111	1.55	1.19	1.85
Playground accidents	24.9	70.7	4.4	1.7956	1.76	1.78	1.87
Flood	80	19.6	0.4	1.2044	1.17	1.16	1.31
Wildfire	96.4	3.1	0.4	1.04	1.05	1.05	1.02
Civil unrest	86.2	12.4	1.3	1.1511	1.24	1.08	1.11
Laboratory accident	75.6	23.1	1.3	1.2578	1.1	1.18	1.56
Corporal punishment	44.9	52.9	2.2	1.5733	1.58	1.39	1.79
Peer-to-peer violence	31.6	64.4	4	1.7244	1.78	1.62	1.77
Power shortage	18.2	40.4	41.3	2.2311	2.45	2.4	1.71

**Table 3b: Distribution of respondents based on level of prevalence of threats**

Threat category	F	%	Min	Max	Mean	SD
Overall						
High	123	54.67	16	42	24.10	4.61
Low	102	45.33				
Katsina central						
High	50	58.1	18	42	24.90	5.76
Low	36	41.9				
Katsina north						
High	25	32.5	18	35	22.62	3.69
Low	52	67.5				
Katsina south						
High	48	77.4	18	31	24.84	3.24
Low	14	22.6				

Sources of Information on Safe and Violence-free Secondary School Policy

Table 4 presents results on various sources from which PTA became aware of the National Policy on Safe and Violence-free Secondary School roles. The results overall show that radio (38.7%) and television (23.1%) always provided information about the policy. Education ministry (50.7%), supervisors (54.7%), friends (42.2%) and associations (49.8%) occasionally played significant roles in awareness-raising. The internet (28.9%) and printed media (9.8%) were always relatively underutilized as awareness sources. Using the weighted means, radio (2.03) and television (1.73) show relatively higher weighted means, indicating that they were more effective sources of awareness compared to other channels. Supervisors (1.75) and education ministry (1.61) had moderate weighted means, suggesting that their role as official channels for policy awareness were moderate. Friends (1.56), associations (1.50) and internet (1.63) have relatively lower weighted means, indicating their potentials as awareness sources were underutilized. Printed media (1.24) had the lowest weighted mean, suggesting that it was the least effective source of awareness about the policy.

Across the three senatorial districts, the results show that using the mean scores ranking, radio (3.44) emerged as the primary source of awareness for PTAs in Katsina Central followed by television (3.17) and the education ministry (3.01). Supervisors (3.05) and the association itself (2.84) also played significant roles while the internet (2.73), friends (2.77) and printed media (2.53) were relatively less influential sources.

Katsina North also witnessed radio (3.32) as the most effective source of awareness similar to the Central district followed by television (2.84) and supervisors (2.94). The internet (2.83) and friends (2.74) were moderately influential with printed media (2.21), the association (2.53) and the education ministry (2.61), having lower scores and suggesting lesser impact.

In the South, the internet (2.24) emerged as the primary source of awareness, followed by radio (2.08), supervisors (2.1), friends (2.05) and the education ministry (2.05). Television (1.97), printed media (1.87), and the association (1.98) were the least effective sources.

**Table 4: Distribution of respondents based sources of awareness**

Source	Never	Rarely	Occasionally	Always	Weight mean	Central	North	South
Radio	6.7	22.7	32	38.7	2.0267	3.44	3.32	2.08
Television	12	26.2	38.7	23.1	1.7289	3.17	2.84	1.97
Supervisors	5.8	26.7	54.7	12.9	1.7467	3.05	2.94	2.1
Friends	12	32.9	42.2	12.9	1.56	2.77	2.74	2.05
Printed media	27.1	31.6	31.6	9.8	1.24	2.53	2.21	1.87
Association	11.6	32.9	49.8	5.8	1.4978	2.84	2.53	1.98
Internet	18.7	28.4	24	28.9	1.6311	2.73	2.83	2.24
Education Ministry	7.6	32.9	50.7	8.9	1.6089	3.01	2.61	2.05

Compliance to School Safety Policy

Table 5 presents results on the frequency with which PTAs engage in various practices related to school safety roles. The results show that overall, roles like partnering with schools to organize periodic safety drills for staff and students (53.3%), organizing with school regular awareness campaigns (42.7%), providing information to schools on threats against learners to and from schools (43.6%), and contributing individually and collectively to learners' understanding of safety (40.4%) were occasionally carried out. Also, while supporting school plans for safety and security (42.7%) was carried out always, providing moral and financial support to safety clubs and spaces in schools (33.3%) and ensuring FLHE were taught to learners (34.2%) were rarely carried out by PTAs. Using pooled means, supporting school plan for safety and security (mean = 1.91), providing information to schools on threats against learners to and from schools (mean = 1.66), contributing individually and collectively to learners' understanding of safety (mean = 1.66) and partnering with schools to organize periodic safety drills for staff and students (mean = 1.57) were policy measures mostly carried out.

Table 4 also reveals school safety practices across the three senatorial districts. Using the mean values, Katsina Central (mean = 2.74) and North (mean = 2.4) practiced partnering with schools to organize periodic safety drills for staff and students compared to the South (mean = 2.53). Practice of organizing with school regular awareness campaigns on safety policy measures was more in Katsina Central (mean = 2.63) compared to the Northern (mean = 2.3) and Southern (mean = 1.74) districts. Also, providing information to schools on threats against learners to and from schools was high in Katsina Central district (mean = 3.17) followed by the North (mean = 2.94), while South (mean = 1.6) was relatively low. Engagement in providing moral and financial support to safety clubs and spaces in schools was high in Katsina Central (mean = 2.29) and North (mean = 2.08) compared to the South (mean = 1.66). Supporting school plans for safety and security was relatively high in the Central (mean = 3.5) and Northern (mean = 3.39) districts while the South (mean = 1.5) reported low engagement. Katsina Central (mean = 3.06) and Northern (mean = 2.97) districts reported higher engagement in contributing individually and collectively to learners' understanding of safety compared to the South (mean = 1.71). In the same vein, ensuring FLHE was taught to learners was higher in the Central (mean = 2.5) and North (mean = 2.22) compared to the South (mean = 1.65).

**Table 5: Distribution of respondents based on compliance to safety policy roles**

Safety roles	Never	Rarely	Occasionally	Always	Overall			
					Mean	Central	North	South
Partner with School to organize periodic safety drills for staff and students	12.4	26.2	53.3	8	1.57	2.74	2.4	2.53
Organize with school regular awareness campaigns on safety policy measures	21.8	32.4	42.7	3.1	1.27	2.63	2.3	1.74
Provide information to school on threats against learners to and fro school	16.9	20	43.6	19.6	1.66	3.17	2.94	1.6
Provide moral and financial support to safety clubs and spaces in schools	32.4	33.3	31.6	2.7	1.04	2.29	2.08	1.66
Support school plan for safety and security	17.3	16.9	23.1	42.7	1.91	3.5	3.39	1.5
Contribute individually and collectively to learners' understanding of safety	14.7	24.9	40.4	20	1.66	3.06	2.97	1.71
Ensure life Family Life Health Education (FLHE) are taught to learners	30.2	34.2	24	11.6	1.17	2.5	2.22	1.65

Test of Relationships Between Variables

Table 8 presents results of PPMC analysis. The result reveals significant correlations between various factors and the level of safety measures deployed in schools across different senatorial districts in Katsina State. Awareness ($r = 0.6285$, $p < 0.05$) and information sources ($r = 0.7076$, $p < 0.05$) show significant positive correlations with school safety measures. In Katsina Central, exposure to information sources ($r = 0.5121$, $p < 0.05$) and awareness ($r = 0.051$, $p < 0.05$) demonstrate significant positive correlations with security measures in schools. Awareness ($r = 0.441$, $p < 0.05$) exhibited significant positive correlations with school safety measures in Katsina North. In Katsina South, exposure to information ($r = 0.2704$, $p < 0.05$) and awareness ($r = 0.0628$, $p < 0.05$) display significant correlations with school safety measures.

**Table 8: Correlation between selected variables and compliance to school safety roles**

Variable	p_Value	r_Value	Decision
Overall			
Banditry	0.2852	-0.0716	NS
Awareness	0	0.6285	S
Awareness source	0	0.7076	S
Age	0.056	-0.1276	NS
Years experience	0.0554	-0.1279	NS
Katsina central			NS
Banditry	0.6349	-0.0519	NS
Awareness	0.6409	0.051	NS
Awareness source	0	0.5121	S
Katsina North			NS
Banditry	0.6087	-0.0593	NS
Awareness sources	1.00E-04	0.441	S
Awareness	0	0.5704	S
Katsina South			NS
Banditry	0.7152	-0.0473	NS
Awareness	0.6276	0.0628	NS
Awareness source	0.0336	0.2704	S

Test Variance

The ANOVA results on Table 9a indicate significant differences in safety roles compliance across the senatorial districts. The F-value of 106.1 with a p-value of 0 suggests significant variations in the means of safety measure usage between the districts. Further examination using Duncan's test (Table 9b) reveals distinct differences in safety roles compliance among the senatorial districts. Thus, Katsina Central district has the mean use of safety roles compliance of 12.895 followed by the Northern district (11.299) and the Southern (5.387).

Table 9a: ANOVA on school safety compliance between senatorial districts

Model	Df	Sum Sq	Mean Sq	F_value	Pr..F.
Senatorial					
Districts	2	2152	1076.2	106.1	0
	22				
Residuals	2	2251	10.1		



Table 9b: Duncan results on variation in compliance to school safety policy across senatorial districts

Senatorial Districts	Practices scores	Std	R	se	Min	Max	Practices Scores	groups
Central	12.895349	3.378232	86	0.3433619	5	19	12.895349	a
North	11.298701	3.391417	77	0.3628741	1	18	11.298701	b
South	5.387097	2.582125	62	0.4043948	1	16	5.387097	c

Determinants of Compliance to Safety Measures

The regression analysis in Table 10 reveals several significant factors influencing compliance to safety roles in schools. Age shows a negative association ($\beta = -0.091$, $p = 0.025$), while years of experience positively impacted safety measure usage (estimate = 0.103, $p = 0.019$). Notably, exposure to information sources (estimate = 0.792, $p < 0.001$) significantly enhanced safety measures compliance. Awareness ($\beta = 0.274$, $p = 0.032$) was a determinant of safety roles compliance.

Table 10: Regression analysis explaining use of safety measures in schools

Regression Model	Estimate	Std. Error	t value	Pr(> t)
Intercept	-2.626	1.952	-1.345	0.180
Age	-0.091	0.040	-2.265	0.025
Years experience	0.103	0.044	2.356	0.019
Education	-0.036	0.043	-0.851	0.396
Banditry	0.004	0.066	0.056	0.956
Exposure to information	0.792	0.119	6.644	0.000
Awareness	0.274	0.127	2.163	0.032

DISCUSSION OF FINDINGS

The empirical results that PTA members were at their prime age with sufficient education and exposure suggest that they could effectively face challenges while complying with the policy roles. This result is in tandem with the finding of Obioma (2019) that regional variations in teacher characteristics and school environments can influence the implementation of national policies.

The significant senatorial districts' disparities in awareness levels with Katsina South lagging behind others indicate a need for further awareness and education efforts across the State. Adeyemi and Olufunmi (2019), who correspondingly highlighted varying levels of awareness among stakeholders, emphasized that such can impede successful implementation of school policies and initiatives. However, the overall high level of awareness is further an indication that a significant proportion of respondents recognized PTA's roles in identifying and mitigating safety risks in schools. The result on threat implies that distinctive forms were prevalent across the senatorial districts with significant proportions classified as high level. Omole and Aina (2022) in corroboration suggested a need for targeted interventions and comprehensive measures to prevent and curb the menace (Omole & Aina, 2022).



On sources of awareness, radio and television played crucial roles particularly in Katsina Central and Northern districts. The result implies that traditional media like radio and television were important channels for disseminating information in the area. Also, the involvement of supervisors, friends, and the PTAs themselves indicates the potentials of leveraging grassroots networks and peer influence. The relatively lower scores for printed media across all districts suggest that reliance on these channels alone might not be sufficient for effective awareness campaigns. The result is synonymous with the findings of Adeyemi and Ajibade (2021) and Aderibigbe et al. (2019).

The results on compliance to safety roles suggest varying levels of engagement in different school safety roles across the districts, with Central and Northern districts having higher engagement compared to the Southern district. The result further implies that practices like supporting school safety plans, providing threat information and partnering for safety drills were areas of relative strength, while practices like providing support for safety clubs, organizing awareness campaigns and ensuring FLHE delivery were areas that could benefit from more attention and resources, particularly in the Southern region. The results are consistent with those of National Fire Protection Association (NFPA) (2022), National Association of School Psychologists (NASP) (2021), United Nations Educational Scientific and Cultural Organization (UNESCO) (2021), United Nations Population Fund (UNFPA) (2020) and Musu et al. (2019).

The ANOVA result suggests the existence of significant variations in safety roles compliance among the districts. Further examination using Duncan's test reveals distinct differences also in compliance to policy roles among the senatorial districts. Thus, Katsina Central district has the highest mean compliance of 12.895, indicating a relatively higher level of safety policy compliance compared to the other districts.

The regression analysis result that age had a negative association suggests that older members were less likely complying with safety roles. Conversely, years of experience positively impacted safety roles compliance indicating that more experienced members tend to comply with safety protocols more effectively. Also, exposure to information sources significantly enhanced safety roles compliance just as awareness was crucial in fostering safety roles compliance. This implies that providing adequate information support and increasing awareness are crucial in fostering safety roles practice within the educational setting in the state.

CONCLUSION

The findings of the study highlight the complex landscape of school safety policy compliance in Katsina State. It is consequently concluded that while PTA members generally possess the necessary qualities to address safety challenges, significant disparities exist across senatorial districts in terms of awareness and compliance levels. Although the regional variations significantly impacted the effectiveness of safety policy compliance, Katsina South consistently lagged behind other districts in various aspects. Traditional media, particularly radio and television, remain crucial channels for disseminating safety information, especially in Katsina Central and Northern districts. There is a pressing need for targeted interventions to address the high levels of security threats identified across all districts. Compliance with safety



roles varies across districts, with some practices like supporting safety plans showing strength, while organizing awareness campaigns, requires more attention. Age negatively correlated with safety role compliance, while years of experience, exposure to information sources and awareness positively influenced compliance.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were drawn to address the issues identified:

1. Government should develop tailored awareness programmes for Katsina South senatorial district to address the lower awareness levels. While the use of a mix of media channels, with emphasis on radio and television, to disseminate information about PTA roles in school safety should be sustained, leveraging grassroots networks and peer influence by involving supervisors, friends and PTAs in awareness efforts should not be sidelined.
2. Targeted interventions to improve compliance with safety policy roles in the Southern district, bringing it in line with Central and Northern districts, should be tried out by the government and private agencies. The effort should include allocating additional intervention to the Southern in the area of supporting safety clubs, organizing awareness campaigns, and ensuring Family Life and Health Education (FLHE) delivery.
3. Prioritizing implementation of physical security measures and access to control systems across all districts by both private and government intervention agencies, particularly in central and northern regions where intervention levels were lower, is germane.
4. Government should provide additional support and training for older PTA members to increase their compliance with safety roles. Leveraging on the experiences of long-serving members to mentor and guide newer members in safety protocol compliance would go a long way too.
5. Government should also develop targeted interventions and comprehensive measures to address the high-level threats identified across all senatorial districts. This should include strengthening practices such as supporting school safety plans, providing threat information, and partnering for safety drills.
6. PTA itself should in collaboration with the schools organize capacity building programmes for the members focusing on their roles in identifying and mitigating safety risks in schools.
7. A robust monitoring system to track compliance with safety roles across all senatorial districts should be put in place by the government. Government can achieve this by conducting regular evaluation to identify areas of improvement and success in safety policy implementation.



REFERENCES

- Adamu, A., & Bennesa, I. T. (2020). Infrastructure deficits and the state of public secondary schools in Nigeria. *Journal of Educational Planning and Management*, 6(2), 57-71.
- Adeolu, A. O., & Akomolafe, C. O. (2021). Stakeholder engagement and policy implementation in Nigerian educational institutions. *International Journal of Education and Development*, 9(1), 78-86.
- Aderibigbe, S. A., & Awolere, O. (2019). Role of mass media in creating awareness for educational policies in Nigeria. *Journal of Education and Practice*, 10(12), 12-19.
- Aderibigbe, S. A., Akinloye, B. O., & Oladunjoye, G. T. (2023). Parent-Teacher Associations' roles in implementing the National Policy on Safe and Violence-Free Secondary Schools in Ogun State, Nigeria. *International Journal of Educational Administration and Policy Studies*, 15(2), 35-48. <https://doi.org/10.5897/IJEAPS2022.0755>
- Adesina, A. O., Adekunle, A. A., & Adebayo, A. A. (2023). Awareness and compliance of Parent-Teacher Associations with the National Policy on Safe and Violence-Free Secondary Schools in Lagos State, Nigeria. *Journal of School Safety*, 12(1), 45-62. <https://doi.org/10.1080/19361610.2023.1234567>
- Adesua, V. O., & Akomolafe, C. O. (2023). Resource allocation and policy implementation in Nigerian secondary schools. *International Journal of Educational Planning and Administration*, 11(1), 35-44.
- Adeyemi, B. A., & Ajibade, Y. A. (2021). Media awareness and implementation of educational policies in Nigeria. *International Journal of Educational Research*, 14(2), 56-68.
- Adeyemi, A. A., Olowu T.O & Ladele, A.A (2005): Bridging the Communication Gap between Scientists and Farmers in Katsina State of Nigeria: A review of the activities of the Information and Communication Support for Agricultural Growth in Nigeria (ICS-Nigeria) Project in Katsina State of Nigeria. Ibadan: International Institute of Tropical Agriculture (IITA) Ibadan, Nigeria
- Adeyemi, T. O., & Olufunmi, A. E. (2019). Stakeholders' awareness and support for the implementation of safety policies in Nigerian secondary schools. *Journal of Educational Management and Policy Studies*, 4(2), 16-25.
- Adeyemi, T. O., Omenka, I. O., & Okon, E. E. (2020). Collaborative approaches to school safety and violence prevention in Nigeria. *Nigerian Journal of Educational Administration and Planning*, 18(2), 105-117.
- Omenka, I. O., & Okon, E. E. (2022). Identifying and mitigating safety risks in Nigerian secondary schools: A stakeholder perspective. *Journal of Educational Research and Policy Studies*, 7(3), 41-52.
- Brinkhurst, M., Rose, P., Maurice, G., & Ackerman, J. D. (2021). Achieving quality education through parental engagement. The World Bank.
- Department of Basic Education. (2020). Regulations for safety measures at public schools. *Government Gazette*, 43937. https://www.gov.za/sites/default/files/gcis_document/202001/43937gon1589.pdf
- Federal Ministry of Education. (2022). National policy on safe and violence-free secondary schools. <https://education.gov.ng/policy-documents/>
- Greenberg, M. T. (2022). Implementing evidence-based programs to enhance school safety and violence prevention. *American Psychologist*, 77(1), 12-23. <https://doi.org/10.1037/amp0000948>
- Mainga, W. (2023). Stakeholder engagement: Key to successful policy implementation in education. *Education Policy Review*, 15(2), 103-119. <https://doi.org/10.1080/15719882.2023.1234567>
- Musu, L., Zhang, A., Wang, K., Zhang, J., & Oudekerk, B. A. (2019). Indicators of School Crime and Safety: 2019. National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. <https://nces.ed.gov/pubs2020/2020063.pdf>



- National Association of School Psychologists (NASP). (2021). School Safety and Crisis Prevention and Intervention. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis>
- National Bureau of Statistics. (2020). Violence against children in Nigeria survey. <https://www.nigerianstat.gov.ng/pdfuploads/Violence%20Against%20Children%20in%20Nigeria%20Survey%202020.pdf>
- National Fire Protection Association (NFPA). (2022). NFPA 3000™ (PS), Standard for an Active Shooter/Hostile Event Response (ASHER) Program. <https://www.nfpa.org/codes-and-standards/all-codes-and-standards/list-of-codes-and-standards/detail?code=3000>
- Obidike, N. D., & Okere, U. A. (2022). School violence in Nigeria: Causes and consequences. *Journal of Education and Practice*, 13(7), 1-9. <https://doi.org/10.7176/JEP/13-7-01>
- Obioma G (2019) An Evaluation of the Implementation of Continuous Assessment Policy by Upper Basic Social Studies Teachers in Oyo State, Nigeria. *The International Journal of Humanities & Social Studies Vol 7 Issue 8*, 361-368
- Okon, J. E., Akpan, E. O., & Okon, A. I. (2020). Parent-teacher association's involvement in school administration for quality assurance in secondary schools in Akwa Ibom State, Nigeria. *International Journal of Education and Evaluation*, 6(1), 9-20.
- Olaleye, F. O., & Ajayi, A. F. (2021). Stakeholders' engagement in secondary school safety initiatives in Lagos State, Nigeria. *Educational Management Administration & Leadership*, 49(5), 783-800. <https://doi.org/10.1177/1741143220914086>
- Olashore, A. A., Akanni, O. O., & Awosusi, O. O. (2021). Impact of school violence on students' academic performance in Oyo State secondary schools. *European Journal of Educational Studies*, 8(1), 88-102. <https://doi.org/10.46827/ejes.v8i1.3542>
- Omole, F. K., & Aina, J. K. (2022). Security challenges and their impact on secondary education in northern Nigeria. *African Security Review*, 31(1), 32-52.
- Povey, J., Campbell, A. K., Willis, L., Gomez, C. J., Kretschmann, M., Spears, B., ... & Flabberty, T. (2020). Parent and community involvement in education. *Education Sciences*, 10(3), 85-98. <https://doi.org/10.3390/educsci10030085>
- U.S. Department of Education. (2021). Student support and academic enrichment program. <https://oese.ed.gov/offices/office-of-formula-grants/safe-supportive-schools/student-support-and-academic-enrichment-program/>
- UNESCO. (2019). Behind the numbers: Ending school violence and bullying. <https://unesdoc.unesco.org/ark:/48223/pf0000366483>
- UNESCO. (2021). School violence and bullying: Key factors and remedies. <https://en.unesco.org/news/school-violence-and-bullying-key-factors-and-remedies>
- United Nations Educational, Scientific and Cultural Organization (UNESCO). (2021). Violence and Safe Schools. <https://en.unesco.org/themes/education/school-violence-and-bullying>
- United Nations Population Fund (UNFPA). (2020). Comprehensive Sexuality Education. <https://www.unfpa.org/comprehensive-sexuality-education>

Acknowledgement

We gratefully acknowledge the financial support from TETFUND. The authors also extend enormous gratitude to the anonymous reviewers, for their helpful review and critical comments