SCHOOL ADMINISTRATOR AS AN ALBATROSS AT THE AMPHITHEATRE OF SCHOOL VIOLENCE

[1]ABDULLAHI Umar Hafsatu & [2]BABALOLA Victor Tubosun
[1]Unit of Administration and Planning, Bayero University, Kano
[2]Faculty of Education, Northwest University, Kano
lolababa85@ymail.com

Abstract

This paper examined the school administrator as an albatross at the amphitheatre of school violence. The school most popular figure (school administrator) at the center of school structure often confronted with daily crises, yet he/she must be equipped with appropriate skills required to manage or/and prevent the crises where necessary and feasible. To analyze the issues raised, the paper is anchored on the theory of administrative policy effect while multidisciplinary approach was used to give vivid illustrations on how to respond to school violence such as bomb threats, students fight, cultists' attacks, armed intruder into the school building and threatening person(s) outside the school gate, when they strike. It was discovered that virtually every crises within the school structures has parents', students' or teachers' political and economic undertones as well as wrongly implementation of policies without medium of adaptation on the part of school administrators. The paper recommended among others that, School administrators should always involve the school stakeholders that include the teachers, the Students' Union (SU) and the parents in the process of school rules and policies formulations and implementations. Also, clearly defined duties and responsibilities should be given to teachers and the students on daily basis to keep them busy and away from school Violence.

Keywords: Tape, Managerial Skills, Religious Extremists, Boko-Haram, Nigeria

Introduction

In Nigeria like every other parts of the globe, it is sad to discover that school that supposes to serve as a citadel of knowledge is gradually becoming a war front. Cultists, terrorists, kidnappers and religious extremists among others keep on causing violence in Nigerian schools. Hence, the schools can now best be described as "Amphitheatre of Violence". However, it appears that violence in the school could sometimes be amplified by errors on the part of the school administrator as well as the government, especially at the implementation stage of policies. This is a matter of concern to both parents and

guidance and all stakeholders alike considering how their worth could be educated in a safe environment. In view of this, effort must be made to solve the problem of violence in Nigerian schools.

Whose responsibility is to manage school violence and make the school peaceful? The school administrators must be as efficient as albatross in the disposition of duties in their habitats (schools). An efficient school administrator is the one who is skillful in the utilization of many leadership styles, theories of administration as well as many psychological enchantments in his managerial processes. He should be academically qualified, managerially efficient and professionally buoyant. In this regard, it is the hope of these researchers that every school in Nigeria will create conducive learning environment devoid of violence for their learners. However, it is evident that the way many schools in Nigeria with history of violence reacted to them shows that most schools are not truly prepared to deal with severe violence and the large-scale emotionality that accompanies them. One cannot fully anticipate the extent of the response that will be needed and the strength, composure, and even courage that will be required to respond when violence strikes. It is the aim of this work that the school administrators will find the recommended outline of school violence response skills in this work a helpful addition to their school's plan. Nevertheless, no two violence are alike, nor are all communities and schools.

However, all school violence shares some similarities (Scott & Jami, 1999) and this common ground forms the basis for the violence response plan discussed incorporating the knowledge of the researchers who are from the Northern part of Nigeria where there are trenches of school violence intervention. The steps described in this work are those the average school administrator would not necessarily know to take. They are ones that a trained school administrator (Albatross) on violence intervention would quickly identify when responding to school violence. This work examined the school administrator as an albatross at the amphitheater of School violence in an attempt to address the issue of school insecurity usually caused by the school violence.

Methodology

The methodology employed in this study is research survey, using primary and secondary source of data. The primary source of data includes the observation of school violence and how the school administrators concerned responded either in a helpful or hurtful manner. The secondary source of data includes the review of related authoritative works of scholars in the field of administration published in academic journals or textbooks as well as others online educational resources.

Conceptual frame-work

According to Babalola (2015), administration could be seen as a field of study and also as a practice subjected to a number of cultural and intellectual dialogues. However, Bello (2014), observes that the idea of proper, effective and efficient utilization of human, material and financial resources for goal attainment has been the feature of a handful interpretations ascribed to administration. In another way round, some writers prefer to view administration as an activity via which objectives could be achieved through other people. To Peretomode (1995), administration deals with facilitating the accomplishment of the objectives of an organization through the systematic management of constrains and careful utilization of the available limited resources which include human, material, equipment, supplies, finance, space and work technique. Nwachukwu (1992) argues that administration has to do with the guidance, leadership, and control of the effort of a group towards the achievement of common goals. Also, Adebayo (2001) posits that administration is the organization and direction of persons in order to accomplish a specified end. It could be observed from the above definitions, that administration involves utilization of human, material and financial resources towards the attainments of a set organizational goals and objectives (Babalola, 2015). However, if the organization involved is a school then the nomenclature becomes *School Administration*.

Having defined administration, the person(s) in charge of administration of the school can be referred to as the School Administrator(s). The school Administrator is a person or a group of people who are managing human, materials and financial resources of the school towards the attainment of the school goals and objective (Babalola, 2015). School Administrators in the scope of this study includes; Headmaster of a primary school, principal of a secondary school, Rector of a polytechnic, Provost of a College of Education and Vice Chancellor of a University. The trends of school violence in Nigeria shows that School violence management, intervention and control should be one of the latest and most important functions of the school administrators.

What Is Albatross?
Albatross can be observed as either a bird or a Metaphor.

- **Albatross as a Bird**

Fig.1: A Swimming Albatross; Source: www. goole.com

Albatross is among the largest flying sea-birds, and the great albatross has the largest wingspans of any existing bird. Albatrosses are highly efficient in the air, using dynamic soaring and slope soaring to cover great distances with little exertion. They feed on squid, fish and krill by scavenging, surface seizing or diving. In other words Albatross as a bird is very large, highly efficient in its environment, (air& water), uses robust dynamic techniques, (managerial skills), has a multiplicity of sources of food (Literatures), and a diversity (different leadership styles) of capturing its food (Administration).

Albatross as a Metaphor
According to Webster dictionary, Albatross is; (i) Something that causes persistent deep concern or anxiety (ii) Something that greatly hinders accomplishment**.**
The question is "Are School administrators Albatross of bird or metaphor?" This work considered the well trained School Administrators as efficient as albatross of a bird at the amphitheatre of School violence as well as the person that causes persistent and deep concern or anxiety to the evil perpetrators of school violence. Also, School administrator should always be prepared to hinder the accomplishment of school violence by its perpetrators. When the violence strikes, original albatross is known in the school through the efficiency of his preparations. The preparations should start from the first aid box provisions, employment of school Nurse, procurement of school ambulance and others.

What Is Amphitheatre?

Fig.2: Florida Fairground Amphitheatre. Available at: WWW.Google. Com

An amphitheatre according to New Oxford American Dictionary is an open air venue used for entertainment, performances and sports. It can also be viewed as a major public venue, circular in shape, and used for events such as gladiator combat, chariot races and executions.

According to Bomgardner (2000) in Wikipedia(2009), the roman largest amphitheatre could accommodate 40,000-60,000 spectators and were elaborately decorated with marble and other materials. However, Amphitheatre may be natural or artificial. For instance Bryce Canyon Amphitheatre is a natural amphitheatre while fig.2 is a typical example of an artificial Amphitheatre. Ancient Roman amphitheatres were circular in plan with seats that surrounded the central performance area, like a modern open-air stadium.

The question at this juncture is "why have schools been regarded as the amphitheatres of Violence in this context?" The answer to the above question can be summarized in the statement; "*Schools of the society by the society and for the society*". School is like a democratic system of government, where everybody has the freedom of speech to assess, appraise and criticize the efforts of the educational actors as well as the school output. School is an open system where invaders can take advantage of to penetrate and perpetrate evils and violence at any time of the day. School is at the centre where government, student's Union and the school administrator's policies often cause violence. School as an open system cannot operate independent of its environment.   However, here comes the school administrator; the albatross at the amphitheatre of school violence, very efficient and qualified to take charge of various problem as he possesses different leadership styles such as autocratic, democratic and situational leadership styles to mentioned but a few. Also school Administrator should be equipped with administrative theories such as Frederick Winslow Taylor's theory of scientific management, Henri Fayol's principle of management, Theories of human relation and Theory of Administrative Policies Effect (TAPE) to mention but just a few theories of administration.

This is not withstanding, school is an amphitheatre of violence because conflict cannot be completely rooted out from any social organization. Nevertheless attempt must be made by the school administrator to act like albatross that is very efficient in his habitat to take charge in order to secure the life and properties of educational system. Taking charge activities of the school administrators include their ability to prevent and manage school violence.

Violence is an unlawful vigorous reaction of an individual or group to the changes in form of policy implemented which affects especially the source of their physiological needs. According to Abraham Maslow's hierarchy of human needs, the physiological needs include; food, health, sexual partners and Homeostasis among others. Violence is a crime punishable by law. Salwan and Navang(2007), posit in this regard that crime is an unlawful act which is an offence against the public and renders the person

guilty of the act or default liable to legal punishment. Violence is the use of physical force in the cause of committing an unlawful act. Obikeze (2012) posits that violent crime is any form of offence or unlawful act that is accompanied by the use of physical force. In Nigeria, violent crimes resulting from deep-seated socio-economic challenges, very weak institutions and legal frameworks riddled the nation with pervasiveness. Violence as a Social problem permeated educational institutions in Nigeria. This has greatly undermine not only the quality of education in the country but also severely impacts negatively on the right to education as observed from the increasing number of people who drop out from school due to the inherent dangers associated with schooling in violence prone environments(Obikeze,2013). Indeed, school violence wears many faces, which includes gang activities, locker thefts, bullying and intimidation, gun use, assault or any action that causes physical harm on a person. Obikeze(2012) stated in this regard that the involvement of university undergraduates in violent crime has made the school environment unsafe for teaching, learning and researching. In the early 1970s and 1980s, the school environment was safe and secured for intellectual acquisition

The growth of school violence in Nigeria
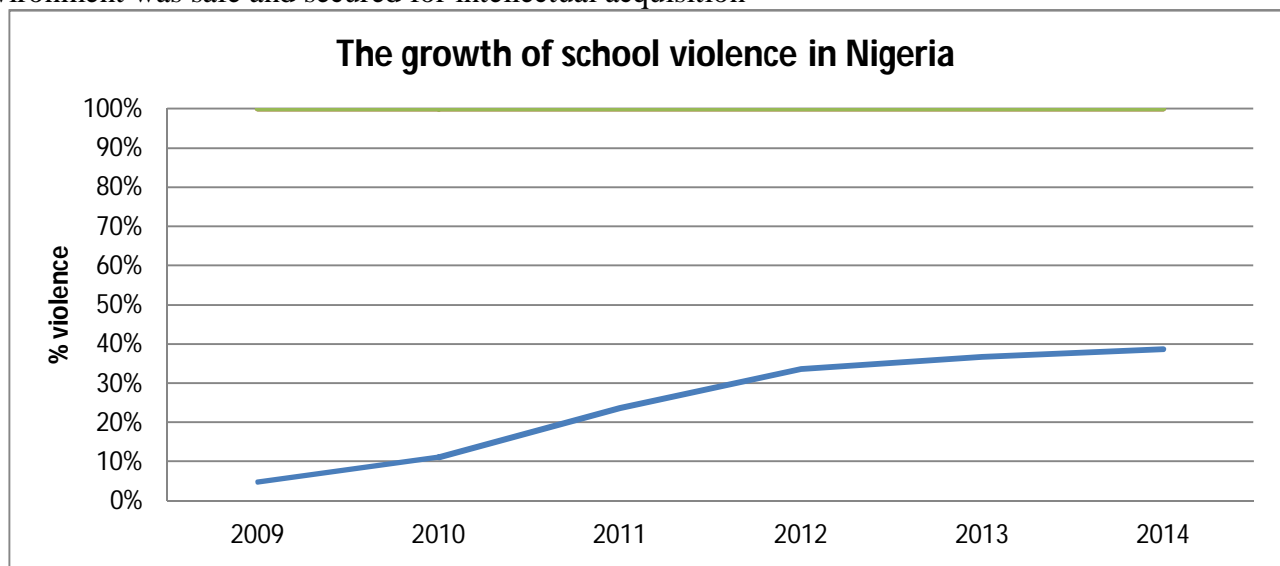
and physical development of individuals. Today the situations have changed drastically and the Fig.3: The growth of school violence in Nigeria, Source: Babalola, Aisha & Hauwa, (2014)
school environment has become a source of worry, anguish and misery for lecturers, students and parents. It is unfortunate that violence is not only limited to Nigerian tertiary institutions but also at the secondary level of education. Eneji (1996) and Obikeze (2012) comment in this regard that "from the universities to the polytechnics, colleges of education and other tertiary institutions and even some secondary schools, came stories of violence, torture and unwarranted intimidation executed by members of secret cults. The plan and execute violent crimes like armed robbery murder, rape, arson, etc. Obikeze (2012) believes that these evil perpetrators from different institutions do talk tough, believe tough and can easily go to other institutions from their own, in a bid to perpetuate evil. This malady appears to have rendered tertiary institutions unmanageable with pervasive violence perpetuated by youths who are members of various secret cults. Babalola, Aisha & Hauwa, (2014) stated that school violence is growing beyond limit in Nigerian school. Fig.3 shows the graph of the growth of school violence in Nigeria.

It has been the culture of Nigerian School administrators to be reacting to the involvement of students in violent crime with closure of schools for a long time. Dough is disrupting the academic program of the

school. However, many measures have been taken by the government and management of tertiary institutions to curb the menace. For instance, Obikeze (2012) comments in regard to the effort of Anambra State University that Anti-cult groups have been set up by the Anambra State University ULI in 2010 to fight cultism and other violent crimes on campus. In some other institutions, police post have been established to deal with violent crimes. Although these measures were intended to clamp down on students' cultism and those who commit other crimes, but these actions are yet to yield results. Anambra State University's efforts to curb the menace of insecurity were very good. If the Anti-cultism group is joined with police post establishment on campus and the two adequately institutionalized, there shall be positive result.

Theoretical Framework

Theory of Administrative Policy Effect (TAPE): The newly propounded theory of Administrative Policy Effect states that if an organization is in harmony and any of the policies which affect human needs is implemented, the organization's stakeholders react so as to annul the effect of the Policy. Dough the organization will re-adjust itself and become peaceful as soon as the stakeholders of the organization adapt to the changes caused by the policy. This theory is in line with two different natural laws.

Firstly, Newton's third law of motion which states that 'to every action (action of school administrators), there is equal and opposite reaction (reaction of the school stakeholders)". Secondly, TAPE is supported by Le-chatelians principle of chemical equilibrium which states that if a chemical reaction (school system) is in equilibrium (harmony) and any of the factors(policies) affecting it is alter, the reaction shifts so as to annul the effect of the change(policy).

Also, real life histories of social policies supported the theory of administrative policy effect. For instance, the policy of subsidy removal by President Goodluck E. Jonathern supported this theory as the Nigerian citizens reacted; drivers went on strike, there is high cost of transportation, students protested, and many roads were blocked. With time as the president supplied the students with School bus with little or no transportation fee, which is an adaptive measure to ease the students' transportation, Nigerian citizens adapted to the policy and the society became peaceful as it was before the implementation of the policy. In addition, the policy that gave rise to the installation of Formal Central Bank Governor (Sanusi Lamido Sanusi) as the Emir of Kano by the Formal Governor of Kano State (Governor Rabiu Musa Kwankwaso) provoked violence protest such as stoning of Kano State government stakeholders as well as vandalism of public properties like Street light, traffic light, broken of Northwest University School bus wind-screen, etc. Today, the Kano indigenes have adjusted to the leadership of their new Emir (King).To crown it all, much violence in higher institution of learning in Nigeria can be traced to the policy of school fees inflation by many school administrators. Lack of knowledge and practice of this theory on the part of school administrators had led them into implementation of policies which directly affect students' basic needs without providing any medium for adaptation.

The school administrator should prevent or prepare for reactions of School stakeholders by providing medium, and facilities for adaptation before implementation of any policy. In this regard, many School

Administrators has been maltreated to the level of putting a provost into the boot of a car by the Student Union when he inflated the school fees out of unanimous consensus of the school stakeholders. Implementation of policy without providing medium for adaptation is one of the major sources of School violence.

Causes of School Violence

Observably, the Causes of school violence in Nigeria include; Peer group influence which could lead students into Drug Abuse & Secret Cults, indiscipline among the students, Poor administrative Skills e.g. unclear rules and inconsistent enforcement of rule, Poor School Communication skills, Poorly Organized orientation programs, Administrator's involvements in partisan politics and Policies Implementation without any medium for adaptation (Obikeze,2012)

Types of School Violence

The violence in the school according to Scott & Jami (1999) is of two major types. These include; Less Severe and Severe Violence. The less severe violence consists of violence which may not involve sharing of human blood. Examples of less severe violence are; students protest due to increment of school fees, threatening person outside the building, and armed intruder inside the building Bomb threat, Student fight such as, beating, punching, bullying, hair pulling& Slapping. Conversely, Severe Violence involves the most dangerous violent crime with no respect for human blood, lives and right. In most cases, they may be from the external school environment with the support from within the school. Examples of severe Violence are;

1. *Secret Cults Attacks* such as murder of both lecturers and students, stabbing, raping of the female students and pouring of acids on fellow students
2. *Religious Extremist attacks*; for instance, Boko-Haramism in the Northern part of the country. They may come so surprisingly and be shooting sporadically after throwing bomb (as in the case of FCE, Kano) and kidnapping of students(as the case of Chibok girls)
3. *Communal attacks*; This may come on many grounds, e.g. attack on individual or a group of staff, attack on political ground as a result of the school administrator's involvement in partisan politics, etc.
4. *Kidnappers;* This kidnapping may be for ritualism or for ransom. It may also be because of raping just like that of cultists, e.g. Niger Delta Militants
5. *Armed Rubbery Attacks;* This includes the external attack on students and teaching staff, threatening them with gun for money and other properties.

Management of a less severe Violence

- *Management of Student Fight*

According to Scott & Jami (1999), students' fights can be managed as follows;

A. Do not physically intervene but verbally does to avoid being injured
B. If possible choose who will intervene.
C. When intervening in a student fight, take the following steps.
   1) Quickly appraise the situation. Is the fight merely verbal, is there pushing and shoving, or have punches been thrown? Is there a weapon involved?
   2) Send a responsible student for help from the nearest teacher, the dean of students, the assistant principal, and/ or the principal. Direct this student to alert the adult about any weapon(s)
   3) Calmly take charge:
      a) Announce your presence so the fighters know a staff member is there. For instance, say" I'm Prof. Victor, the Dean, student affairs and you need to stop fighting right now"

b) Call the fighting students by name.
c) Don't invade the personal space of the combatants
d) Try humor.

4) Do not threaten the combatants with consequences. Instead, give them choices such as; you may go to the nurse's office, the principal's office or the Dean Student affairs office.

5) Do not allow the audience, which often feeds the combatants' aggression. Tell the crowd to back up or disperse. If they refused give them work that will take their time.

6) Continue to calmly talk to the fighting students, telling them to stop. If they respond to you, reply with words like, Okay, settle down and let's talk about what happened.

7) When the students have stopped actively fighting and if adult assistant is available, physically separate the combatants.

8) Give each of the fighters pencil and paper to write their version of what happened. (At the University level, the school security may do this).

9) If necessary, obtain medical assistance for the combatants, either from the school Nurse or by summoning an ambulance if the injuries are severe

10) The school administrator should call the police and follow the appropriate procedures for providing legal consequence.

Management of Threatening person Outside the Building

According to Scott &Jami (1999) if a threatening person (persons), such as someone with a weapon, is spotted outside your school building, the school administrator should take the following steps.

a) Call the police immediately.

b) Make an announcement over the intercom. If your school has a pre-established warning signal or phrase that will notify the school staff of the threat without panicking the students, then use it. For instance, you may speak as; (i) we have a visitor outside the building. I repeat, we have a visitor outside the building or (ii) we have an intruder outside the building. Go into lockdown mode.

Considering the two mode of spoken above, one can see that "(ii)" is preferable because it describe the type of visitor and give instruction on what to do.

c) Direct the custodians to quickly lock all the outside doors. If any students are caught outside, and your school does not have a preplanned location at which students have been instructed to gather in such situation, a sport staff member or security should direct them to take cover behind walls or drop to the ground and stay there until directed to do otherwise.

d) Alert the school's security staff(if applicable)

e) Instruct all teachers to close and lock their classroom doors and turn off their classroom lights. The teachers should keep all students in their classrooms away from the door and windows, and take a roll call(if applicable)

f) Administrators should cautiously walk through the halls to locate any students who may be out of class, giving them directions about where to go

g) Direct all office personnel to stay away from the front door and windows

h) Keep the faculty apprised of the situation and give the "all clear announcement when appropriate. However, if gunshots are fired;

(i) All staff and students in the main building should lie down on the floor or get under a desk immediately and remain there until an "all clear" announcement is made.

(ii) Staff and students in portable classrooms should lie flat on the floor or crouch under desks with lights turned off and doors locked. Trying to move students to the main building could make them targets for a shooter.

(iii)Staff and students on the playing ground or in common areas should lie down on the ground or take shelter behind playground equipment and remain there until the "all clear" announcement is made. Running for and clustering in front of the school building or gate or door could make the students targets for a shooter.

Armed Intruder inside the Building

According to Scott & Jami (1999) armed intruder inside the building could be managed by the school administrator as follow.

The first staff member to see or encounter an armed intruder in your building should immediately alert the office (or signal a nearby staff member to contact the office). The school administrator should then take the following steps. (Neither the staff member nor the administrator should confront and possibly provoke the intruder).

a) Call the police immediately. When the police arrive, provide them with a map of your building.
b) Make an announcement over the intercom. If your school has a pre-established warning signal or phrase that will notify the school staff of the threat without panicking the students, then use it. For instance, School Administrator may speak in these two ways;
   (i)We have a visitor outside the building. I repeat, we have a visitor outside the building
   (ii)We have an intruder outside the building. Go into lockdown mode.

Considering the two mode of spoken above, one can see that "(ii)" is preferable because it describe the type of visitor and give instruction on what to do.

a) Direct the custodians to quickly lock all the outside doors. If any students are caught outside, and your school does not have a preplanned location at which students have been instructed to gather in such situation, a sport staff member or security should direct them to take cover behind walls or drop to the ground and stay there until directed to do otherwise.
b) Alert the school's security staff(if applicable)
c) Instruct all teachers to close and lock their classroom doors and turn off their classroom lights. The teachers should keep all students in their classrooms away from the door and windows, and take a roll call(if applicable)
d) Administrators should cautiously walk through the halls to locate any students who may be out of class, giving them directions about where to go
e) Direct everyone (Faculty, front office staff, and students) to lie down on the floor or get under a desk immediately and remain there until the police have apprehended the intruder.
f) When okay by the police, make an "all clear" announcement for those outside of main building classrooms:
   (i) All staff and students in the main building should lie down on the floor or get under a desk immediately and remain there until the "all clear" announcement is made.
   (ii) Staff and students in portable classrooms should lie flat on the floor or crouch under desks with lights turned off and doors locked. Trying to move students to the main building could make them targets for a shooter.
   (iii)Staff and students on the playing ground or in common areas should lie down on the ground or take shelter behind playground equipment and remain there until the "all clear" announcement is made. Running for and clustering in front of the school building or gate or door could make the students targets for a shooter.

Bomb Threat

This article recommends that school Administrators should err on the side of caution. Even young children can now download from the internet directions for constructing homemade bombs and can

obtain the materials to make a bomb. For instance in Wimberley, Texas, authorities who searched the homes of four 14-year old boys who were arrested in April 1999 for allegedly plotting to blow up their junior high School, found gun-powder and bomb-building instructions downloaded from the internet. "Just imagine if you didn't do anything about a bomb threat and something happen?" If your building receives a bomb threat, according to Scott, P. & Jami (1999), the following steps should be carried out:

The receptionist receiving the call should stay calm, ask for and write down the following information; where is the bomb? What type of bomb is it? When will it go off? Why was the bomb planted? Who are you? Who planted the bomb?

During conversation, the receptionist should also make note of the following; the characteristics of the caller's voice (gender, approximate age, and accent, etc.) background noises, time of the call, the number being called from (if"caller ID is installed on the school's phone lines). While the receptionist keeps the caller on the line, on another line the administrator (or someone else in the office) should call the police. The School administrator must decide whether to evacuate the building or to simply alert the staff.

The key factors to be considered include; the recommendations of the police, the level of unrest and violence in the community, weather conditions the students and staff would be exposed to during the evacuation, the information provided by the caller about the specified time of detonation and the suspected age and credibility level of the caller.

Human Safety And Medical Assistance

According to Scott &Jami (1999), it's not possible, of course, to detail every conceivable type of violence crisis and school setting in which such crises can occur. School violence may occur in the cafeteria or park lot. The decisions you make must be based upon your school's individual architecture and the unique set of circumstances happening at the school. That having been said, the following guidelines will be helpful.

1) School staffs are under no legal obligation to sacrifice their own physical safety by confronting an armed aggressor. However, this does not take into consideration the obligations of their own conscience.
2) Administering first aid to the injured or victims
3) Protect students and staff by telling them to drop and roll to the nearest cover like desk, cabinet, table, heavy furniture, playground equipment or wall(This is applicable to gunshot)
4) Summoning Help from Police
5) Summoning medical personnel with their ambulance to convene the victims to the hospital.

Effects of School Violence on School Administration

- Vanishing Authority of Teachers (VAT) and Poor Classroom Management (PCM). This is very common in a school where there is prevalence of cultism.
- Poor Academic Achievement (PAA); the fear of death in the minds of students is an impediment to learning. This is perhaps the reason why Educational psychologists interpreted the second hierarchy of Human needs by Abraham Maslow that "without assurance of human safety and security teaching and learning cannot take place effectively".
- Destruction of School facilities and plants; this is otherwise called vandalism. Vandalism cannot be completely rooted out in any amphitheater of violence; especially those involve the use of technological weapons such as Bombs and guns. This constituted to a great waste of material resources.
- Social Unrest; Parents are always psychologically disturbed that bad things may happen to their children. This Psycho-phobia may prompt parents into withdrawing their children from school, causing violence induced students' drop-out.

To put an end to these school violence, Babalola (2015b) suggested effective implementation of division of labour as expounded by Henri fayol's 14-essential principles called Fayolism. Babalola (2015b) stated further in accordance with Frederick Winslow Taylor (1856-1917) in his principles of scientific management stated that" For an organization to achieve its stated objectives and goals, clearly defined large responsibilities should be given to the workers per day. Also, Students should be kept busy through sufficient assignments so that they would have no time for violence or crime.

Recommendation and Conclusion

Considering the nature of school violence discussed in this study, the researcher thereby recommend the following:

- Extensive Orientation programs should be conducted for the fresh students laying emphasis on the repercussions of violence crimes like cultism, armed robbery, raping and Drug Abuse.
- Workshops should be organized to train and retrain educational actors periodically on violence response techniques especially those discussed in this paper.
- The school Counselors should not relent in their bids to advise the students to eschew violence, embrace peace and face their studies squarely for the betterment of their future.
- Formulation of School laws: Every school should be encouraged to have a set of rules and regulations needed to guide both actions and inactions of both students and staff. This law should be respected and enforced devoid of ethno-religious bias.
- Application of Theory of Administrative Policy Effect: The school administrators and government should ensure that they provide medium for adaptation when a new policy is to be implemented.
- Violence response team should be formulated in Nigerian schools. They should be equipped with an ambulance, first aid box and other materials needed to function at their various capacities.
- In a school where there is prevalence of cultism, police post should be built inside the school and anti-cultism club should be established to work simultaneously with the police.
- Every school should improve their vertical and horizontal communication system especially for school violence such as intercom and fire alarm.
- Closed-Circuit Television (CCTV) should be installed at strategic places in the school compound for violence monitoring purposes.

In conclusion, this work has been able to fully describe school administrators as albatrosses of a bird; very efficient and competent via their managerial skills in taking charge in their habitats(Schools) which have turned especially in the Nigeria context to be the amphitheaters of Violence. In a similar vein, the school administrators (albatrosses of metaphor) that usually hinder the accomplishments of violence in the school as well as causing deep concern to the Evil perpetrators of school violence. The work thereafter successfully highlighted intervention techniques that the school administrators can employ as helpful additions to their school plans when the school violence strikes. To this end, the work encourages the police and other security agents in the Nigerian Society to always respond to the school administrators in a helpful rather than hurtful manner when the violence strikes.

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