CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Safety and security in schools have become a major concern to policy maker and educational planners in particular due to the level of insecurity existing in school system in Nigeria. In recent times, there have been increasing concerns about insecurity of students, teachers and school facilities especially in secondary levels of education in Nigeria. Concern over insecurity is based on the perceived negligence of government and its agencies to provide adequate security in schools. Based on the events that unfold daily, parents and guardians seem not to be comfortable sending their children and wards to schools due to the fact that those schools may not be secure enough for them. It appears that teachers and students are finding it difficult to cope with their daily activities in schools due to the high level of insecurity existing in school environments.

Schools, as sites for teaching and learning, can deliver their educational mandates only in safe and secured conditions that are free from injuries, crime and violence (Xaba, 2006). Squelch (2001), stated that school safety and security constitute the responsibility of the ministry in charge of education. Squelch,(2001)explained further that school principals and educators are obliged to ensure learner's safety during school hours, premised on their *'in- loco parentis'* status as well as the educator's position of authority and duty of care towards learners.

The challenges of insecurity in the school system have taken the centre stage of national issues in recent years. The issues of terrorism, kidnapping, militancy, abduction and ransom taking are no longer the exclusive preserve of one nation or a section of a nation but have taken a global dimension. Isah and Babayemi (2009) examined the problems of militancy in the Niger Delta region of Nigeria and they included, among other things, that the demand for resource control and fiscal federalism culminating into partial arms struggle, kidnapping, ransom taking and assassinations have had a serious toll on the developmental prospect of the country. According to the Global Terrorism Index (GTI,

2018) Nigeria, was ranked 3rd among countries afflicted with terrorism. It could be recalled that in 2014, the Boko-Haram insurgents that had held many regions have been held captive in the North-east of Nigeria since 2009, and in abducted well over 240 school girls of which over 50% are yet to be released. From the foregoing, the Nigerian government, educational planners and parents have become alarmed at the increasing attacks on schools. Till date, schools have come under heavy attacks by terrorist and bandits in Nigeria.

The attacks on schools and educational institutions appear to have created some level of apathy on the school system. For instance, the terrorist attack on Boys Model School, Igbonla in Epe, Lagos State, Nigeria in March 2017 involved the abduction of six male students from the boys' hostel along with the Vice Principal of the school. The attack was a shock to the society. In the first attack on the same school, four students and a vice principal were abducted in October 2016 while the second attack on the school left ten students abducted with four released at the waterfront after profiling by the abductors. The Lagos State government, parents, stakeholders, school administrators were seriously traumatized by the event. The victims were released after a 25million Naira ransom was paid to the abductors. Government Girls Science and Technical College (GGSTC), Dapchi was not left out where it was reported on February 19, 2018 that 110 girls were said to be abducted including Leah Sharibu who is still in captivity. The great question is who will be the next victim?

School safety, as required by law in schedule of the 1999 constitution of the Federal Republic of Nigeria FRN (1999), deals 'inter alia' the fundamental objectives and principles of state policy on security. Under section 13 of the same document on fundamental obligations of the government, states:

> *....'It shall be the duty and responsibility of all organs of government and of all authorities and persons, exercising legislative, executive or judicial powers, to conform to, observe and apply the provisions of this chapter of this constitution....*

Section 14 (2) (b) of FRN (1999) states as follows:

> *The security and welfare of the people shall be the primary purpose of the government ... Section 24 (C) states as follows ...: ''it shall be the duty of every citizen to render assistance to appropriate and lawful agencies on the maintenance of law and order...*

despite this part of our constitution, Nigeria in our current democratic dispensation is faced with different kinds of threats such as armed robbery, kidnapping, political violence, ethno-religious conflicts, organized violent groups, economic based violence, gender-based violence, sexual abuse, human trafficking and recently the menace of Boko Haram (Ibrahim, 2002). The presence of these violence activities were, at first, ignored by educational planners but its infiltration and prevalence in recent years in educational institutions requires close attention and investigation by educational planners.

Security measures are steps taken to ensure any organization and, in this context, the school environment is safe. Security is described as activities that makes a place hazard free (Haughton and Metcalf, 2000). The evidence of a secured school is the existence and execution of security plans that are well drawn out in policies of protection that should be given to its stakeholders as learners, teachers and managers in the system. Security in schools can be described as a situation where students, teachers and school manager are not exposed to any form of danger or risk of physical or moral aggression, accident, theft or deterioration. Campbell (2007), explained that school security involves strategies and procedures required to coordinate the diverse activities of a school, protect and manage school violence, reduce security risks and ensure that the school environment is safe for teaching and learning.

From the foregoing, school security is supposed to be a major factor in the design and citing of any new school. Although, many of the schools were not designed with security in mind, their security could still be improved upon in the light of emerging challenges. The implication of this is that, security concerns of schools are to be considered before citing schools to ensure that school buildings are properly built; organized in terms of spacing to reduce risks to lives of students and members of staff. The security of any

learner is expected to be at same level with the security of any teacher in the school system because insecurity victimized both learners and teachers (personnel) and in essence, the entire school. School security is the establishment and maintenance of protective measures that ensure a state of inviolability from hostile acts, or influences (Aryu, 2000).

It is the opinion of stakeholders that security measures be reinforced to keep members of any school community free from harm and danger in the context of modern insecurity. Creating and maintaining a secure environment need a clear understanding by all stakeholders through adequate security awareness. According to Trump (2010), a school environment that promotes "pro-social" student behaviour has high expectation and standard for achievements when students get involved in the promotion of safety process. Rubin (2004) suggested that other ways to improve school security will be by publication of school safety policies. The safety of students and staff in schools is of paramount importance for effective teaching and learning. Also, the essence of school safety is to ensure that safety is managed effectively and that the school becomes a safe haven for both the students and the members of staff.

Calabrese (2000) emphasized the fact that a school's safety is the desire of the school community since parents would want their children to be safe; educators want to teach without fear of any form of attack; administrators want to concentrate on creating and maintaining an achievement-focused environment; while learners want a supportive and stimulating environment. Teachers, administrators and students form the frontline of threat prevention in schools. Safety awareness among pupils and members of staff; actualization with safety representatives, allocation of safety responsibilities, hazard spotting and risk analysis are major concerns in modern educational policies and planning. Among other strategies that could be adopted should be procedures for dealing with accident, illnesses and emergencies when they occur.

Cohen (2010) posited that all the procedures mentioned earlier should be made known to all members of staff and students as appropriate and should be practiced. The procedures should be regarded as alarm procedures, evaluating buildings, assembling for roll calls, of

emergency equipment, first aid and in the event of accidents, summoning emergency services and controlling the scene of the accident by staff members (Peretomode and Peretomode, 2001).

The abnormally large incidence of vandalism and increasing concerns about students unrest and disruptions have encouraged the creation of security departments in most public secondary schools. The development of school security departments is a relatively recent and emerging reality in managing secondary schools safety (Trump, 2010). It appears schools lack those security teams that ought to be composed of teachers, students, parents and the school governing board that volunteer assistance most times in terms of safety.

There has been a groaning concern among educational stakeholders on the phases involved in safety awareness, equipping of security devices as well as school infrastructure for school personnel such as teachers, students and school managers in secondary school for the purpose of ensuring security in schools. Some schools administrators have complained on issues such as absence of awareness in area of security in the Nigerian secondary school settings. Administrators are of the opinion that the conduct of seminars and workshop for school personnel as teachers and students will go a long way to prevent or manage any crises that could arise in the course of duty. As a result of the increase in the rate of insecurity in secondary schools, it becomes obviously necessary that the state of awareness of personnel on security management, school safety, and new security techniques be properly and adequately investigated to pave the way for solutions to an emerging school security problem.

Again, school safety awareness and training in security appear missing from the current curriculum of teacher education institutions in Nigeria. It is known that pre-service teachers training dwell extensively on cognitive aspect but not on security matters. How teachers and students are prepared to respond to any security threat in school remain the duty of school managers to keep schools safe through adequate security awareness. According to Patrick Fiel (former chief of security, Washington DC) (2017) in one of his online articles on school security, explained that schools still fall short in providing

security training that can make students and members of staff face any form of attacks for in schools for rescue mission when crises occurs. With the emerging situation, it becomes obvious that investigations needed to be conducted on the levels of security available in schools, levels of vulnerabilities of schools to attacks and requirements to stem the tide of insecurity to schools through safety awareness for school personnel. Security awareness therefore helps stakeholders to know what the school has to do to enhance the security and the steps to take in the face of emergency. Ani cited in Maduagwu, (2006) explained that unsafe conditions could emanate from outlived school buildings, outlived flowers with wild branches, and bushes around the school, broken classroom room floors, practical equipment in laboratory and damaged school equipment. Security of staff, students, and every member of the school community has become an issue of concern that needs to be addressed. For schools to be in safe environments, safety programmes and preventive strategies must be implemented by all relevant authorities including policy makers in education planning and administration.

For learners to overcome security threats, the co-operation of teachers in schools, government, law enforcement agencies and communities is required. Vogel (2003) in agreement with De Wet (2003) stated that creating safe school environment involves designing various safety awareness programmes, such as organizing seminars on security for school personnel, safety awareness programmes and strategies that mobilize school support networks. Stephen (2004) explained that it is very important that managers feel safe in schools and that is why schools must have security plans in place that could be revised regularly.

The concern on insecurity in Nigerian secondary schools has often compelled parents to constantly change their children's school the moment they are considered not too good enough for students' academic performance. Fafunwa (1983), noted that dropout is one of the most serious problems that have continued to bedevil the Nigerian educational system from the colonial administration up to independence in 1960 and even beyond. This view is supported by Patrick (2012) who observed that in the West coast of Africa, a considerable proportion of students drop out of schools each year. It becomes highly

probable that insecurity could become another challenge resulting in high school dropout rates (this has not been investigated).

Modern school insecurity now threaten or terminates the lives of school children which gives educational planners, administrators and other stakeholders serious challenges especially in Nigeria. School children now constitute the most vulnerable groups in security disasters worldwide. Another factor is the level of arms always deployed by terrorists and kidnappers in Nigeria. Weapons of mass destruction as guns, bombs, matches and chemicals are openly displayed by these harmful elements to toddlers, children and adolescents as the case may be. What, therefore, does the future hold for children and youth in our dear country? It is for this reason that this study is being investigated.

After outlining several factors facilitating school insecurity, Oyo State appears to possess some and lack some of these factors. Oyo State has 33 Local Governments Areas with 613 Secondary schools and 13,816 teachers in which an attack on a particular school could be disastrous. In some other places where terrorists' attacks occur, it was observed that if teachers and school managers were trained on the tenets of school location, it would serve as an anathema to such happening. In Oyo State, this study serves as a proactive approach to stem insecurity in secondary schools.

Though very high profile dangerous kidnaps have not happened in Oyo State in recent times, there have been some reports of insecurity in several schools. On 27 October, 2011, it was reported by the media that in Saint Annes Secondary School, Molete, Ibadan, Oyo State, four girls were raped to coma in the school premises, when hoodlums forced their way into the school's hostels around 2am. The miscreants scaled over the school fence when students were fast asleep. They descended on their victims unmolested. The report gathered that the rapists who were fully armed with dangerous weapons as, cutlasses, iron bars and charms, gained entry into the hostels through the back fence, thus beating the guards on duty. They were said to have assaulted the head teacher, while most of the girls in the hostels were similarly beaten before being raped. Reports also stated that the

security guard at the main gate was unaware of the incident as the rapists prevented the girls from raising alarm, by scaring them with the dangerous weapons.

Again, in December 2016, it was reported that the commandant of the Command Secondary School, Bode- Igbo, Ibadan, Oyo State was murdered in his apartment within the school premises by unknown assailants suspected to be hired assassins. Even though the school was reported to have been properly fenced, it was further reported that school premises was largely surrounded by thick forests making attackers have hiding places. Findings and reports made it known that there has been reports of encroachment by trespassers and that the school location was in an isolated area of Ibadan. The presence of personal and school security guards of the Nigeria Army did not stop the assailants. The level of security in Oyo State secondary schools appears too fragile and needs urgent attention so as to guarantee safety of life and property. This study is of the opinion that safety awareness, equipment availability and school infrastructure of public secondary school in Oyo State on security issues could go a long way to help secure lives and properties.

Safety awareness, equipment availability and school infrastructure for schools by policy makers through the help of government and stakeholders are very likely going to assist school administrators in developing aspects of school security with knowledge and understanding on relevant skills to implement security policies through the help of safety awareness programmes given to them. Good school security policies will help create safe, attractive and secure school environments. This study is embarked upon because learning requires a positive atmosphere in which students are physically and emotionally safe. Creating a safe environment means ensuring personnel safety throughout the school day and keeping them free from physical, social and emotional harm.

However, school infrastructure refers to dilapidated fence, bad windows and doors that are not functioning or that are out dated. school infrastructure will still address security apparatus that are not yet in place at all and improve on the level of security of schools environment such as renovation of short perimeter fence along side with lockable school

gate, erection of burglary proof on existing windows and repairing of broken or damaged ones. Availability of security Equipment for security personnel with modern equipment such as CCTV cameras to monitor every activity within and outside the school premises, security monitors such as scanners, whistles, smarts phones for emergency calls, as well as ammunitions and security cover that can face any form of insecurity within and outside the school, will make the school environment a better and safer place for effective teaching and learning activities to take place.

Stewart (2006) posited that schools have to enhance their physical security and also have to develop some security apparatuses, plans, and safety awareness to staff and install systems such as video surveillance cameras, physical access controls, paging and radio systems. According to Trump (2012), to ensure security in the school compounds, placing cameras throughout the school buildings will allow the personnel to see and possibly video tape more motion of anyone within the camera field view will be of a great advantage to monitor the school environment. There should also be computer assisted design programmes in 3-D format that can map how many people that are in a room or at a particular location. But it appears that none of the secondary schools in Nigeria is with aforementioned devices. Spragne and Walker (2005) explained that before now, school resources officers, who are away from office, patrolling the school environment are not usually immediately aware of intruders because video on the breach is available only on one console in the security office. With new devices, getting quick information of what is happening within the school environment is faster as the right time when the right kind of radio system is available. This study however is investigating safety awareness, equipment available and re-tooling of secondary school managers in Oyo State Nigeria.

1.2 Statement of the Problem

The problem of school insecurity which is a fall out of the global insecurity has become a big challenge to educational stakeholders in Nigeria. Nigeria has been ranked 3rd by the Global Index of Terrorism (GTI) in its 2018 rankings. The schools which were previously regarded by local and international treaties as safe places have recently become soft targets for terrorists, kidnappers and ransom takers with government and security agents

helpless and incapable. Again, with this increasing security threat to teachers, school managers and students, the problem of brain drain and teacher attrition may yet continue unabated. Insecurity of schools has the potential of scaring students and teachers away from school thereby jeopardizing government huge investment in education over time. Previous works on security seemed to revolve around school climate, disciplinary measure and parental involvement resulting into unrest and students vandalism, but today the problem is beyond that as stakeholders appear to lack any form of awareness on security matters.

Infrastructure in schools especially public schools like school fence, poor school location, dilapidated windows, doors, toilets, forest around schools and oceans or large rivers could give terrorists free entry and exit into schools. Oyo State could be considered a safe state since no form of terrorism has been reported except such as rape and others but with its proximity to Lagos and Ogun States that have experienced sophisticated school terrorism several times, a proactive investigation into the system, which this study fills, becomes necessary in Oyo State. There are traces of security threats as most public secondary schools seems to have become hideout for criminals after school hours, such as armed robbers, buying and selling of hard drug, meeting venue for criminal activities as a result of insecure school environments. It has become necessary to take pro-active measures, which could serve as anti-dote to terrorism both now and in the future that falls into the purview of educational planning. How do we solve these challenges to save the school system from imminent collapse and secure the future of education in our dear country? This study therefore was designed to investigate how safety awareness, equipment available and school infrastructure of secondary school managers have improve the level of school security in public secondary schools in Oyo State.

1.3 Purpose of the study

The major purpose of this study was to investigate safety awareness, equipment availability and school infrastructure for security in public schools in Oyo State Secondary Schools in Nigeria. Specifically, the study have,

1. Investigated the incidence of threats to security in Oyo State public secondary schools.
2. Find out the level of safety awareness among administrators, teachers and students in Oyo State Secondary Schools.
3. Investigated the current state and adequacy of school infrastructure in Oyo State secondary schools such as school fence, gates, security personnel, security devices, lockable windows, and doors in schools.
4. Investigated the availability of security equipment such as(fire alarms, scanners, whistles, smart phones, Electronic cameras and CCTV) for effective security improvement in public secondary schools in Oyo State, Nigeria

1.4 Research Questions

The following research questions were raised and analysed:

1. What is the level of incidence of threats to security in Oyo State public secondary schools between 2015-2020?
2. What is the level of safety awareness among stakeholders (administrators, teachers and students) in public secondary school in Oyo State Nigeria?
3. What is the level of adequacy of school infrastructure in public secondary schools (school fence, gate, lockable windows, doors, burglar-proof, and security personnel) in Oyo State?
4. What are the security equipment available (fire alarms, fire extinguisher, scanners, whistles, smart phones, Electronic cameras and CCTV) for effective security improvement in public secondary schools in Oyo State, Nigeria?

1.5 Hypotheses

The following null hypotheses were tested to guide the study:

H_{01}: Safety Awareness on security among secondary school stakeholders (principals, teachers and students) does not significantly relate to the availability of security in Oyo State secondary schools

H_{02}: Availability of Security Equipment (smart phones, cameras, CCTV) does not significantly influence school security in Oyo State secondary schools.

H_{03}: School infrastructure (School fence, gate, personnel, lockable windows and doors) does not significantly influence personnel security in Oyo State secondary schools.

H_{04}: The independent variables (Safety Awareness, equipment availability, School infrastructure,) does not have significant joint influence on school security among Oyo State secondary schools.

H_{05}: The independent variables (Safety Awareness, equipment availability, School infrastructure)does not have significant relative influence on the dependent variable (School security) in Oyo State secondary schools.

1.6 Significance of the Study

This study would be beneficial to teachers, government, stakeholders, researchers, school administrators, students and the society at large. This study would assist both Federal and State governments, through their Ministries of Education, in creating high level of safety awareness on security matters that will proffer solutions to the issues of insecurity such as terrorism, abduction and kidnapping in schools for secondary school teachers in particular, who are prime movers upon whom the standard of education depends. It is hoped that the findings of this study would provide empirical information about some of the causes and the consequences of insecurity in Oyo State Public Secondary School.

This study would be useful for educational policy makers because they would be provided with adequate and relevant information on the existing level of safety awareness, equipment availability and school infrastructure on security issues in Oyo State public secondary schools and their influence on security matters. Likewise, school administrators/principals stand to benefit maximally from the study as it aims at coming up with findings which would enhance the level of safety awareness, equipment availability and school infrastructure on security issues in Nigeria. Result from this study would provide information to ministry officials and help them to be more conscious of what is expected from teachers in schools.

The result of this study would help governments to see the need to deploy security personnel with adequate equipment to secure school environments. Again, government, through the Nigeria Police of Force (NPF), State Security Service (SSS) and Teaching Service Commission (TESCOM) in Oyo State that is keen on enhancing safety in school environments, would find the expected discourse in this study significant for policy formulation.

While improving the level of safety awareness of teachers on security, students would be better assisted to attain higher educational goals and objectives. This would give better opportunities to students as one of the beneficiaries, to advance in their academics because

the level of safety awareness on security matters will be transferred to students through the teachers.

It would assist researchers to find literature on safety awareness, equipment availability andschool infrastructure on security, thereby, providing them with more resources to work with. This would help them to learn more about safety awareness, equipment availability and school infrastructure on security and it would act as a platform upon which further studies could be based.

Lastly, the society would benefit from this research through the making of individuals with sharp cognitive based knowledge and sound minds that can achieve the nation's development goal(s) and peacefully coexist to make the society a better place to live in.

1.7 Scope of the Study

The study is designed to investigate safety awareness, equipment availability and school infrastructure as correlates of school security in Oyo state secondary school. The study will cover Oyo state secondary schools teachers and principals in each of the selected Educational zones in Oyo state. These selected educational zones include: (i) Ibadan Zone 1 (ii) Ibadan Zone 2 (iii) Oyo Zone 4.

Finally the conceptual scope of the study includes the availability of security measures available for each school. The scope of the study is Oyo state. The proximity of Oyo state to Lagos and Ogun states where acts of terrorism has been experienced and reported makes it vulnerable.

1.8 Operational Definition of Terms

The following terms were operationally defined as used in the study

Security: Security is freedom from or resilience against potential harm caused by others. The state of being free from danger or threat.

School Security: Encompasses all measures taken to combat threats to people and property in education environments. One term connected to school security is school safety, which is defined as the sheltering of students from violence and bullying, as well as exposure to harmful elements such as drugs and gang activity.

Awareness is an understanding of the activities of others, which provides a context for your own activity "and it can be in the form of activity awareness, cultural awareness, social awareness, work place awareness, location awareness and knowledge awareness

Safety Awareness is the knowledge and attitude members of school possess regarding the protection of the physical, and especially informational, assets of that school. School administrator require formal safety awareness training for all workers when they join the organization and periodically thereafter, usually annually. Awareness is the ability to directly know and perceive, to feel, or to be cognizant of events. More broadly, it is the state of being conscious of something.

Equipment*:* Set of tools or other objects commonly used to achieve a particular objective, e.g.(fire alarms, scanners, whistles, smart phones, Electronic cameras and CCTV)

Security Equipment: Security equipment that covers a wide assortment of protection, identification, surveillance and detection devices, such as cameras, alarm systems, scanners, closed-circuit televisions, x-ray machines and much more**.**

Infrastructure: To revise and reorganize, especially for the purpose of updating or improving. Re-tooling is to fit out (a school, for example) with a new set of machinery and tools for making better tools to fight insecurity.

School Manager: School manager refers to the head(s) of school. It includes principals, vice principals, and other management staff with similar responsibilities.

Safe School: A safe school is a place where the business of education can be conducted in a welcoming environment free of intimidation, violence and fear. ... Creating a is an ongoing process that must focus on people, policies and programs that support the educational mission.

School Safety is defined as **schools** and **school**-related activities where students are **safe** from violence, bullying, harassment, and substance use. **Safe schools** promotes the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on **school** grounds.

School plant: School plant refers to everything within the school premises which includes the site, buildings, equipment and all essential structures, permanent and non-permanent as well as machines and laboratory equipment and others.

Bullying: Bullying is the use of force, threat, or coercion to abuse, intimidate or aggressively dominate others. The behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power, which distinguishes *bullying* from con

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

Many empirical studies have been carried out by different authors and researchers on school security, but the essence of this chapter is to view a solid basis for this study. It is the researcher's belief that a review of literature on a particular topic allows for comparison between findings in related or similar investigators or writer will assist in structuring the instruments and in writing out theoretical framework of reasonable stand for the research. This chapter is concerned with the review of relevant literature on the study and this is done under the following sub-headings:

2.1 **Conceptual Reviews:**

2.1.1 Security

2.1.2 Safety Awareness

2.1.3 School Equipment

2.2 **Empirical Review**

2.2.1 Sources of Insecurity in Nigeria Schools

2.2.2 Safety Awareness and School Security in Nigerian Secondary Schools

2.2.3 Equipment Availability and Security in Nigerian secondary schools

2.2.4 School infrastructure for compliance with 21st century emerging trends on school security

2.2.5 The School Plant and infrastructural security in Nigerian schools

2.2.6 School Equipment Maintenance Culture in Nigerian Public School.

2.2.7 Challenges of providing security in Nigerian Schools

2.2.8 Appraisal of Literature

2.2.9 Theoretical Framework

2.3.0 Conceptual Framework

2.1.1 Concept of Security

Akin (2008) described security as a situation that exists as a result of the establishment of measures for the protection of persons, information and property against hostile persons, influences and actions". It is the existence of conditions within which people in a society can go about their normal daily activities without any threats to their lives or properties. Security embraces all measures designed to protect and safeguard the citizen and the resources of individuals, groups, businesses and the nation against sabotage or violent occurrence (Ogunleye, 2011). Security however, can be described as stability and continuity of livelihood (stable and steady income), predictability of daily life (knowing what to expect), protection from crime (feeling safe), and freedom from psychological harm (safety or protection from emotional stress) which results from the assurance or knowing that one is wanted, accepted, loved and protected in one's community or neighbourhood and by people around Ogunleye (2011).

Security focuses on emotional and psychological sense of belonging to a social group which can offer one protection. The foregoing description of security by Ogunleye, 2011 structured the concept of security into four dimensions (harm, which could be physical, economic or psychological). However, these dimension can be weaved together to give a composite definition of security as the protection against all forms of harm whether, physical, economic or psychological. It is generally argued however that security is not the absence of threats or security issues, but the ability to rise to the challenges posed by these threats with expediency and expertise.

Obiamaka (2015) state that security is the state of being free from danger or threats; freedom from doubt, anxiety or fear. Security according to Dwyer and Osher (2000) in Obiamaka (2015) is something that gives or assures safety security incorporates measures taken by an organization or government to prevent espionage, sabotage, or attack. Security can be measures adopted by a business or home owner to prevent crime, assault, or to prevent an escape (Picarell, 2008). Rogers (2009), in Obiamaka (2015)working on security control at university of south Africa, also described security broadly as a means of providing effective levels of protection against pure risk. Security is a process used to

create a relatively crime-free area. Lambaard and Kole, (2008) also in Obiamaka (2015) described Security as a means to assess the vulnerability to a risk and thereafter to employ techniques and measures in order to reduce that vulnerability to a reasonable level. Security will therefore assist in creating a stable, fairly predictable environment in which individuals may move freely with reduced or without any disturbance or injury.

School Security

School security is a measure taken by a military unit, activity, or installation to protect itself against all acts designed to, or when may impair its effectiveness, Security in the school context is a condition that result from the establishment and maintenance of protective measures that ensure a state of inviolability from hostile acts or influences (Ken, 2008) in Obiamaka (2015). Security could also be explained to be a state of care of mind, freedom from doubt and absence of worry. Security can be likened to watching over an organization for anticipated events (Ken, 2008). Green (1999), working on the appropriate and effective use of security technologies in united state schools provided a guide for schools and law enforcement agencies posits that security entails a stable, relatively predictable environment in which an individual or a group of people could may pursue its end without disruption or harm and without fear of disturbance or injury. School security can also be described as those measures taken to protect and manage school violence, reduce safety risks and liability, and improve on school community relationship (Trump, 2003). School security involves the physical protection of school property, personnel and students from hostile acts or influences such as fences, good security personnel, and lockable doors, windows, burglar-proofs and so on. Also, school security is measures taken to maintain order, discipline and prevention of disruption to the entire school (Fukumi, 2008).

Peters and Skaba (2001) believed school threats mean the capacity of any human and non-human element to destroy the vital interest of any school. The foregoing indicates that security threats cover all aspects of malicious intention, action or occurrences geared towards making any school vulnerable and exposed to security risk. Again, in dissecting the foregoing descriptions of school security threats, it could be understood that school

security threats cover all aspects of malicious intention action, occurrence geared towards making students, teachers and the entire members of the school community vulnerable and exposed to security risks which in every way, may disturb or lead to school closure for some time.

Weaver (1995) explained what should constitute school threat and safety. Officials regard to school threats seriously when protocols are in place for assessing and managing school safety. Security threats can be divided into two, namely natural and manmade threats. Natural threats are those threats that are generated by nature, capable of posing a great danger to the wellbeing and survival of people or members of the school community, for example: Avalanches and landslides, Earthquakes, Sinkholes, Volcanic eruptions, Floods, Tsunami and so on.

Manmade threats according to Chen and Wang, (2007) are those cruel attacks arising from human actions and behaviours. They are activities that constitute risks to the entire school community. One of these human threats is school robbery. Dannreeuther, (2007), explained that robbery involves the use of instruments of intimidation and coercion by one party against another with the aim of compelling the victims to concede his/her property to the offender's party. Armed robbery is a regular feature of every human society. Among students', robbery takes place. There are many instances where students and members of staff were robbed either by students or from external robbers who take advantage of the insecurity in the school to penetrate the compound. Theft is another human threat that disturbs the peace of the school community. Theft involves the act of making unlawful claim to someone's property or illegally taking another person's property without the person's freely given consent, (Dannreeuther, 2007). Theft in school could involve intentional stealing of another person's property, beverages, text books and others from fellow students either in the classroom or hostel. School theft, if not properly managed, can scare many children away from school or normal lesson due to fear of insecurity of their lives and properties.

Arson constitutes another threat to school community and security. Arson according to Katherine (2012) is a deliberate act of disruptively setting another person's or school

property on fire for selfish motives. Someone who may be a member of staff or a student could decide to set her/his property on fire with the criminal intention of illegally getting claims from the school education board. There is no doubt that in the school community, arson constitutes a great threat to schools due to losses that are usually incurred in each incidence. In Nigeria schools, arson has often been associated with fraud. Extortion is another form of man-made security threat which is found among secondary school students. Senior secondary students extort the junior students of their provisions and pocket money through coercion. According to Adejoke (2004), it is a criminal offence, which occurs when a person obtains money or other goods from another by threatening him/her. Extortion in any school constitutes security risk. Strike actions among school staff constitute threats in schools. A strike is often described as the refusal of employees to report at their work places or refusal to discharge their respective duties. Teachers going on strike can make the children less busy and give them opportunity to engage in indecent acts. (Isah and Alao, 2016) A school governing board has the responsibility to conduct its school could choose to shut down school activities for a while where such exist thereby destabilizing academic activities of students (Monkwe, 2010).

Another threat to students' security is students' riots and demonstrations. Riots and demonstrations constitute great danger to lives of students, teachers and property in schools. Adegoke (2004) explained that demonstrations may be regarded as civil disturbances or direct action. Violent students' demonstrations largely constitute huge security risk that lead to a breakdown of law and order in schools. Monkwe (2010) posited that students' demonstrations could lead to unwarranted destruction of lives and property making the entire school unsafe for living and learning. Again terrorism/bomb threat disrupts on-going operations of any school is being witnessed in many Lagos state government schools since 2015 (Isah and Ishola, 2017).

National School Climate Council, (2007) opined that the key to successfully preparing school communities without panic is for school and public officers to be candid about the possibility of the school being affected by terrorism. De Wet (2003) stated that the Columbia High School attack in an American school 1999 where two students, Dylan

Klebold, 17, and Eric Harris, 18, attacked school at a time that it was least expected with guns and bombs killing 13 and wounding 23 others before killing themselves. There was no well-known prior incidence that this has been established. The impact of the attack changed the landscape of the school safety profession forever. Some school districts in the United States of America make it clear that teachers could face potential liability for a variety of reasons such as claims, asserting the violation of a student's constitutional rights under the fourteenth Amendment (guaranteed in due process and equal protection) as well as variety of civil rights claim when hazards occur (Bailey and Rose, 2001). A school may be liable under the American constitution for harm imposed on a pupil by a private actor or employee if the actions "created" the danger of possible harm (Mastisa, 2011). However, liability depends on several factors. According to Smith (2010), when schools districts fails to supervise a specific area at school where prior instances of violence have occurred, or neglect to inform learners of potential or existing hazards on the playground or in the classroom, including the violent propensities of a pupil, they could face liability charges in the case of a further incident.

To accommodate students' rights, Byre (2002) recommended that schools ought always to conduct thorough searches to retrieve contraband goods and dangerous weapons which can be used to violate others rights. He explained that those who conduct any search should also clearly articulate the school rule or law that has allegedly been violated, since a school official who wilfully violets a student right can be criminally prosecuted. Smith (2010) explained that in the United States of America, it is stated in the guilt case in 1967 that children have rights, and that those rights includes right to education. Bailey and Ross (2001) posited that in the American constitution, pupils have fundamental right of freedom to attend any public education exercise. This gives privilege to the students to comply with the rules and disciplinary methods of the authorities.

In the case of bullying, Sheriff (2007) argued that American courts expect educators to have the foresight to recognize instances of psychological harm resulting from bullying, which may lead to suicide or ill health in learners. The learners have the right to a safe school milieu which the school should provide. Teachers by virtue of their profession and

by law are obliged to maintain discipline at school and to act in loco parentis in relation to the learner.

Malthufi (1997) explained that there are two sides to the loco parentis role of educators: the duty of care (the obligation to exercise caring supervision of the learner) and the duty to maintain order (the obligation to maintain authority or discipline over the learner). When the child enters the school, the duty of care of the parents or guardian is delegated to the educator's pedagogical and legal function. Oosthuizen, Wolhuter, and Toit (2003) stated that the law expects the educator to caringly see to the physical, psychological and spiritual well-being of the learner. The law expects him/her as a professionally trained person to fulfil this role with the necessary skills. The Bill of rights discussed in this paragraph, section 29 (1) of the constitution stipulates that the learners have the right to attend school and that this right should be protected. Since education can only take place in a safe and secure school environment, everything possible should be done by the school, the governing body and by the Department of Education to ensure that the learner experience safety at school. Section 12(1) of the constitution stipulates that everyone has the right to freedom and security which includes: the right not to be treated or punished in a cruel, inhuman or degrading way and the right to be free from all types of violence. Section 24 (a) of the constitution stipulates that everyone has the right to an environment that is not harmful to his/her wellbeing and to enjoy education in a harmonious and carefree environment.

According to Mastisa (2011), the learner's right is not to be treated in an inhuman or degrading way, his/her right to be free from all forms of violence and his/her right to enjoy education in a harmonious and carefree environment, this implies that he/she should experience safely at school Section 28 (2) of the constitution stipulates that the best interests of the child are paramount in every matter concerning the child. It is in the best interest of the child to attend school and to receive education. Therefore a lack of safety at school is not in the best interest of the child because it will make it difficult for him/her to attend school and to receive education. In order to promote school learning, safe environment is important. It is also stated in the Bill of rights Act no 108 of 1996, section

24 that every person has the right to an environment that is not detrimental to health and safety. This right should also apply to learners; it protects them from being exposed to harmful environment. To ensure safe and secure school environment for the learners, Smith (2010) propounded that the educator's main responsibility is to supervise learners whenever they are in school. Education should be a way of learner's activities and the conditions of the activities. They should also be aware of potential dangers the learners can be involved in and take preventive steps for learners from being harmed. This is in line with what Prinsloo (2005) stated that learners has the constitutional right to study in a safe school environment. If educators fail to provide adequate supervision they can be charged for negligence of duty Calabrese (2000).

It is therefore the responsibility of educators in school to ensure that they maintain the safety of learners by constant supervision as follow. Classroom supervision, identification and removal of dangerous objects, repair of school equipment, school sports journeys and school transports. For schools to have sound and efficient management of safety from a legal point of view, principals and teachers must take into account legal, educational and managerial requirements when performing their task and duties. According to Bray (2000b), knowledge of education law is important to educators because it provides a secure educational environment which pupils may learn and develop, regulates the right and obligations of interested parties in education, contributes to the creation of a harmonious working environment, creates a clear framework for the role of principal and teachers as professionals and provides structures and guidelines for educational management activities. In order to promote school safety, the regulations for safety measures at public schools, pal 4, subpart 2(e) states that no person may enter the school premises while under the influence of drugs or alcohol (Coetzee, 2005). Brown as cited in Coetzee (2005) contended that the use of drugs undermines a safe and disciplined environment and that drug testing will make schools safer. Oesthuizen cited in Mastisa (2011) stated that educators protect learner against the unruly and undisciplined behaviour of his/her fellow learners, as well as protecting the learner against his/her waywardness.

Finally, drug abuse and alcoholism among students constitute a major security threats in Nigerian schools. Students have had their destinies misdirected and their academic fortunes frustrated due to their involvement in drug abuse and alcoholism. According to Bulus and Rimfat (2001), peace and tranquillity in schools have been adversely affected. Drug abuse consists of using drugs to change feelings or in such a way as to endanger health. Okorondo cited in Rimfat (1997), explained that the excessive use of any chemical not prescribed by doctors is dangerous. Drug and substance abuse has consequences on students who take them. Common substance abuses include intake of caffeine, marijuana and others which are usually within students reach depending on the location of a school. Students who take them suffer from brain damage liver damage, excessive heart beat and chronic bleeding. (National Institute on Drug Abuse, April 2013). Students stand the risk going mental and being wayward in their behaviour. Bulus and Rimfat (2001) opined that if students must pass their examinations in flying colours, then school must experience peace and tranquillity. All these security threats should be stamped out of the school environment.

2.1.2 Concept of Awareness

"Awareness is an attribute of action. Doing one thing while taking heed of other relevant occurrences are not two parallel lines of action but a specific way of pursuing a line of action, namely to do it heedfully ,competently, mindfully, accountably. In this context ‘awareness’ does not refer to some special category of mental state existing independently of action but to a person’s being or becoming aware of something. ‘Awareness’ is an integrated aspect of practice and must be investigated as such." (Schmidt, 2002) .awareness as a "feature of practical action which is systematically accomplished within developing course of everyday activities” (Heath et al, 2002).Awareness is not the same as cognizance; awareness is an automatic response to our environment, which we can direct when needed. Awareness is a social activity, in that we take cues from those around us which can influence our awareness and lead to a greater shared awareness. "Awareness is ‘on growingly’ achieved in collaboration with others."(Heath et al, 2002)

SAFETY AWARENESS

Safety awareness is a process of developing a culture of alertness, individual and collective consciousness and readiness to forestall, pre-empt, protect and defend our social, economic, cultural, political, educational, environmental, territorial and foreign policy interests against perpetrators of crime and abuse of power as well as the drivers of insecurity such as corruption, socio-economic and political imbalances/injustices, bad governance, illiteracy and proliferation and misuse of Small Arms and Light Weapons.

The enormity of the resultant consequence of such drivers of insecurity can be seen from the impacts of forced displacement on millions of defenseless Internally Displaced Persons (IDPs) who fled their homes and communities, lost family members, most of their houses and properties destroyed or looted and who faced further insecurity at congested, isolated or inhospitable shelters or camps. A further consequence is the destruction of community infrastructure, lawlessness in society, increasing rates of poverty and unemployment due to declining foreign/ domestic investments in the national economy.

IMPORTANCE SAFETY AWARENESS

The importance of safety awareness to any human society or politically organized environment lies in the following reasons/factors:-

i. There is a need to understand the 3 broad impacts of crime on national security, on quality of life and standard of living of citizens and on national economic development. These 3 broad impacts are:-

a) **Crime undermines the state**: By destroying the trust relationship between the people and the state, thereby undermining democracy, peace and security. Aside from direct losses of national funds due to corruption, crime can erode the tax base as the rich bribe tax officials and the poor recede into the shadow economy .Corruption diverts resources into graft-rich public works projects, at a cost to education and health services

b) **Crime destroys a nation's social and human capital**:-By degrading the quality of life and standard of living of citizens and forcing skilled manpower to move overseas; victimization, as well as fear of crime, interferes with the development of those who

remain. Crime impedes access to possible employment and educational opportunities, and it discourages the accumulation of legitimate assets.

c) **Crime drives business away from an insecure nation**:-By driving up the cost of doing business, investors see crime in development countries like Nigeria as a sign of social instability. Tourism, of large and growing importance for developing countries like Nigeria, is an industry especially sensitive to crime, especially kidnapping, terrorism and armed robbery. Further, corruption is even more damaging, perhaps the single greatest obstacle to both human and national development.

Factors responsible for the Security Challenges facing Nigeria.

First, is the problem of undue emphasis (in both policy and practice) on the pursuit of National/State Security to the disadvantage of human security. The goal of national security is on the defense of the state from external threats. By contrast, the focus of human security is the protection of individuals against both violent and non-violent threats to their lives and human dignity. Security of state does not automatically mean security of peoples. Protecting citizens from foreign attack is certainly a necessary condition for the security of individuals, but it is not a sufficient one. Indeed, during the past century, far more people have been killed by their own governments than by armies from abroad. Human security entails taking preventive measures to reduce vulnerability and minimize risks, and taking remedial action where prevention fails. A human security approach therefore highlights the need to address the root causes of insecurity and ensure the safety of people in the future. In short, human security provides an enabling environment for human development. Where violence or threat of violence as we have in Nigeria today makes meaningful progression the development agenda impossible, enhancing safety for people becomes a prerequisite. Indeed, promoting human development can also be an important strategy for furthering human security. The above problem is manifested in the poor implementation of the constitutional obligations imposed on the government (at all levels) by chapter two of the Constitution, namely, to promote the security and welfare of the people as the primary purpose of government (section14(2)(b) and to ensure the progressive realization of the fundamental social, economic, political, educational, foreign

policy and environmental objectives for the common good of all (sections 13-20 of Cap. 2 of the 1999 Constitution).

The Second factor stems from the unaddressed problem of the deculturised youths, who could become potential recruit into the terrorist cells. The deculturised youths, inter alia, suffer from poverty, unemployment, destitution, lack of education, or even, disillusionment after education and ultimately become frustrated and alienated from society. This reserve of individuals thereby become ready to put their own and other peoples lives at risk in the carrying out of especially violent crimes in society. This class of youths sees no one being interested in them, and they, have no approval reference point anymore within the legitimate society. Therefore, organized criminal syndicates certainly finds them useful, and usually gives them help, protection, and an element of identification with an authority figure, but harnessing their aggressive and destructive drives for the benefit of their syndicates.

From the perspective of Islam, as a misunderstood, misconceived, misinterpreted and misapplied by both Muslims and non-muslims, the Holy Quran warns muslims against extremism and declares terrorism as both sinful and a crime against humanity (where loss of lives of innocent and defenseless civilians are involved). Islam, as a religion of truth, peace and justice for all, urges state authorities to bring to justice all perpetrators of crimes without fear or favour but in accordance with due process of law.

The third factor is about the restrictive perception of the problem of crime prevention and the impact of crime on national development ONLY from the law enforcement perspective. This denies our criminal justice system the ability to effectively address some of the root causes of crime and threats to democratic governance as well as increase the crime prevention profile. Some of the root causes of acts of kidnapping terrorism and corruption etc in Nigeria needing urgent attention include:-a) poor implementation of constitutional measures to address past socio-economic and political injustices, inequities and imbalances and a feeling of, among the diverse Nigerian populace, a sense of marginalization, discrimination, exclusion and disadvantage; (b) failure by the state to

effectively prevent and control the proliferation of Small Arms and Light Weapons (SALW) and their possession by militant sectarian and ethnic militia groups, among others; (c) the negative culture of do or die politics and the struggle for the sharing of national cake at the centre (distributive federalism) arising from undue concentration of power and resources at the federal level (centre) to the disadvantage and impoverishment of the federating units (states and LGAs); (d) rising unemployment rate among youths; (e) politicization of ethnicity and manipulation of religion by the elites for their selfish ends thereby providing a fertile ground for extremism, intolerance, ethno-religious violent conflicts and perpetual cycle of recriminations or revengeful killings.

According *to* Ladan M. T. (2015) the above three broad factors point to the perceived security challenges facing Nigeria. Some of which are identified as follows:-

a) The challenge of embracing faithfully the paradigm shift from state security to prioritized human security consistent with the constitutional obligations placed on all levels and arms of government in Nigeria (Sections 13 to 20 of Cap.
b) The challenge of building and sustaining trust and confidence between law enforcement/security agencies and the public, particularly communities, civil society groups and the private sector, as equal stakeholders in crime prevention and control as well as peace building efforts consistent with the National Peace Policy. This is very critical for communities and groups in many parts of the country who recently see the government as sanctioning alleged summary executions, forced disappearances, other excesses as a form of abuse of power committed against their locals in the name of law and order domestic operations.
c) The challenge of strategic efforts in combating trans-border crimes, movement and proliferation of Small Arms and Light Weapons in the ECOWAS sub region consistent with Article 51 of the ECOWAS Protocol on the mechanism for conflict prevention, management, resolution, peacekeeping and security. This article is specifically devoted to taking preventive and control measures, among others, against the illegal circulation of small arms in West Africa.

d) The challenge of effective coordination and collaboration in intelligence gathering and sharing between law enforcement and other security agencies about the existence, growth and activities of militant groups, for effective crime prevention and control and the promotion of peace and security nationwide.
e) The challenge of enhancing access to justice in criminal matters. Failure of states to provide citizens with protection from crime and access to a justice system (which dispenses justice fairly, speedily and non-discriminatory) impedes sustainable development. All people have a right to go about their lives in peace, free to make the most of their opportunities. They can only do so if the institutions of justice and law and order protect them in their daily lives. States with poorly functioning criminal justice system and poor crime prevention and control mechanisms are unattractive to investors, so economic growth also suffers.

Ladan M. T. (2015) further explained that the resultant consequence of the above challenges is the mounting pressures on the criminal justice. There is a need educate all stakeholders about Nigeria's Security vision, mission, interests, threats and policy strategy. Because:

a) Education fosters peace and tolerance in societies. According to UNESCO, literate people are more likely to participate in democratic process and exercise their civil rights without necessarily resorting to violent conflicts
b) Education is the key to unlocking a country's potential for economic growth because it increases income, reduces poverty, makes people healthier, promotes girls and women's rights to participation in decision making processes affecting their lives .According to UNESCO, wages, Agricultural income and productivity, all critical for reducing poverty, are higher where people (especially women) involves in agriculture receive a better education.

   Ladan M. T. (2015) noted that through education, individuals contribute to alleviating poverty, liberalizing both the mind and the hands to a life of dignity. Also Girl-child education has particularly strong multiplier effects:-investment in education for girls contributes to better nutrition for the family, improved health

and family planning, poverty reduction, and better overall economic performance, leading to greater opportunities and life choices for women.

c) More importantly, is how character education is beneficial to children/students. Character education is a teaching method which fosters the development of ethical and responsible individuals by teaching them about the good values that people should have in the society:-such as respect for others, honesty, truthfulness, humility, hard work, trustworthiness, transparency and accountability in leadership or governance, diligence, tolerance ,selflessness, consistency and focus in life etc that make for an upstanding citizen .Building character also helps children/students to handle daily peer-group pressures and negative influences through the media; and to interact properly with their teachers and fellow students, turning their classroom into a better learning environment.

Despite the fundamentality of this right and corresponding obligations on the government and parents/guardians, the recent report of National Bureau of Statistics (2015) reveals the following realities in Nigeria. Close to3 million children aged 6-14 years has never attended any school in Nigeria (8.1% of age group children population); about a million of the same age group dropped out of school; female children's attendance stood at 81.2% lower than that of males with 88.1%; In 2014, the net attendance for primary school stood at 68.7% compared with 2012 at 71%. Similarly, secondary school net attendance rate was 54.80% and 57.40% in 2012 and 2014respectively. The primary six completion rate was 87.70% in2012 and by 2014 has declined to 74%.In a related report, there are about 9.5 million Almanjirai children and Street children in Nigeria (UBEC, 2011).

In terms of funding education, in 2012, 8.4% and 8.7% in 2013of the national annual budget was allocated to education. This low level fiscal allocation to the sector which is below the UNESCO,s threshold of 26% of the total budget certainly affects the implementation of government policy on education in the country and in particular, the UBE since its inception. According to the 2012 World Bank global ranking of countries

on annual budgetary allocation to education, Ghana came 1st with 31%; South Africa 5th with 25.8%; USA 12th with 17.1%; and Nigeria 20th with 8.4%.

Ladan M. T. (2015)opined the need to raise security awareness on community policing in Nigeria which was launched in 2004 as a concept/philosophy and as part of proposed Police reform-without any legal reform/ any new legal regime to back it up after10 years of its pilot stage. Because community Policing emphasizes the need for a paradigm shift from reactionary/ repressive and unfriendly policing to one that is based on professionalism, legality, respect for human rights and community consultation and partnership in information sharing on crime and social disorder.

2.1.3 Concept School Equipment

The School Equipment or facilities consists of the physical structure and the variety of building systems, such as Security, electrical and power, telecommunications, and foreign suppression system. The school equipment also includes the facilities available in school such as furniture, materials and supplies, equipment and information technology, as well as various aspect of the building grounds. The school facility is much more than a passage container of the educational process: it is, rather, an integral component of the conditions of learning. The layout and design of a facility contributes to the place experience of students, educators, and community members. Picus (2002) noted that effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, and accessible. He further explained that depending on the quality of its design and management, the facilities can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality, and spaciousness or crowdedness.

According to Bandele (2003), the importance of physical facilities cannot be relegated .facilities like modern equipment are to be put in place in all schools. Adesola (2005) found out that the level of available resources in school is indeed a plus to the teachers and students and its goes a long way to show the level of commitment of the teachers toward effective delivery of teaching and learning.

Abdulkarem and Fasasi (2012) in a study proposed that for educational facilities to be a strategy for school safety, management of the school must adhere to the four stage approach which includes provision, utilization, maintenance and improvement of educational facilities. Obviously these conditions are not met due to poor safety school awareness. The exact quality educational facilities must meet to be fit for use as appropriate to enhancing carrying out activities in school without harm.

Evidence of poor educational facilities/equipment prompted Okorie (2002) in (Agabi & Okorie,2002) to assert that the entire school environments is pervaded with potential hazards and dangers, which are often over looked by school administrators. It becomes questionable whether the school administrators and managers know the importance of safety to the school and what remedial actions have been to contain it. The worries today in the school system are numerous unsafe conditions posed by the deteriorating infrastructure and security facilities. Most schools have not met the maximum safety standard that will ensure sustainable safe setting for proper academic activities as required in the National Health Policy (FME, 2006).

2.2.1 Sources of Insecurity in Nigeria Schools

To tackle insecurity, a key starting point should be to understand the causes of insecurity as well as to investigate sources of social disorder and instability. As pointed out by Andrew and Kennedy (2003), it is necessary to distinguish between different causes of insecurity as each may require different remedy. The foregoing assertion could provide a holistic view to suggestions or recommendations of solutions. More often, however, policy makers are disinclined to isolate and clarify particular causes of insecurity. Policy maker prefer blanket references, with the consideration that the causes of insecurity are interwoven and contributory to one another. Like in many other societies, the sources of insecurity in Nigeria have been traced to a number of factors and explained by different people. These factors have been classified or grouped into external and internal factors. Beyond the external-internal dichotomy, sources of insecurity have also been classified as either remote or proximate, immediate sources/causal factors. In Nigeria, the challenge is not so much about insecurity of external sources, but rather that of internal sources.

Internal factors have been enhanced and strengthened by the presence of external forces, but, there is no doubt that, if the internal situations did not present themselves, the external forces would be unable to infiltrate. The internal causes of insecurity in Nigeria are determined using the dichotomy of remote and immediate factors.

Root factors

Lack of institutional capacity resulting in government failure can be traced as a major cause of insecurity in Nigeria. This result from what Fukuyama (2004) described as the corrosion or breakdown of institutional infrastructures. The foundations of institutional framework in Nigeria have become very shaky and provoked a deterioration of state governance and democratic accountability, paralyzing the existing set of constraints including formal and legitimate rules nested in the hierarchy of social order. Evidently, Igbuzor (2011) observed that the state of insecurity in Nigeria is greatly a function of government failure, or can be linked to government failure. Such government failure is manifest by the incapacity of government to deliver public services and to provide for basic needs of the masses. The absence of basic necessities by the people in Nigeria has created a pool of frustrated people who are ignited easily by any event to be violent. The argument here, is that, Nigeria has the resources to provide for the needs of its people, but corruption in public offices at all levels has made it impossible for office holders to focus on the provision of basic needs for the people. Hazen and Horner (2007) described the Nigerian situation as a 'Paradox of Plenty'. A situation where the country earns a great deal of revenue through oil sales, but fails to use these earnings to meet the needs of its people and to develop infrastructure as well as the economy. When these situations exist, crime rate is bound to rise and the security of lives and properties cannot be guaranteed.

Pervasive material inequalities and unfairness

Greater awareness of disparities in life chances is a major root cause of insecurity in Nigeria. This is a rooted general perception of inequality and unfairness which has resulted in grievance by a large number of people. This perception stems from the perception of marginalization by a section of the people, government development policies and political offices and this has become a primary source of disaffection and

resentment. As noted by Onuoha (2011) a large number of the Nigeria population is frustrated and have lost hope, especially the youths, and have now emerged to express their disillusion about the pervasive state of inequality.

Ethno-religious conflicts

These have arisen from distrust among various ethnic groups and among the major religions in the country. Ibrahim and Igbuzor (2002), Hazen and Horner, (2007), Salawu (2010) and Igbuzor, (2011) identified ethno-religious conflict as a major source of insecurity in Nigeria. Ethno-religious conflict was defined as a situation in which the relationship between members of one ethnic or religious group and another of such group in a multi-ethnic and multi-religious society is characterized by lack of cordiality, mutual suspicion and fear, and a tendency towards violent confrontation. Frequent and persistent ethnic conflicts and religious clashes between the two dominant religions (Islam and Christianity), present the country with a major security challenge. In all parts of Nigeria, there exist ethno-religious conflicts and these according to Ibrahim and Igbuzor (2002) have emerged as a result of new and particularistic forms of political consciousness and identity often structured around ethno-religious identities. The claim over scarce resources, power, land, chieftaincy, local government, councils, control of markets and Sharia among other trivial issues has resulted in large scale killings and violence amongst groups in Nigeria (Adagba 2012).

Conflict of Perceptions between the public and government

Over the years, there has been a standing mismatch between public and government perceptions. A situation which often result in the reactions of the public to the excesses of the military regimes which governed Nigeria and has continued after the end of military regimes and created a sensitivity by those in government at public intrusion in matters of state.

Frequently, on any given incident, public and government reactions diverge. In such situations, the media has never helped matters. Media practices have always focused on the dramatic and the spectacular view of the given situations. Such reports have always

been capitalized on in sophisticated ways by various groups, some of which are violent to incite public clamour for a change and immediate reaction through strategically provocative violence. The point here is that the approach of media report over the years has contributed to exacerbate insecurity or perception of insecurity in Nigeria. President Jonathan alluded to this situation when he made reference to the popular axiom that the pen is mightier than the sword. In his statement, "the sword is used to kill and destroy but what we use the pen to do is also very critical. When you have a society with these unending political conflicts, it is there on the media whether print, electronic or social media and that brings a lot of insecurity to the system" (Bello and Oyedele, 2012).

Weak Security System

Results from inadequate equipment for the security arm of government, both in weaponry and training. This is in addition to poor attitudinal and behavioural disposition of security personnel. In many cases, security personnel assigned to deal with given security situations lack the expertise and equipment to handle the situations in a way to prevent them from occurring. And even when these exist, some personnel get influenced by ethnic, religious or communal sentiment and are easily swallowed by their personal interest to serve their people, rather than the nation. Thus, instead of being national watch dogs and defending national interest and values, and protecting people from harm by criminals, they soon become saboteurs of government effort, by supporting and fuelling insecurity through either leaking vital security information or aiding and abetting criminals to acquire weapons or to escape the long arm of the law.

Loss of Socio-Cultural and Communal Value System

The traditional value system of the Nigerian society like most African societies is characterized by endearing features such as collectivism, loyalty to authority and community, truthfulness, honesty, hard work, tolerance, love for others, Mutual harmony and coexistence, and identification of individual with one another (Clifford, 2009).

Other distinctive features of Nigerian traditional society are abhorrence for theft and high value of live. Stealing was considered extremely disgraceful and lives were also highly

valued. All of these values which made society secured and safe have all gradually been thrown away and lost. Over the years, new values have taken over their place with the so called 'modernity and civilization'. All our endearing values and morals have been traded off for western values. The importance of a people's value system to their survival was espoused by former American president, Barrack Obama, when he challenged all societies to go back to their traditional values.

In his words, cited by Clifford (2009**)**

> ***....Our challenges may be new. The instrument with which we meet them may be new. But those values upon which our success depends are hard work and honesty, courage and fair play, tolerance and curiosity, loyalty and patriotism, these things are old. These things are true. They have been the quick force of progress throughout our history, what is demanded then is a return to these truths…*** Barrack Obama (2007)

Porous Borders

One major immediate factor which has enhanced insecurity in Nigeria is the porous frontiers of the country, where individual movements are largely untracked. The porosity of Nigeria's borders has serious security implications for the country. Given the porous borders as well as the weak and security system, weapons come easily into Nigeria from other countries. Small arms and light weapons proliferation and the availability of these weapons have enabled militant and criminal to have easy access to arms (Hazen and Horner, 2007).

Nigeria is estimated to host over 70 percent of about 8 million illegal weapons in West Africa (Edeko, 2011). Also, the porosity of the Nigerian borders has made it possible for unwarranted influx of migrants from neighbouring countries such as Republic of Niger, Chad and Republic of Benin (Adeola and Oluyemi, 2012). These migrants which are mostly young men are some of the perpetrators of crime in the country.

Rural /Urban Drift

The migration of jobless youths from rural areas to urban centres is also one of the causes of insecurity in Nigeria (Onuoha, 2011). Nigeria is one of the countries in the world with very high rural/urban drift. Most urban areas in Nigeria have grown beyond their environmental carrying capacities and existing infrastructure and this has resulted to increased poor quality of the living conditions in urban areas in Nigeria (Adedeji and Eziyi, 2010). Out of frustration, these youths are drawn into crime.

Unemployment/Poverty

As a result of the high level of unemployment and poverty among Nigerians, especially the youths, they are adversely attracted to violent crime (Adagba, et al, 2012). Nwagbosa (2012) argued that the failure of successive administrations in Nigeria to address challenges of poverty, unemployment and inequitable distribution of wealth among ethnic nationalities is one of the major causes of insecurity in the country.

Terrorism

The concept "Terrorism" is a very difficult one to pin down to a strait-jacket definition essentially because the term or concept has come to refer to a gamut of inter-locking variables and trends so much so that once the term is mentioned, it evokes a lot of passion and emotion.

The difficulty in defining "terrorism" is in agreeing on a basis for determining when the use of violence (directed at whom, by whom, for what ends) is legitimate. These perceptions are at once geographical, ideological and academic. Even the UN has no internationally-agreed definition of terrorism. However, the UN General Assembly Resolution 49/60 (adopted on December 9, 1994), titled "Measures to Eliminate International Terrorism," contains a provision which describes terrorism as: **"**Criminal acts intended or calculated to provoke a state of terror in the general public, a group of persons or particular persons for political purposes are in any circumstance unjustifiable, whatever the considerations of a political, philosophical, ideological, racial, ethnic, religious or any other nature that may be invoked to justify them". In the absence of a

legal definition, attempts have been made since the 1980s to reach agreement on an academic consensus definition. The latest outcome is the Revised Academic Consensus Definition of Terrorism (2011). It is the result of three rounds of consultations among academics and other professionals. According to this revised consensus definition, "Terrorism refers, on the one hand, to a doctrine about the presumed effectiveness of a special form or tactic of fear generating, coercive political violence and, on the other hand, to a conspiratorial practice of calculated, demonstrative, direct violent action without legal or moral restraints, targeting mainly civilians and non-combatants, performed for its propagandistic and psychological effects on various audiences and conflict parties" (Schmid, 2011).These definitions are very illustrative. They pointed out that: Terrorism involves violence or equally important the threat of violence that can cause death or serious bodily injury, or taking of hostages. Terrorists attempt to create a general climate of fear in a population and thereby to bring about a particular political objective. Terrorism is therefore designed to have psychological effects that reach far beyond its impact on the immediate victims or object of an attack.

Rape

Rape is a serious offense punishable by law, but there exists no consensus regarding the precise definition of this crime. Legal definitions of rape vary from state to state and are subject to continual debate. English common law defined rape as the carnal knowledge of a woman forcibly and against her will. In contemporary legal usage, rape generally refers to unwanted sexual intercourse (with either woman or man) that involves the use of force and the lack of "consent". Yet there is widespread disagreement regarding the meanings of "penetration," "force," and "consent" the primary elements of this legal definition (Eileraas, 2012).

Rape is defined by the United Nations as "sexual intercourse without valid consent" (United Nations, 2012; cited in Staudinger and Ortbals, 2013). The World Health Organization defined rape in 2002 as "physically forced or otherwise coerced penetration even if slight of the vulva or anus, using a penis, other body parts or an object" (WHO, 2012; cited in Staudinger and Ortbals, 2013). These definitions refer to rapes of both

genders.From the above cited definitions, rape is a persistent and universal problem occurring in every culture and social group. However, during terrorists' attacks, women and girls are often raped for special forms of violence by men as a way of attacking the morale of the enemy, both women and men. Such rape often redounds doubly against women, first through the direct experience of rape and its aftermath and secondly through the reactions of their families, particularly the men, to their status as survivors of sexual crime. This is the nexus between terrorism and rape. However, Terrorists are not a homogeneous group. Their roots are diverse, not being the same from place to place. Some see themselves as legitimate geopolitical actors, while others are nothing more than gangs or thrill-kill cults. Thus, there is not a single 'theory of terrorism' but many theoretical discourses. These tend to be grounded in broader theoretical traditions and perspectives, such as Psychological, Sociological, and Criminological theories (O'Connor, 2014). However, most theories draw on the distinctive contributions and traditions of multiple disciplines.

2.2.2 Safety Awareness and school security in Nigerian Secondary Schools

School security involves personnel in secondary schools which consist of students, teachers and non-teaching staff. Personnel security in secondary schools starts with the principals, teachers and students who constitute the target audience of this research with schools non-teaching staff. The rising tide of insecurity has greatly affected secondary school education in Nigeria. Nigeria's national policy on education (FRN, 2004) categories secondary education as that education after primary and before tertiary education hence, schools in this category include, grammar, technical, comprehensive and community secondary schools. Schools in the category of secondary and technical are controlled either by the state government or the Federal Government (FGN) or the private sector.

Schools in Nigeria are either day or boarding schools or a combination of both, where those who are day students come to school every day from their respective homes and those in boarding house are permanently housed in the school throughout except on holidays. Schools, especially secondary schools have become prone to attacks by

kidnappers based on security lapses. Several attacks have come on schools in recent times. Isah (2013) in a study on security facilities in Ibadan municipal secondary schools, observed that school security personnel were not well trained. Personnel in secondary schools as mentioned above include, staff and students.

Just as with the learner, teachers have the right to a safe school environment. What applies to the learner with regards to safety also applies to the teachers; it is an unequivocal logic that the teacher cannot provide adequate safety and security for the learner if he/she is not safe at school. Mastisa (2011), explained that an unsafe school milieu will, undoubtedly undermine teacher's authority and prevent them from exercising their rights to maintain authority erode and the obligation to exercise care and supervision of the learner. The occupational safety act provides for the safety of a person at work (Prinsloo, 2005). Thus, according to this act, the teacher is supposed to feel safe and secure in school at all times.

Section 14 of this act stipulates that employees should report unsafe and unhealthy situations to the employers. As section 10 of the constitution (Bill of Rights) stipulates, everyone, including the teachers, has the right to have him/her dignity respected and protected. Insecurity at school may undermine the teacher's right to have him/her dignity respected and protected and this may have a negative impact on him/her in loco parentis status or on him/her right to maintain authority and to exercise or carry out supervision of the learner.

Mastisa (2011) stated that section 12 (1) of the constitution (Bill of Rights) stipulates that the teachers have freedom and security of a person which includes being free from all forms of violence. This right implies that the teacher has the right to teach or work in a safe and secure school milieu which is of critical importance because in the absence of such an environment, the teacher will not be able to effectively perform his/her duties and responsibilities. Learners may also not feel safe and secure in a school environment where their teachers are unsafe.

Reports from the Global Terrorism Index (2014) showed that with the exception of one attack that took place in 1988, all terrorist attacks on educational targets in Nigeria have occurred between 2008 and 2018, the most recent year for which data were available in that context. The group commonly known as "Boko Haram" (a phrase that translates to "western education is a sin") was responsible for carrying out the kidnapping of 276 students from a government owned secondary school (for girls) in Chibok, Borno State, Nigeria and also carried out approximately 10 other attacks targeting educational institutions.

According to GTI (2014), Boko Haram has considerably targeted secondary schools, universities, and educational buildings (76%), teachers or other personnel (24%). Educational targets of terrorist attacks in Nigeria include primary and secondary schools as well as colleges, polytechnics and universities. Although 63% of attacks on educational targets in Nigeria were non-lethal, several devastating attacks against schools have taken place (Global Terrorism Index 2014). In addition to the kidnapping in Chibok in 2014, Boko Haram carried out two assaults in 2013 that each killed more than 40 people at a secondary school and a college of agriculture respectively, in Yobe state. A distinct pattern among attacks targeted against educational institutions in Nigeria involves the prevalence of coordinated attacks, meaning every attack is well planned and also based on timing and location while the perpetrators also master their target victims as reported by Global Terrorism Index (2014).

Among all terrorist attacks on educational institutions worldwide, approximately 15% are coordinated attacks. Among all terrorist attacks in Nigeria against any type of target, 28% are also coordinated attacks. However, 46% of all attacks on educational institutions in Nigeria are part of a coordinated event in which multiple attacks on other educational targets or similar targets are linked for attack based on timing and location.

Profile of Terrorist Attacks on Educational Institutions in Nigeria, 1988-2014

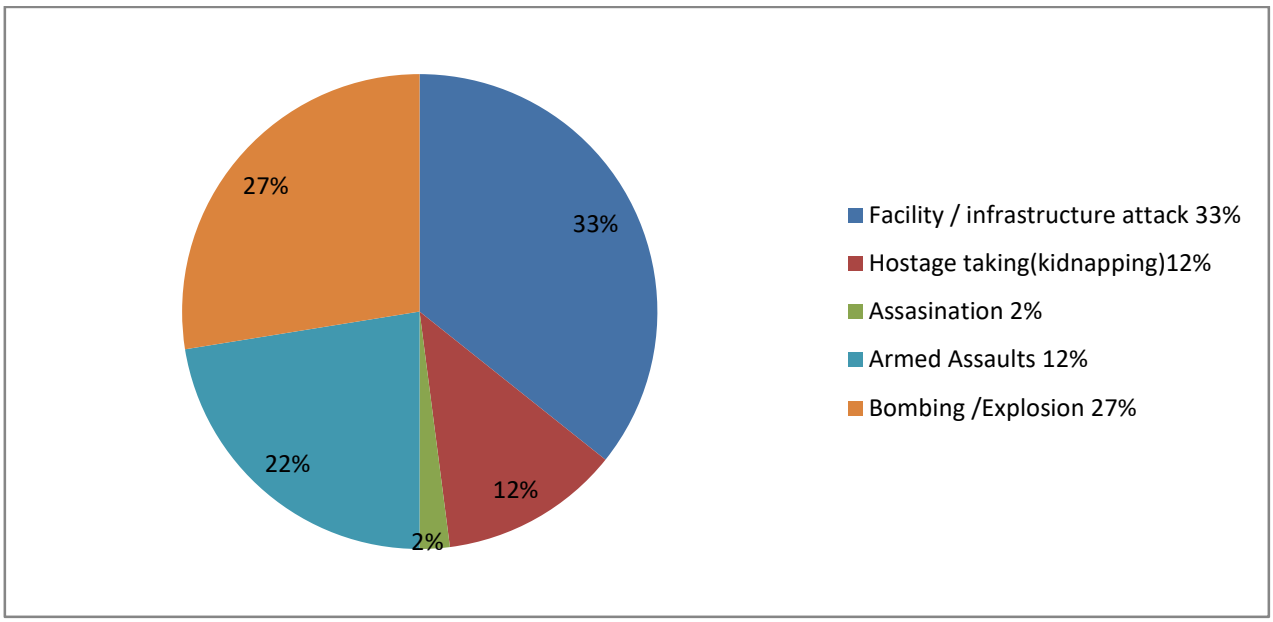


Figure 1:Profile of Terrorist Attacks on Educational Institutions in Nigeria, 1988-2014

Source: Global Terrorism Index (2014)

Incidence of Insecurity on Educational Institutions in Nigeria has almost become part of the school activities as a result of frequent attacks on schools. Isah (2017), examined terrorists' attacks on educational institutions between 2013 and 2017.The study reported that the following events took place between 2013 and 2017. Horrific School, Borno State, Nigeria was attack 2013 by Boko Haram militants where Dozens of boys and girls in the school were reported to be killed in cold blood. On 14 April 2014, Boko Haram militants attacked a government secondary boarding school in Chibok, Borno state, where girls from surrounding areas had gone to take exams. it was also reported that the gunmen arrived in the town late at night in a blaze of gunfire and headed for the school where they raided the dormitories and loaded 276 girls on to lorries, while Some managed to escape within hours of their kidnapping, mostly by jumping off the lorries and running off into the bushes. In total 219 girls were taken away.

Isah (2017), further reported the attack at the Lagos State Model College in Igbonla, Epe, Lagos, where suspected gunmen attacked the school and whisked away the principal of the junior secondary school, and his counterpart in the Senior Secondary School, alongside with some students during the morning assembly in early hours of Thursday Oct. 6 2016. Again, in December 2016, it was reported that the commandant of the Command Secondary School, Bode- Igbo, Ibadan, Oyo State was murdered in his apartment within the school premises by unknown assailants suspected to be hired assassins. Even though the school was reported to have been properly fenced, it was further reported that school premises was largely surrounded by thick forests making attackers have hiding places. Findings and reports made it known that there has been reports of encroachment by trespassers and that the school location was in an isolated area of Ibadan. The presence of personal and school security guards of the Nigeria Army did not stop the assailants.

Table 1.1: Incidence of Insecurity on Educational Institutions in Nigeria (2013- 2017)

S/N	LOCATION	DATE	TYPE	INSTITUTION	ORGANIZATION RESPONSIBLE	OUTCOME	SOURCE
1.	Horrific School, Borno State, Nigeria	2013	Insurgency	Secondary school	Boko-Haram	Dozens of boys and girls killed in cold blood	Mass media
2.	Chibok Sec. School, Chibok, Borno State, Nigeria	April 14, 2014	Insurgency	Secondary School	Boko Haram	Over 200 girls carted away.	Mass Media
3.	Babington Macaulay Junior Secondary School, Ikorodu, Lagos, Nigeria	March 16, 2016	Kidnapping	Secondary School	Suspected Niger Delta Militants	3 female students preparing for exams	Mass Media
4.	Lagos State Model Secondary School, Igbonla	October 6, 2016	Kidnapping and Abduction	Secondary School	Suspected Niger Delta Militants	Vice principal and 4 students abducted	Mass Media
6	Command Secondary School, Ibadan	December 2016	Murder	Secondary School	Suspected hired assassins	The Secondary School Commandant was Murdered	Mass Media
7.	Nigerian Turkish Secondary School, Isheri (Lagos/Ogun)	January 2017	Kidnapping and Abduction	Secondary School	Suspected Militant groups who did not disclose names	Teachers and students abducted	Mass Media

Source: Adapted from Isah (2017:8) *Studies in Education: Journal of the Faculty of Education, Ambrose Ali University, Ekpoma*

2.2.3 Equipment Availability and Security in Nigerian Secondary Schools

Equipping Nigerian secondary schools for security cover need some level of security measures as well as security system. A security system is made up of different components, namely security aids, security measures, policies and procedures, risks assessments risks analysis and risk control measures. Security aid comprises of both physical security and human element. These in turn are combined to develop and implement a security measure. In brief, security prevention measures are those pieces of equipment or manpower used to improve or add to the overall security system which is made up of a number of security aids Mentiki (2012). The way they operate and coordinate is based on a clear written security policy, which includes procedures and operational guideline. This security measure can be achieved in the following ways:

Policies and Procedures:

Policies and procedures are vital part of a security system in any institution. It sets guideline and provides direction as to how situations should be effectively managed and handled (Rogers, 2009). Procedures are the guidelines that inform everybody on how the objectives in the policy should be carried out and provide the instruction on how security activities must be conducted. Both security policies and procedures are relatively inexpensive measures that can be used to assist with the solving and reducing of crime and violence within the school premises.

Physical Security Measures:

There is a wide range of physical security measures that can be put in practice. They can be divided into categories, consisting of the outside perimeter measure, inner middle perimeter measure and internal measures (Lamboard and Kole, 2008). The outside perimeter measures are those measures that can be found outside the school building normally the perimeter of the premises such as signs, fences and other barriers, lighting, alarms and patrols. The inner middle perimeter measures are the security measures used within the boundaries of the facility and can include fence and other barriers, alarms, light, CCTV external cameras, warning signs, doors, lock, burglar proofing on windows, security staff and access control system.(Philpott and Kunstle, 2007).

Lastly, there are the internal physical security measures which are the ones that can be found within building such as alarms, CCTV cameras, turnstiles, windows and door bars, locks, safes, vaults protective lighting and other barriers.

Security Aids:

Security aid is additional measures that can be used to assist in protecting assets. The security aids can be security dogs, such as patrol dogs, guard dogs and sniffers dogs. Other animals such as horses, geese and ostriches, Security equipment such as batons, pepper spray, raincoat, rackets, two-way radios, touches and pocket books, motor cars, quad bikes, electrical patrol aids and boats (Rogers,2012).

Technical/ Electronic Measures:

Security technology as an adjunct to physical security measures can be excellent tools and a great contribution to the safety of schools and members of staff in schools and in reducing violence in schools (Green, 1999). They have however, to be applied correctly within the school environment and be maintained after the installation, otherwise they will not be effective.

The aim of using security technologies is to reduce the opportunities to commit crimes or violence, to increase the likelihood that someone will get caught and to be able to collect evidence of some of the acts of violence being committed, thus making it easier to prosecute (Green, 1999).

Facility Assessment

Government and stakeholders should always conduct an assessment of the physical environment of each school site or district facility to identify safety needs of the school. According to Lomboard and Kole (2008), assessment may look at fencing, the number of school entrances, security of ground level window and security need on the playground.

Identification/ Badge System:

The implementation of identification system is another measure that schools can employ to ensure security and safety. Different colours can be used to indicate different classifications of school members, (for example, students, administrators, teachers and visitors). Visitors' passes should change appearance every day to prevent duplication (Bucher and Manning, 2003).

Preventives Measures for Bullying:

Bullying and harassment often interfere with learning. Acts of bullying usually occur away from the eyes of teachers or other responsible adults. According to Boba (2005), victims of bullying can suffer more than actual physical harm, grades may suffer because attention is drawn away from learning, and fear may lead to absenteeism, truancy and dropping out from school. To check bullying in schools, Baren and Li (2007) posited, teachers should always have regular classroom meetings during which students and teachers engage in discussion, role-playing and artistic activities related to preventing bullying and other forms of violence among youths. Involvement of parents of bullies and victims of bullying where appropriate, there should be formation of "friendship groups" support for students who are victims of bullying. According to American Psychological Association, commission on violence (2000), there should be involvement of school counsellors.

Zero- tolerance Policy:

Many schools use the principle of zero tolerance in their security safety disciplinary policies (Mc Andrews, 2001). These policies deals with problems relating to school safety and discipline and state that no violence, crime or any other unauthorized activities will be tolerated. Those who violate the policy will be punished. The importance of having zero-tolerance policies in place and for them to be effective is that they should be taken seriously by educators, scholars and parents alike and also if the consequences are consistently enforced (Lawrence, 2001). This will go a long away to ensure safety and security in the school compound.

Gang Prevention Strategies:

Schools alone cannot be expected to eliminate gang activity completely. However, they can make it much more difficult for gangs to display signs of affiliation, recruit members or engage in violent and illegal activities at the school site. Lomboard and Kole (2008) stated that district can work collaboratively with other community agencies and organization to develop a preventive approach to gang involvement. They went forward to enumerate factors that draw youth into gangs to include; disconnection from family, fear of victimization, peer pressure, lack of educators, poor employment skills, and a family history of gang involvement and lack of alternatives. Programmes that provide direction and motivation for students to resist involvement with gangs, reinforce socially constructive behaviour, offer recreational activities, develop educational and occupational goals and experiences and encourage personal responsibility.

American Psychological Association commission on violence and youth (2000), opined that policies can be developed and established for communication links between law enforcement and schools to enable districts to stay abreast of gang activities in the community and students gang involvement. Policies promoting preventive education and early intervention beginning in elementary school can help counteract gang recruitment efforts and influence in the larger community. Furthermore, districts adopt policies on dress, conduct and discipline to inhibit gang activities. For instance, policies on dress code can reflect the guards to California's school boards (California Department of Education, 2004). Policies on conduct can be used to send clear signals about the expectations and boundaries for student group behaviours. Conduct policies can also be used to emphasize tolerance and respect and require student training in and out of conflict resolution and mediation techniques. Disciplinary policies have been used in some districts to refer students for additional training in these techniques.

Repair of Vandalism and Evacuations

Quick removal of damaged facilities and repair of vandalized facilities reduce fear and intimidation and intra gang communications desired by the perpetrators. (Lannie and McCurdy, 2007). After photographing such messages and contacting law enforcement as appropriate, staff should arrange for removals to help migrate the effects and discourage

future vandalism. According to Schecker, Rollings and Vagner (2002), students who commit an act of vandalism may be subject to school disciplinary measure or may be prosecuted through other legal means. Ring, Ennette and Johnson (2003), explained that reimbursement of damages and rewards may be collected from any individual or from the custodial parent of an minor who commits an act of theft or vandalism, if reparation is not made, the district withhold students' grades, diplomas and/or transcript.

Conflict Resolution and Peer Mediation:

Many schools have established conflict resolution conflict management programmes to help students learn constructive approaches to settling disputes. These programmes operate under the belief that reasonable verbal interaction between students will help prevent the escalation of violent behaviour students learn that they have choice of behaviour when a dispute arises and that it is within their own power to control these choices (Joan 2009). According to him, most of these programmes include curriculum that helps students develop the means to resolve their own disputes effectively and peacefully. School should also train a small number of students to serve as peer mediators. Johnson and Johnson, (1995) stated that with this approach, every student learns how to manage conflict constructively by negotiating agreement and mediating peer's conflicts.

Referral to Guidance Team for Attendance:

Irregular attendance is often the first indicator of other problems. Administrators should try to determine the reasons for a student's truancy or chronic absence and intervene as necessary when attendance problems are detected as well as students with behavioural problems may be referred to a student's success team. The work of the team is to encourage students to be in school and provide them with meaningful educational experience. (Joan, 2009).

Remediation Workshops:

Governing board can require students and their parents to attend remediation workshops to address problem behaviours. According to Safe School Strategies (2011), students who have been suspended can be required to participate in programmes that address their

problem behaviour and, for some offences. The board can make the participation of the student's parents a mandatory condition for returning to the classroom. These workshops or family or individual counselling programmes may work to address myriad of psychological issues such as anger, management drug/alcohol use of depression. Security measures are vital in an environment as they create a sense of safety among the students and the teachers. When these preventive measures enumerated above, are put into action, there is going to be improvement of security in many public secondary schools. This is because the extent of security measures at school indeed has a direct effect on how safe scholars and educators will feel in school. The more security measures a school have, the safer the scholars and the educators. A school cannot be safe for learning if there are no security prevention measures that are employed to check those things which can cause security threats to the wellbeing of the school members and school facilities. Therefore, there should be efforts by the school authorities to improve on the security situations in the public secondary schools so that effective teaching and learning can take place.

2.2.4 School infrastructure for compliance to 21st century emerging trends on school security

There has been a significant shift over the last century from manufacturing to emphasizing information and knowledge services. Knowledge itself is growing ever more specialized and expanding exponentially. Information and communication technology is transforming how we learn and the nature of how work is conducted and the meaning of social relationships. Shared decision-making, information sharing, collaboration, innovation, and speed are essential in today's enterprises. No longer can students look forward to middle class success in the conduct of manual labour or use of routine skills – work that can be accomplished by machines or easily out-sourced to less expensive labour markets.

Today, much success lies in being able to communicate, share, and use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to command and expand the power of technology to create new knowledge. Hence, new standards for what students should be able to do are replacing the basic skill competencies and knowledge expectations of the

past. To meet this challenge, schools must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in work and life.

Some authors (Burmack, 2002; Carroll, 2007; Elkins, 2007; Frey and Fisher, 2008; Riddle, 2009; Trilling and Fidel, 2009) and organizations (Partnership for 21st Century Learning; National Science Foundation, Educational Testing Services, NCREL, Metiri Group, and so on) argue that 21st Century Learning Skills, the subject of this literature review, are critical for accomplishing the necessary transformation. The Partnership for 21st Century Skills (www.21stcenturyskills.com) has developed a framework for 21st century learning, which describes the skills that students need to thrive in today's global economy. The North Central Regional Education Laboratory (NCREL) and the Metiri Group have also identified a framework for 21st century skills, which is organized into four categories: digital age literacy's, inventive thinking, effective communication and high productivity.

2.8 The School Plant and infrastructural security in Nigerian schools

A School plant is a place where school programmes and activities take place and where educational curriculum is implemented. School plant is described as a consciously designed and controlled environment with the sole aim of promoting teaching and learning activities within the school (Isaac and Ajayi, 2010). School plant security is putting together of facilities to protect the physical well-being of individuals associated with a school.

The term "school plant "is more than school buildings and the piece of land on which a school is situated. School plant refers to the school buildings, all materials (furniture and equipment) attached and unattached to buildings, all structures and features on the school site, including paths, roads, parking lots, playgrounds, open grounds, trees, flowers and other objects used for implementing or supporting the implementation of an educational programme (Ejeh, Fadipe, and Ajadi, 2000).

The school plant is not only to provide a conducive environment for both teaching and learning but also to ensure a safe, hygienic and comfortable shelter for students, teachers, and other members of staff as teaching, learning and other activities go on (Obiamaka, 2015). From the foregoing explanations and descriptions, it can be deduced that, school plant plays an undisputable role in the maintenance and promotion of teaching in any school system. A school plant is the physical expression of a school, quality and quantity that contributes in part to the nature and level of the tone of a school.

Again School plant security involves taking certain precautions to ensure that there is safety and security of school plant. The precautions are taken before and after the sitting to insure the continuity of safety. No matter how laudable a school programme is, if the safety of lives and properties in the school is not guaranteed, such a school cannot boast of good academic achievement (Oluchukwu, 2008). Unless schools are well cited with buildings adequately constructed and equipment adequately utilized and maintained to ensure the safety of the users, much teaching and learning may not take place. In effect, there is need to give adequate attention to choosing the site of a school. Contributing to school plant security, Ajayi (2007), maintained that high level of students' academic performance may not be guaranteed where instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective and have formed death traps. They maintained that it is not good to site a school very close to an industry for fear of noise and air pollution.

The foregoing makes it clear that schools should not be located along paths near the markets or too far away from town. Ajayi (2007) further explained that, it is not to the best interest of the life of any student to locate a school along an express way, too near a thick forest or very close to a deep sea. Ajayi (2007) further opined that the school compound should be walled with a single gate which can always be locked.

Furthermore, Williams, Persand and Turner (2008), reported that safe and orderly school plant environments and school facilities are significantly related to students' academic performance. Williams, et al also emphasized that a comfortable and caring environment among other treatments help to contribute to student's academic performance. Duncanson

and Achilles (2008) affirmed that safety, teachers and plant space are the major tools that can bring about new outcomes. School plant should be friendly, attractive and stimulating place to impact a feeling of security and sense of pride to all whom it serves.

Reporting the conditions of some of our public secondary schools, Lanwanson, Anike and Ngozi (2011) observed that most of the schools have reroofed buildings, no office, leaking roofs, cracked walls, half broken down vehicles, typewriters, tables, windows and doors. In view of this, Deighton, Nwagwu and Ani cited in Lanwanson, Anike and Ngozi (2011) stated that school principals have major roles to play to have a proper school plant security. Deighton, et al (2011) also identified areas of school plant that need repairs, establishment of repair inventory, maintenance workshops, renovation of dilapidated school plants, repair and redecoration of school plant, appointment of teachers to custodial duties, instruction to students on the careful use of the school plant; preventing students from damage or defacements through the drawing and writing on the walls. In addition, the school principals have to ensure that the school plant is adequate for students' population. There is supposed to be supervision of custodian staff, allocating un-accommodated buildings where applicable to staff as residential quarters since building deteriorate faster when they are not in use.

Again, principals are to report all major damages to the government on time and they should organize regular safety programmes, teaching students on how to handle school plant as personal properties instead of government facilities. To have a good school plant security according to Castal cited in Peretomode (2001), three types of maintenance services should be involved to keep school plant safe and secure. The first one is regular maintenance. This type of maintenance is given to special equipment in the school on a periodic basis for example, servicing of machines like typewriters, vehicles, generators and computers. These routine services are aimed at keeping the equipment working and to minimize total breakdown of the equipment which can constitute security threats in the school plant. The second type of maintenance is emergency maintenance. This is the type of maintenance that is more common in the system. It simply means that service men are called in when the equipment break down or are out of use. For instance, the wall of a

dormitory may crack and this crack requires urgent repairs to avoid total breakdown of the building which may lead to loss of lives. The last type of maintenance is prevention and periodic maintenance.

This is a programme for servicing machines, systems and structures devised to prevent a breakdown of the system or one of its components. This allows an equipment or building to remain in the original useful state. Maintenance is carried out before there is malfunction of the equipment. Manufacturers usually indicate parts of equipment to be replaced at intervals to avoid breakdown and give the equipment maximum useful life.

School plant facilities are to be maintained regularly because the best plant that is not maintained soon becomes defaced, loses its aesthetic value and worth, produce many things which can form threats to the students and the entire school plant. In addition to this, Stewart (2006) opined that before selecting a site for school plant, safety and security are undoubtedly the most important factors to consider. With regards to this, he suggested that the committee handling the sitting should be familiar with any existing health and safety codes in the state, region or country. Potential school plant site should not be near any airport, high tension transmission lines, railroads, busy motor ways, high pressure natural gas and water pipe lines, noisy places like market and industrial establishments, facilities with hazardous air emissions and places with bad odour toxic substance and other things which can threaten the security of the school plant and inmates (Earthman, 2002).

According to the American Federation of Teachers (AFT) (2008) unhealthy and unsafe school conditions make it difficult for students to concentrate, for teachers to teach and for other staff to do their jobs. Lack of security in a school plant leads to lower students' attendance and reduced teachers' retention. They also reported that providing a safe and secure school environment will actually make school environment conducive for teaching and learning. According to O'Neill and Oates (2001), improving school plant has a positive effect on students' behaviour, attendance, students learning and teacher turner

rate. In other words, there are direct relationships between organized school plants; safe and secure school plant and students achievement.

A good school plant always supports the educational enterprise, clean and good air quality, good comfortable, safe environments, quality of maintenance, temperature and colour, could affect student's health, and safety as well as their behavioural development (Buckley, Schneider and Shanga, 2004). An effective way of ensuring that there is safety and security of the school plant was suggested by the Warsaw Community Schools Bylaws and Policies. The policies stated that the school board should provide notice to all students; the public and its employees of the potential of video surveillance and electronic monitoring in order to protect corporation property that promote security and health, welfare and safety of staff and visitors. Also, it stated that the supervisors should develop and supervise a programme for the security of the entire students, staff, visitors, school grounds, school equipment and vehicles in compliance with statue and rules of the state.

Law also stipulates that every effort should be made by the school principals to apprehend those who cause serious physical harm to students, staff, visitors and corporation property and to require prosecution of those who bring harm to persons and property. Schools are also authorised to install metal detectors and video/surveillance system in monitoring activity on the school in order to ensure the health, welfare and safety of students and staff. The principals should also try to get security devices which will assist in the detection of guns and dangerous weapons.

Earthman (2002) opined that the signs should be posted at the main entrance of the each school building, providing notice that video surveillance devices are in use to monitor within school buildings for security purposes. To have an effective and improved school plant safety, these precautions must be taken.

2.2.6 School Equipment Maintenance Culture in Public School.

The advanced learners' dictionary defines maintenance as the process of protecting or preserving someone or something, or the process of keeping something in good condition. Culture, on the other hand, is a way of life, a lifestyle, customs, traditions, habits that portray the attributes of a person/people. Maintenance culture is an attitude which is sadly lacking in Nigeria, whether in the school, office, home or factory. Mbamali (2003) in a study explained that poor Maintenance culture has become a widely recognized problem in Nigeria which has poorly affected the quality of public properties.

Public property is property that is dedicated to public use and is a subset of state property. The term may be used either to describe the use to which the property is put, or to describe the character of ownership (owned collectively by the population of a state)

Maintenance culture in public school in Nigeria is one of the lowest around the world, especially, in our principal towns and cities where the majority of public properties are located. According to Wahab (1995) in his study, reported that the nation records low priority to property management leading to neglect of public properties. Mbamali (2003) in a study further ascertained that Nigeria has no maintenance policy and therefore no such culture exists. Neglect of maintenance has accumulated consequence in rapid increase in the deterioration of the fabric and finishes of a building, accompanied by a harmful effect on the contents occupants, Seeley (1987).Inadequate maintenance culture is a peculiar feature of almost every public building in Nigeria, most especially public school.

A well-equipped school with educational facilities is a good educational service delivery. It eliminates behavioural hazards (truancy) on Teachers and learners thus promotes safety in the academic environment. The problem of School Equipment **(**educational facilities) today is enormous to include lack of maintenance culture and poor funding (Idu, 2004). Every school has its taste of this problem probably the poor financing of education sector coupled with persistence corruption in the entire national system. Although, a thought provoking issue self –evident world over is the explosion of school population rate, which

increasingly involve extra cost for management of schools, regular procurement of new equipment (facilities) and or frequent maintenance of existing equipment.

Morden school equipment has eluded most schools due to poor system of educational resource management. Another contributing factors is non-continuity approach in governance system. Each successive government like to initiate its own projects abandoning ongoing projects. There is great need for more expansion and upgrading of educational equipment to accommodate completely the increasing school population in a safe environment in this 21centurt for quality service delivery. Obviously, increase in official school population must be able to meet with increased of equipment or facilities provided for schools.

An increase in school equipment must be met with better-quality of safe school approach. It is not encouraging that successive governments have not really find concrete solutions on these conditions public school operate thus breeding truant behaviours due to lack of facilities or equipment. There should provision of good infrastructure, security equipment to safely reassure the performance of every public school.

2.2.7 Challenges to providing security in Nigerian Schools

The right to education is one of the key rights provided in the CRC, the CFRN and the CRA. As defined by the United Nations, 'education is both a human right in itself and an indispensable means of realizing other human rights'. It includes the right of the child to attend school and to attain free primary and secondary education. Due to the chaos, fear and deaths that trail terrorist attacks and violence, children often suffer disruption to daily routines or school. In most cases, children are either lost or their parents are not available or do not feel safe enough to take them to school. This aside, the Boko Haram group has so far burnt down or destroyed more than a fifty primary schools in northern Nigeria in a staunch campaign to shut down all western-oriented schools. Reports suggest that students and teachers have had to stay at home for fear of attack.

There has also been broad daylight killing of more than ten teachers and seriously injuring four students. Similarly, the reverse side is that most times, state actions to combat terrorism such as declaring curfews, state of emergencies or volatile military action, often mean that schools would be closed for weeks, and in extreme cases months. Closure for extended periods could result in loss of interest in going back to school, a situation which has further contributed to the increase in drop- out rates in Northern Nigeria. According to official reports, more than fifteen thousand children in northeast Nigeria are unable to attend school following violent attacks by Boko Haram.

These events directly infringe on the rights of the Nigerian child to attain formal education as enshrined in the CRC. Article 28 of the CRC provides for the right of a child to free primary education, the availability of vocational education and the need for countries to adopt measures to reduce the drop-out rates. The right to education is also recognized in Article 26 of the Universal Declaration of Human Rights and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights (ICESCR). Similarly, section 15 of the CRA also recognizes the right of every child to free, compulsory and universal basic education. It places an absolute duty of the Nigerian Government to provide such education.

The enforcement and fulfilment of the right to education has been elaborated using the four as Framework, which asserts that for the right to education to be enforced, it must be available, accessible, acceptable and adaptable. This places a duty on states to remove all barriers to obtaining education. Insecurity is a major barrier to education and a principal contributor to the high drop-out rates in some parts of Nigeria. Insecurity, terrorism and insurgency disrupt academic calendars, keep children from classrooms and threaten the enforcement of the rights of the Nigerian child to obtain formal education.

The following creates challenges to insecurity in Nigeria schools:

i. Absence of security awareness for teachers and students
ii. Poor communication system
iii. Absence of electronic monitors

2.2.8 Appraisal of Literature

Schools are intended to be safe places for learning, free from security threats and hazards. Yet, literature revealed that this is rarely the case as students are made to face risks such kidnapping, rape among others on a regular basis in their school environments. The learners have a legal right to study in a safe environment and that makes it the legal duty of educators to provide an environment in which learners are protected from various hazards. For the sake of safety and security in schools, personnel such as teachers, students in schools are now being forced to go through training on how to make use of security measures such as conducting searches, drug tests and use of closed-circuit cameras. This is because an environment that is full of hazards and unruly behaviours is never conducive for learning.

The literature review looked at the various variables in this work. Issues on concept of school security and students' security, incidence of insecurity in schools, causes and consequence of insecurity in Nigeria schools, school security in Nigerian secondary schools, awareness for secondary school teachers for effective security in Nigerian schools, system re-tooling of teachers for compliance to 21st century emerging trends on school security, equipping Nigerian secondary schools for security cover, the school plant and infrastructural security in Nigerian schools, challenges of providing security in Nigerian Schools

For this study, security is defined as the plans to ensure freedom from danger, harm or loss. Security is also seen as a plan by the school administrators to protect students and staff from anxieties, risks, and harms. It is apparent from the review that ensuring secured school is not only the task of the school principal, but that of all the stakeholders in education. This illustrates the importance of collaboration with agencies from outside school which includes parents, law enforcement officers and various social service personnel.

In order to widen the researcher's perspective on the problem under investigation, School climate theory was reviewed. It was established from the school climate theory which emphasizes that positive learning environment creates feeling of safety and security among students. In all, it was evident that a safe and secured environment is a sine-qua-non for effective learning, hence the need to ensure that schools leaning environment are properly safe and secured.

2.2.9 Theoretical Framework

There are many school safety and security management theories each of which is expounded by its owners and theorists. The theories take into account the things to do in order to improve safety and security in the schools. The theory used is:

School Climate Theory

School climate theory is a theory that posits that safe school climate has its significant influence on educational outcomes. It posits that positive school encourages interpersonal relationship and optimal learning opportunities for all students and reduce disruptive behaviour which school climate theory refers to the quality and character of the school life. It is based in patterns of school life experience and reflects norms, goals, values, interpersonal relationship, teaching, learning and leadership practices, and organizational structure. It can be seen as the quality of the school life. School climate can be explained as the "feel" of a school; tone ambience or atmosphere of a school organization. The school climate theory has that individual of various aspects of internal environment influences behaviour.

The school climate theory was propounded by Halphin and Croft in 1963., the school can be a relatively enduring quality of the internal environment of the school that is experienced by the members, influences behaviour and can be described in terms of values, norms and belief of a particular set of attributes of the school. Although other educators recognised the importance of school climate for years however, it was not until the '50s that educator's indicated interest in the research of school climate. Halphin and

Croft (1963) developed an organisational school climate description questionnaire (QEDQ) composed of 64 items to study school climate. According to them, a sustainable positive school climate fosters youth development and makes learning necessary for a productive, contributory and satisfying life in democratic society.

The theory identify many factors that influences schools, these are: number and quality of interaction between adults and students, students and teachers perception of their school's personality environment, or the school's personality, environmental factors (such the physical building and classrooms and the materials used for instructions), academic performances, feeling of safeness and school size, feeling of trust and respect for students and teachers. The relationship between a positive school climate and the improvement of school security is that a positive school climate has been associated with fewer behavioural problems and has less of security threats.

Halphin and Croft (1963) explained that positive school climate can significantly shape the degree of academic success experienced. The advocates of school climate suggest that positive interpersonal relationship and optimal learning opportunity for students in all demographic environments depends on the school climate. Regarding the roles of teachers and administrators, they posited that a positive school climate is associated with increased job satisfaction for personnel. Finally, students' perspectives are important during the transition from one school level to another.

Attending a new school can be frightening for students and this apprehension can adversely affect students' perceptions of their school's climate and learning outcomes. Therefore, research has shown that providing a positive and supportive school climate for students is important for a smooth and easy transition to a new school and it promotes school safety. Furthermore, a healthy and safe climate implies a welcoming school environment. This component incorporates abroad spectrum of issues from the physical environment of the school building to the mutual wellbeing of students and staff (Halphin and croft, 1963). The breath of elements can seem overwhelming but it is not to show that even the smallest details can have an impact on students' ability to achieve academically.

Attention to both the physical and social environment promotes safety, inclusiveness, academic support, healthy interpersonal relationships and freedom discrimination.

School climate according to Halphin and Croft (1963) can play a significant role in providing a healthy, safe and positive school atmosphere. They noted that the interaction of various school and classroom climate factors can provide safe and security threats, free environment that can enable all members of the school community to teach and learn at optimum levels. It has been found out that a positive, safe and secure educational environment enhances psychological outcomes for students and school personnel. Similarly, a negative school climate that is full of security threats can prevent optimal learning and development. It is concluded that the aspects of school climate, including trust, respect, mutual obligation, and concern for others welfare can have powerful effects on educators and learner interpersonal relationship as well as learners' academic achievement and overall school progress. What children learn about themselves in school through interactions is equally important as the academic knowledge they receive. According to school climate theory, when there is positive school climate, it can provide an enriching environment, both for personal growth and academic success.

To improve the school security, Marshall (2002) stated that educators and parents have multiple options which are to enhance school climate and students overall educational experience. These are: increased parents and community involvement, implementation of character education or the promotion of fundamental moral values in children, use of violence-prevention and conflict-resolution curriculum, peer mutation and prevention of acts of bullying.

From the foregoing discussion, it is understood that creating a positive school climate will go far to guarantee school safety and security. A safe school environment that promotes pro-social student behaviour, has high expectation and standard for academic achievement and behaviour, and engages students in positive relationships with adults. This support successful learning and reduce negative, anti-social behaviours which disrupt school safe.

THE MATHEMATICAL MODEL

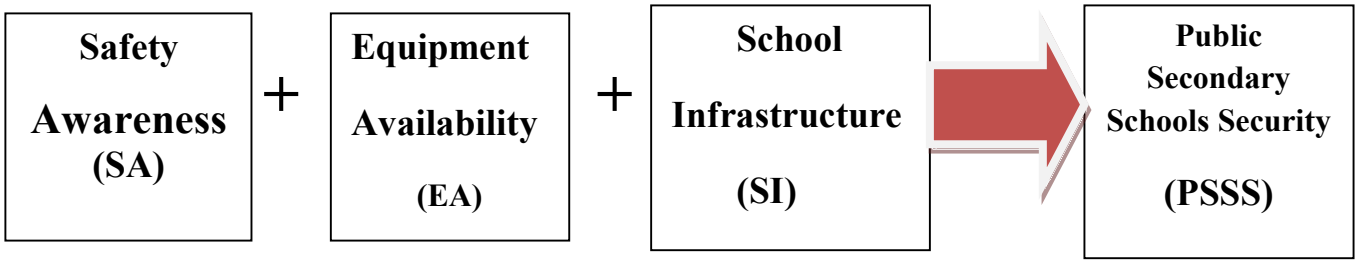
SA+ EA+ SI = PSSS

Where **SA**= Safety Awareness

EA = Equipment Availability

SI = School Infrastructure

PSSS = Public Secondary Schools Security



Mathematical model

PSSS =f (SA, EA, SI).....equation (1)

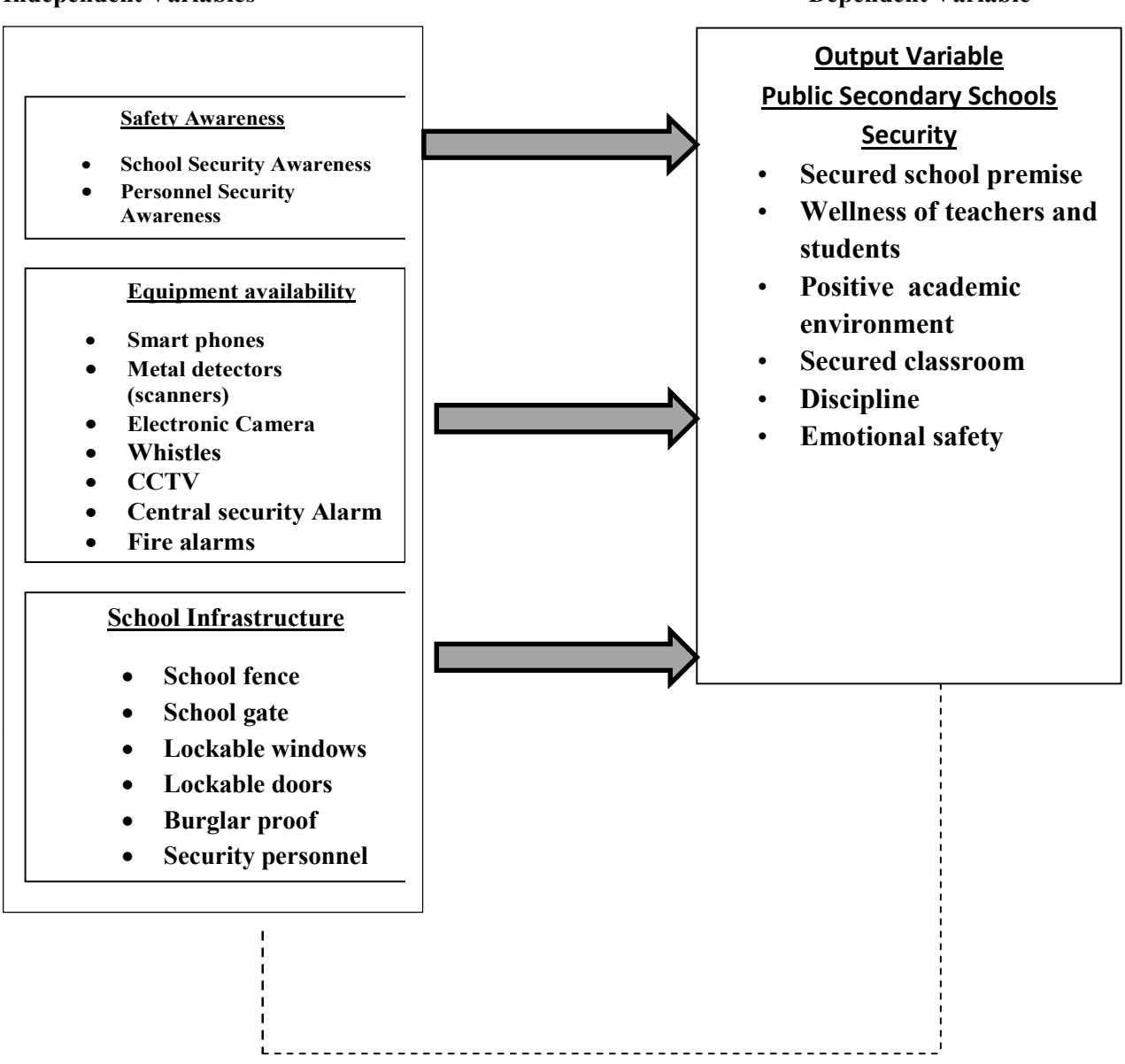
PSSS $=\propto_0+\propto_1$ (SA) $+\propto_2$ (EA) $+\propto_3$ (SI) +ut.....equation (2)

The **mathematical model** above shows that safety awareness, equipment availability andSchool Infrastructure of public Secondary Schools might likely influence School Security positively. If managers have safety awareness at their respective levels and that they were equipped with 21st century gargets that can face insecurity as well as improving the existing school infrastructure on security that is almost outdated or outdated, this might further enhanced the level of security in public secondary school.

2.3.0 Conceptual Framework

THE CONCEPTUAL MODEL

The Conceptual Model Showing the Relationship between the Independent and Dependent Variables



Source: **Researcher's conceptualization**

The conceptual model displays the interrelationship between the independent variables (awareness, equipment and system re-tooling) and the dependent variable (public secondary schools security).There are three variables for consideration, they are safety awareness, equipment availability and school infrastructure.This model revealed that public secondary schools security is greatly influenced by any of the three independent variables either positively or negatively. This shows that any modification on the independent variables will have a significant influence on the secondary schools security of secondary school managers in Oyo State.

CHAPTER THREE
METHODOLOGY

Introduction

This chapter covers the description and discussions on the various techniques and procedures that were used in the study to collect and analyze data.

3.1 Research Design

The study adopted the descriptive survey research design of the correlational type. This is because there was no manipulation of any variables since the information has already occurred before the research. The study investigated the influence of safety awareness, equipment availability and school infrastructure on public secondary schools security in Oyo state, Nigeria.

3.2 Study Population

The study population consists of all the principals, teachers and students (prefects) in 613 public secondary schools in Oyo State Nigeria. The total number of teachers from the six educational zones of Oyo state public secondary schools is 13,816, 613 principals and 550 students.

Table 3.1: Table Showing Total No of Public Secondary Schools and Total No of Teachers from Each Local Government in Oyo State

S/N	LOCAL GOVERNMENT AREAS	NUMBER OF SCHOOLS	NUMBER OF TEACHERS
1	Ibarapa Central	10	174
2	Ibarapa East	11	178
3	Ibarapa North	8	103
4	Ido	21	235
5	Ibadan North	42	1421
6	Ibadan North East	34	1007
7	Ibadan North West	13	326
8	Ibadan South East	36	1066
9	Ibadan South West	30	1094
10	Akinyele	34	688
11	Egbeda	30	891

12	Lagelu	26	749
1 3	Oluyole	27	420
14	Ona-Ara	33	482
15	Ogbomoso North	15	542
16	Ogbomoso South	16	563
17	Ogo-Oluwa	13	160
18	Orire	18	167
19	Surulere	22	275
20	Afijio	17	385
22	Atiba	15	398
23	Iseyin	23	330
24	Itesiwaju	11	81
25	Oyo East	11	443
26	Oyo West	11	333
27	Atisbo	12	120
28	Irepo	6	93
29	Iwajowa	9	119
30	Kajola	16	332
31	Olorunsogo	4	95
32	Orelope	8	112
33	Saki East	10	85
Total		**613**	**13,816**

Source: Oyo State Teaching Service Commission (2017)

3.3 Sample and sampling techniques

The sample size consisted the six educational zones (Ibadan Zone1, Ibarapa Zone 2, Ibarapa Zone 3, Oyo Zone 4, Saki Zone 5, and Ogbomosho Zone 6 which includes all the 33 local government areas in Oyo State. The Sample was done in multi stage.

Stage 1: This involves the selection of schools in Educational Zones (EZs) of Oyo state. Purposive sampling was employed to select three (3) out of six (EZs) namely; Ibadan 1, Ibadan 2, Oyo Zone 4 Educational Zones, Which are the most populous out of the six Educational Zones.

Stage 2: The selection of Local Government Area (LGAs) in selected educational zones involved the use of simple random sampling technique which was adopted to select three (LGAs) each in selected educational zones.

Stage 3: The selection of Schools also involved the simple random sampling technique which was used to select 50% of Schools in each of the selected LGAs alongside with the school principals, given a total of 110 Schools.

Stage 4: The selection of teachers involves the use of proportionate to size sampling technique to select 10% of the total number of teachers in the selected LGAs which gave 623 teachers. The principals in the 110 selected schools, was enumerated.

Stage5: Purposive sampling was used to select five (5) school prefects in each of the 110 selected schools to give **550** students given total number of **1283** respondents in all.
Total respondents were **110** principals and **623** teachers.

Table 3.2: Showing the List of Selected local government and Numbers of principals, Teachers of public Secondary Schools in Selected local government of Oyo State

S/N	NO. OF SAMPLED EDUCATION ZONE	NO. OF LOCAL GOVERNMENTS	NO. OF SAMPLED LOCAL GOVERNMENTS	NUMBER OF SCHOOLS IN SELECTED LGA	NO. OF SAMPLED SCHOOLS (50%) IN LGA	NO. OF TEACHERS IN SELECTED LGA	NO. OF SAMPLED TEACHERS (10%)	NO. SCHOOL PRINCIPAL PER SCHOOL	NO. OF SAMPLED SCHOOL PREFECTS (5 STUDENT PER SCHOOL)
1	**Ibadan Zone 1**	Ibadan North, Ibadan North East, Ibadan North West, Ibadan South East, and Ibadan South West.	Ibadan North, Ibadan North East, Ibadan North West	**89**	**45**	**2,754**	**275**	**45**	**225**
2	**Ibadan Zone2**	Akinyele,Egbeda,Lagelu,Oluyole, ido and OnaAra	Akinyele, Egbeda, Lagelu	**90**	**45**	**2,328**	**232**	**45**	**225**
3	**Oyo Zone 4**	Afijio, Atiba, Iseyin, Itesiwaju, Oyo East, and Oyo West	Afijio, Oyo East, Oyo West	**39**	**20**	**1161**	**116**	**20**	**100**
Total	**3**	**14**	**9**	**223**	**110**	**6,195**	**623**	**110**	**550**
TOTAL OF OVERALL SLECTED SAMPLED						**1283**			

3.4 Research Instruments

Two research instruments were constructed for the purpose of this study: Level of Security in Oyo State Secondary Schools Questionnaire ---**LSOSSSQ** for Teachers and Principals while the second instruments: Level of Security in Oyo State Secondary Schools Questionnaire ---**LSOSSSQ** was designed for students.

The study adopted research instruments titled **"level of security in Oyo State public secondary schools'' (LSOSSSQ).** The instrument is divided into 4 sections. **Section A** is focusing on bio data of the Teachers and Principals; which include Name of school, Position, Gender, Qualifications, and Year of Experience. **Section B** is on Safety Awarenessin Oyo State public secondary schools, a questionnaire designed after the Likert type four scale questionnaire of Always: 4 Points; Sometimes: 3 Points; Occasionally: 2 Points; and Never: 1 Point. **Section C** is on school infrastructurein Oyo State public secondary schools also using the Likert type four scale questionnaire of Strongly Agree: 4 Points; Agree: 3 Points; Disagree: 2 Points; and Strongly Disagree. **SECTION: D** is on public secondary school securityin Oyo State schools designed after the Likert type four scale questionnaire of Strongly Agree: 4 Points; Agree: 3 Points; Disagree: 2 Points; and Strongly Disagree. **SECTION: E** is checklist on security equipment availablein Oyo State public secondary schools designed after the Likert type four scale questionnaire of Available in school: 4 Points; Available but not functioning: 3 Points; Not Available: 2 Points; and Not sure: 1 Point.

Questionnaire/Interview on level of security in Oyo State public secondary schools for students

The study was adopted a research instrument titled "level of security in Oyo State public secondary schools" **LSOSSSQ**

The instrument is divided into 4 sections. **Section A** is on bio data of the Students which include Name of school Position, Gender, Class and Age. **Section B** is on level of security in Oyo State public secondary schools using the Likert type four scale questionnaire of Not Safe: 4 Points; Somewhat Safe: 3 Points; Mostly Safe: 2 Points; and Very Safe: 1 Point.

Section B (ii) is on level of security in Oyo State public secondary schools using the Likert type four scale questionnaire of Strongly Agree: 4 Points; Agree: 3 Points; Disagree: 2 Points; and Strongly Disagree: 1 Point. **Section C** is on Security reports in Oyo State public secondary schools using the Likert type four scale questionnaire of Always: 4 Points; Sometimes: 3 Points; Occasionally: 2 Points; and Never: 1 Point. **Section D** is on safety awareness in Oyo State public secondary schools using the Likert type four scale questionnaire of Always: 4 Points; Sometime: 3 Points; Occasional 2 Points; and Never: 1 Point. **SECTION: E** is a checklist on availability of security equipment in Oyo State public secondary schools designed after the Likert type four scale questionnaire of Available: 4 Points; Available but not functioning: 3 Points; Not Available: 2 Points; and Not sure: 1 Point.

3.5 Validity of Research Instrument

The instruments were validated by experts in the Department of Educational Management, University of Ibadan, Ibadan, Nigeria. Also the instruments and its test items were corrected by experts from the Institute of Education, University of Ibadan.

3.6 Reliability of Research Instrument

Reliability has to do with stability and consistency of a measuring instrument. To ascertain the reliability of the instrument, Questionnaires on Level of Security in Oyo State Secondary Schools were administered to teachers and students outside the original target population as a trial test. It was administered to 50 respondents in other schools in Osun state and analyzed using the Cronbach alpha statistic. It yielded a reliability coefficient of;Safety Awareness (r=0.75),checklist onEquipment Availability (r=0.61), school infrastructure (r=0.803) and public secondary security schools(r=0.794).

3.7 Administration of Research Instrument

The researcher personally administered the questionnaire and also collected the questionnaire from respondents with the help of research assistants. The questionnaire was retrieved immediately to safeguard loss.

733principal / teachers and 550 students questionnaires given total number of 1283 questionnaires was administered, and 705principal/ teachers and 535 students questionnaires were retrieved given total number of 1240.

The researcher took along a letter of introduction from the department of Educational management, university of Ibadan for the request of data generation in the selected public secondary schools.

3.8 Method of Data Analysis

Data were analysed using descriptive and inferential statistics. Descriptive statistics such as Simple Percentages, Frequency Counts, Means and Standard Deviation were used to analyse the respondents' bio-data and answer research questions. Inferential statistics such as PPMC was used to analyse hypotheses 1-4, while hypotheses 5-6 was analysed using multiple regression at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter contains the analysis of collected data, answered research questions of hypotheses and the discussion of findings. The tables and explanations that follows represents the results of the study.

4.1: Results

Demographic Characteristics of respondents.

The following represent the demographic characteristics of respondent in this study

Table 4.1			
S/N	**DISTRIBUTION OF STUDENTS BY GENDER**		
1.	**GENDER**	Frequency	Percent
	MALE	247	46.2
	FEMALE	288	53.8
	TOTAL	**535**	**100**
Table 4.2			
	DISTRIBUTION OF STUDENTS BY AGE		
2	**AGE**	Frequency	Percent
	10-15 YEARS	186	34.8
	15-20 YEARS	346	64.7
	20-ABOVE	3	6
	TOTAL	**535**	**100**
Table 4.3			
	DISTRIBUTION OF TEACHERS BY GENDER		
3.	**GENDER**	Frequency	Percent
	MALE	286.4	40
	FEMALE	429.6	60
	TOTAL	**716**	**100**

Table 4.4			
	QUALIFICATION OF TEACHERS		
4.	**QUALIFICATION**	Frequency	Percent
	NCE/OND	127	17.7
	DEGREE/HND	466	65.1
	MASTERS	114	15.9
	PHD	9	1.3
	TOTAL	**716**	**100**

Table 4.5			
	TEACHING EXPERIENCE		
	YEARS	Frequency	Percent
5.	1-10 YEARS	223	31.1
	11-20 YEARS	305	42.6
	21-30 ABOVE	188	26.3
	TOTAL	**716**	**100**

Research Question 1

What is the level of incidence of threats to security in public secondary schools in Oyo state?

Table 4.1: Security Threats in Oyo State Public Secondary Schools

ITEMS	Always occur	Sometime occur	occasional occur	Never occur	Mean	SD
Report of assaults on student(s) such as raping has been recorded in my school within the last 5years.	22 4.02%	75 13.71%	30 5.48%	420 76.78%	1.45	0.88
Report of assaults on student(s) such as Bullying has been recorded in my school within the last 5years.	293 55.40%	31 5.86%	58 10.96%	147 27.78%	3.16	1.02
Report of kidnapping for ransom of student(s) has been recorded in my school within the last 5years.	0 0.0%	0 0.0%	3 0.57%	526 99.43%	1.63	1.23

Table 4.1 shows the result of the respondents on the level of security threats in public secondary schools in Oyo State. 17.73% of sample students sometime do receive reports of assault on students as rape. From the responses, the level of rape incidence is below 20% in the last 5yrs. while 82.26% reported that rape never occurs. (Again, 38.74% of respondents reported that Bullying occasionally occur in their schools. 61.26% said that it always occur. Bullying is quite frequent among students with a mean of 3.16. 95% of the respondents. Report shows that kidnapping has never occurs. From the result, inference could be made that most secondary schools sampled were relatively free from kidnapping.

Research Question 2

What is the level of safety awareness among stakeholders (principals, teachers and students) in public secondary school in Oyo state Nigeria?

Table 4.2: Safety Awareness on security in public Secondary Schools Oyo State

ITEMS	Always	Sometime	Occasional	Never	Mean	SD
School management gives security information during morning assembly in this school.	46 8.48%	75 13.85%	132 24.35%	289 53.32%	1.74	0.95
Schools heads organizes seminars on security for staff in this school.	64 12.02%	74 13.88%	230 43.15%	165 30.95%	2.07	0.96
State government send security personnel to enlighten school personnel on security techniques.	71 13.37%	131 24.67%	166 31.26%	163 30.70%	2.50	1.16

Table 4. Table 4.2 shows the result on respondents' level of awareness on security in public secondary schools in Oyo state. The result reveals that 22.3% of the respondents (teachers) reported that school management sometime do give talks on security during morning assembly while 77.7% reported that school management never give talks on security during morning assembly.25.9% of the teachers reported that school heads always do organize seminars on security while 74.1% reported that school heads never organize seminars on security. Also 38.04% of the teachers reported that State government always send security personnel to enlighten school personnel on security techniques while 61.96% of the teachers reported that State government never send security personnel to enlighten school personnel on security techniques.

Research Question 3

What are the security equipment available (Fire alarms, Fire extinguisher, scanners, whistles, Smart Phones, Electronic Cameras and CCTV) for effective security improvement in public secondary schools in Oyo state Nigeria?

Table 4.3: Available Security Equipment in Public Secondary School in Oyo State

S/N	Items	Available in School	Available but not functioning	Not Available	Mean
1.	Fire Alarms	12 1.68%	38 5.31%	665 92.9%	1.08
2	Fire Extinguisher	6 0.84%	16 2.24%	694 97.06%	1.01
3	Security Scanners	13 1.82%	0 0.0%	703 98.32%	1.04
4	Whistles	466 65.17%	9 1.26%	241 33.71%	2.32
5	Smart Phone	715 100.0%	0 0.0%	0 0.0%	3.00
6	Electronic Camera	4 0.66	0 0.0%	711 99.34%	1.01
7	CCTV	0 0.0%	0 0.0%	715 100.0%	1.0

Table 4.3 shows the result on the level of availability of modern security devices in Oyo State secondary schools. The result shows that only 1.68% of the respondents schools have fire alarms while 5.31% reported that modern devices are available but not functioning. 92.9% of respondents schools do not have fire alarms at all .Again, 0.84% of respondent reported that there is availability of fire extinguisher in their schools, 2.24% said that they are available but not functioning but 97.06% reported they are not available at all.

Again, 1.82% of the teachers reported that security scanners are available in their schools, while 98.32% s of the teachers reported they do not have at all. More so, 65.17% of the teachers reported that whistles are available in their school, 1.26% reported they are

available but not functioning. 33.71% said whistles are not available. Furthermore 0.66% of respondents reported that their schools have electronic, while 99.34% reported that their schools have no such devices at all . All the (100%) respondent reported that they have smart phones, 100.0% disclosed that Close Circuit television cameras (CCTV) are not available at all in their schools. Therefore, inference could be made that, modern security devices such as CCTV, electronic cameras, security scanners, fire extinguishers and fire alarms are not available in secondary schools in Oyo state, Nigeria.

Research Question 4

What is the level of existence of school security infrastructure in public secondary schools (school fence, gate, lockable windows, doors, and burglar-proof) in Oyo state?

Table 4.4: Adequacy of School Infrastructure in Public Secondary School

ITEMS	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	SD	Decision
Perimeter fence for protection of school environment is available in this school.	99 13.83%	195 27.23%	216 30.17%	206 28.77%	2.26	1.02	Medium
Perimeter fence for protection of school environment is in good condition in this school.	107 14.94%	181 25.28%	280 39.11%	148 20.67%	2.48	0.98	High
Burglar-proof for windows security is available in this school.	120 16.76%	140 19.55%	219 30.59%	237 33.1%	2.53	0.99	Medium

Table 4.4 presents the result of the school infrastructure available in public secondary schools in Oyo State. The result showed that 41.06% of schools have perimeter fence for protecting the school environment while 58.94% has no fence at all. 40.22% of the respondents of the sampled schools agreed that perimeter fence for protection is in good condition while 59.78% reported that school fence is porous. 36.31% of the sampled schools have burglar-proof for window security while 63.69% do not have which indicate that anybody can break into the school at any time. From the result of the analysis, it could be opined that only few schools have school security infrastructures. Security equipments are not adequate enough in the sampled schools.

Hypothesis 1

Safety awareness among secondary school stakeholders (principals, teachers and students) does not significantly relate to the availability of Public secondary schools security in Oyo State.

Table 4.5: Relationship between Safety Awareness and Public secondary schools security in Oyo State.

Variable	N	Mean	Std. Dev.	r	Sig	Remark
Stakeholders Awareness on safety (Principals, Teachers Students)	705	13.2156	3.21556	0.396	p<0.05	Significant
Public secondary schools security	705	18.4510	4.53038			

Table 4.5: Stakeholder's Safety Awareness and Public Secondary Schools Security.

The result in table 4.5 reveals that a moderate, positive and significant relationship exists between the two variables (r=0.39, p<0.05). It implies that an increase in stakeholders' safety awareness will lead to corresponding increase in security in the sample schools. In effect, the null hypothesis I is rejected.

Hypothesis 2

Availability of security Equipment (smart phones, cameras, CCTV) does not significantly influence Public secondary schools security in Oyo State.

Table 4.6: Influence of Security Equipment on Public Secondary School Security

Variable	N	Mean	Std. Dev.	r	Sig	Remark
Availability of security Equipment	705	6.6886	1.34544	**0.267**	**P<0.05**	**Significant**
Public Secondary School Security	705	18.4510	4.53038			

Table 4.6 shows the Pearson product moment correlation coefficient of the influence of school security equipment on the security of public secondary school security. Availability of security equipment in secondary schools will not significantly influence public secondary schools security in Oyo State. Hence, null hypothesis was rejected. Indicating that the null hypothesis 2 is rejected. The results shows a low, positive and significant relationship between independent (smart phones) and the dependent variable ($r=0.26$, $p<0.05$). This implies that the level of access to security equipment by teachers in secondary schools produced some level of changes in level of security. Almost, every person including students possesses phones but smart phones and other devices may be few and thus, have the low level of correlation though positive.

Hypothesis 3

School security infrastructure (School fence, gate, personnel, lockable windows and doors) does not significantly influence Public secondary schools security in Oyo State secondary schools.

Table 4.7: Influence of School Infrastructure on Public Secondary School Security

Variable	N	Mean	Std. Dev.	r	Sig	Remark
School Infrastructure	705	11.4741	2.16320	**0.281**	**P<0.05**	**Significant**
Secondary Schools Security	705	18.4510	4.53038			

Table 4.7 indicates the correlation coefficient of the relationship between school infrastructure and level of security in secondary schools. The result shows a low, positive but significant relationship ($r=0.281$, $p<0.05$) between the two variables. Thus, the level of school security infrastructure has influence on level of school security. Therefore, the null hypothesis is rejected.

Hypothesis 4

Independent variable (safety awareness, equipment availability, school infrastructure) does not have significant joint influence on public secondary schools security in Oyo state.

Table 4.8: Joint Influence of Safety Awareness, Equipment Availability, and school infrastructure on public Secondary School Security

Model		Sum of squares	Df	Mean Square	F	Sig.
1	Regression	4726.366	4	1181.592	95.349	.000[b]
	Residual	8005.385	646	12.392		
	Total	12731.751	650			

Model Summary	
Model	1
R	0.609
R Square	0.371
Adjusted R Square	0.367
Std. Error of the Estimate	3.52026

Table 4.8 shows the regression analysis of the joint contribution of independent variables (Safety Awareness, equipment availability and school infrastructure) to dependent variable (public secondary schools security), the result presents the value of the multiple correlation (R), square of multiple correlation (R^2) in the model summary Table alongside with the ANOVA Table. The result from the Table revealed a multiple correlation of 0.609 between independent and dependent variable, this implies that independent variable could influence the level of secondary school security to an extent as high as 60% and R^2 of 0.371 which is an indication that independent variables for now are only accounting for 37.1% of the total variance observed in level of secondary school security leaving the remaining 63.9% to other factors were was not considered in the study. Table 4.8 equally shows that the combination of all the independent variables allowed reliable prediction of secondary schools level of security to some extent $F_{(4,646)} = 95.349$, $p < 0.05$.). There is a significant joint contribution between safety awareness, equipment availability, and school infrastructure on public secondary school security.

Hypothesis 5

The independent variable (Safety Awareness, equipment availability and school infrastructure) do not have significant relative influence on the dependent variable (School security) in public secondary schools in Oyo state.

Table 4.9: Relative Contribution of safety awareness, equipment availability and school infrastructure on Public Secondary School Security.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.001	0.859		8.152	0.000
	Safety Awareness	0.345	0.049	0.249	7.065	0.000
	Equipment Availability	0.062	0.078	0.031	0.794	0.428
	School infrastructure	0.639	0.047	0.465	13.656	0.000

Table 4.9presents the coefficients of regression analysis for relative contribution of safety awareness, equipment availability, and school infrastructure availability to the level of security in the sampled schools. The result reveals that school infrastructure made highest to level of public secondary school security ß =0.465, t = 13.656, $p<0.05$ which was significant, followed by safety awareness on school security

ß =.249, t = 7.065, $p<0.05$ which was also significant. Hence, inference could be made that school infrastructure and safety awareness on school security are key determinants of public secondary school security in Oyo state.

4.6 Discussion of Findings

Security Threats in Public Secondary Schools

Reports on security threats to educational institutions have been rampant in Nigeria, but like in Oyo state, insecurity has been ascribed to issues such as rapes, bullying and kidnap. These vices had been heavily reported in states close to Oyo state such as Ogun and Lagos states.

Table 4.1 showed that reports on incidents such as rape in Oyo state are rampant with 17.73% while well over 80% reported that such incidents have not occurred. Reports on assaults such as bullying are high as shown on Table 4.1 aggregating to 61.26%. This shows that in most secondary schools, students still engage themselves in verbal altercations, parents' assault on teachers among others. The reports on kidnapping aggregated negatively to 0.5%.

The findings on research question one revealed that the major security threat experienced by Oyo State public secondary schools is bullying. The study also found out that bullying has been a major threat in public secondary school in the last five years. Reports on this findings also reveals that Bullying is quite frequent among students with a mean of 3.16. Bullying is form of man-made security threat which is found among secondary school students which always has negative effect on victims. This finding is in line with Fareo and Habila (2018) that the effects of bullying in any secondary schools where there is bullying, negative consequences are usually experienced that range from psychological to physiological factors. The study of Fareo and Habila (2018) further agrees that bullying and assaults among others involve students hitting one and another, making hate speeches to one and another, activities as fagging, extortion etc. Reports shows that Senior secondary students extort the junior students of their provisions and pocket money through coercion. This finding is in line with Adejoke (2004), that it is a criminal offence, which occurs when a person obtains money or other goods from another by threatening him/her. Extortion in any school constitutes security risk.

In the observation of peters and shaka (2001) threats to school can disorganise school activities and facilitate indiscipline among students. The revelation from the findings shows bullying has a major threats among public secondary schools could be trace back to low level of indiscipline among students. This also could be the fault of the school authority for not enforcing discipline and also place a policy that will take care of any form of indiscipline. The view is contrary to that of Sheriff (2007) that the learners have the right to a safe school milieu which the school should provide and that Teachers by virtue of their profession and by law are obliged to maintain discipline at school and to act in loco parentis in relation to the learner.

Bullying and harassment often interfere with learning. Acts of bullying usually occur away from the eyes of teachers or other responsible adults. This is in supports of Fareo et al (2018) opinion that in the school environment assaults and bullying thrives when teachers and principals do not keep to ethical tenets provided in the statutes. Victims of bullying are sometime expose high danger, and if gets frustrate can leads attempt to murder or any form of security threat. In this light Boba (2005), affirm that victims of bullying can suffer more than actual physical harm; grades may suffer because attention is drawn away from learning, and fear may lead to absenteeism, truancy and dropping out from school. To check bullying in schools, this study found out there is need for teachers and administrator to put in place through monitoring of students involvement in class and supervision. The study supported Baren and Li (2007), that teachers should always have regular classroom meetings during which students and teachers engage in discussion, role-playing and artistic activities related to preventing bullying and other forms of violence among youths. Involvement of parents of bullies and victims of bullying where appropriate, there should be formation of "friendship groups" support for students who are victims of bullying. All effort must be made to setup a counselling unit for victims of any form of security threats which could be of help to get out of the trauma and bring them back to their normal way of life. This is in line with the American Psychological Association, commission on violence (2000), that there should be involvement of school counsellors.

The study also found out that reports on assaults such as rape incidence is below 20% in the last 5years. The fact still remain there are traces of rape among public secondary school students and if not well managed it can increase over time, where its likely becomes a normal way of life among students, thereby jeopardising smooth running of school in a safe environment. This has become the responsibility of the school authority to provide adequate security in the school environments. This study which found out rape is also among security threat in public schools supports the findings of Malthufi (1997) that explained that there are two sides to the loco parentis role of educators: the duty of care (the obligation to exercise caring supervision of the learner) and the duty to maintain order (the obligation to maintain authority or discipline over the learner). When the child enters the school, the duty of care of the parents or guardian is delegated to the educator's pedagogical and legal function. The study also in line with Oosthuizen, Wolhuter, and Toit (2003) that stated that the law expects the educator to caringly see to the physical, psychological and spiritual well-being of the learner. The law expects him/her as a professionally trained person to fulfil this role with the necessary skills. The study of Peters and Skaba (2001) also buttress that school threats mean the capacity of any human and non-human element to destroy the vital interest of any school. The foregoing indicates that security threats cover all aspects of malicious intention, action or occurrences geared towards making any school vulnerable and exposed to security risk. Again, in dissecting the foregoing descriptions of school security threats, it could be understood that school security threats cover all aspects of malicious intention action, occurrence geared towards making students, teachers and the entire members of the school community vulnerable and exposed to security risks which in every way, may disturb or lead to school closure for some time.

Safety Awareness on security in public Secondary School

The second research question sought the level safety awareness among stakeholders (administrators, teachers and students) in public secondary school. The study found out that the level of awareness in public school is low. The result on Table 4.2 showed that majority of the school stakeholders do not have security tips during morning assembly in school (mean=1.74), thereby makes them not to be aware of the level of security in the

location and also update themselves on current happenings. The study contradicts or negates the study of (Heath et al, 2002) that awareness is a "feature of practical action which is systematically accomplished within developing course of everyday activities" (Heath et al, 2002).

The study further found out that the school administrator as well as teachers lack training on security matters which will have negative effects on the students, since no form of security awareness is given in school which can make the students vulnerable to security threat within and outside the school.The result on Table 4.2 showed that Schools head does not organizes seminars on security for every person in this school (mean=2.07).This is in line with the submission of Isah (2013) in a study on security facilities in Ibadan municipal secondary schools, which observed that school security personnel were not well trained. Personnel in secondary schools as mentioned above include, staff and students. Creating and maintaining a secure environment needs clear understanding by all stakeholders through adequate security awareness.

Available Security Equipment in Public Secondary School

The result on Table 4.3 study showed that availability of security equipment in public secondary schools is generally low. The study reveals that availability of security equipment such as fire alarms (mean=1.08), fire extinguisher (mean=1.01), Human Security Scanners (mean=1.04), CCTV (mean=1.00), Electronic Camera (mean=1.01) were not available in public secondary school. Physical security measures are essential security equipment that can prevent any security attacks on the school environment.

This findings negates the finding of (Philpott and Kunstle, 2007) that school environment needs the outside perimeter measures that serve as physical security measures which can be found outside the school building such as alarms, light, CCTV external cameras, warning signs, doors, lock, burglar proofing on windows, security staff and access control system.

However, the study reveals that availability of security equipment such as smart phones is very high among public secondary school because all the administrators and teachers has personal mobile phone which can be of help to communicate or call for help from security agency as soon possible if there is any attack on the school or any student.

Adequacy of School Infrastructure in Public Secondary Schools

Another finding from this study showed that only few schools have security guards. The result on Table 4.4 reveals that school security guards are not always on duty to watch over the surroundings and give security alerts in cases of emergency(mean=2.09). The result on Table 4.4 also reveals that security of lives and properties are not adequately taken care of as required of the government and that Government and school authority fail to deploy military personnel as guards to watch over the surroundings and give security alerts in cases of emergency which is contrary to constitution of the Federal Republic of Nigeria FRN (1999) in Chapter II which states 'inter alia' the fundamental objectives and principles of state policy on security. Under section 13 of the same document on fundamental obligations of the government, states that "...it shall be the duty and responsibility of all organs of government and of all authorities and persons, exercising legislative, executive or judicial powers, to conform to, observe and apply the provisions of this chapter of this constitution..." Section 14 (2) (b) of FRN (1999) states that "...The security and welfare of the people shall be the primary purpose of the government..." Section 24 (C) also states that "...it shall be the duty of every citizen to render assistance to appropriate and lawful agencies on the maintenance of law and order".

The result on Table 4.4 further reveals the level of adequacy of school infrastructure in public secondary schools that 58.94% has no perimeter school fence which make the school porous to any form of security attacks. Also School gate, lockable windows, doors, burglar-proof are not available in most public secondary school. Oluchukwu (2008) however negates the findings of this study that No matter how laudable a school programme is, if the safety of lives and properties in the school is not guaranteed, such a school cannot boast of good academic achievement .Unless schools are well cited with

buildings adequately constructed and equipment adequately utilized and maintained to ensure the safety of the users, much teaching and learning may not take place.

Safety Awareness and public Secondary School Security

The result that a moderate, positive and significant relationship exists between safety awareness and public secondary school security. Therefore the null hypothesis I is rejected. Table 4.5 present the summary. It implies that an increase in stakeholders' awareness will lead to corresponding increase in availability of security infrastructure in the sample schools. This is in line with American Federation of Teachers (AFT) (2008) that unhealthy and unsafe school conditions make it difficult for students to concentrate, for teachers to teach and for other staff to do their jobs. Lack of security in a school plant leads to lower students' attendance and reduced teachers' retention. American Federation of Teachers (AFT) (2008) further reported that providing a safe and secure school environment will actually make school environment conducive for teaching and learning.

Influence of Security Equipment on Public Secondary School Security

The result according to Table 4.6 shows that there is a significant positive influence of security equipment on public secondary school security. The null hypothesis is therefore is rejected. This positive influence implies that the level of access to smart phone devices by teachers in secondary schools produced some level of changes in level of security. Almost every personnel excluding students possess smart phones.

The findings of the study in line with Green (1999) that Security technology such as access to smart devices as an adjunct to physical security measures can be excellent tools and a great contribution to the safety of schools and staff in schools and in reducing violence in schools.

The study further finds out that use of security device and access will reduce crime rate and security attacks on lives and properties in the school environment. This also form in line with Green(1999) that The aim of using security technologies such as smart phones, CCTV among others is to reduce the opportunities to commit crimes or violence, to

increase the likelihood that someone will get caught and to be able to collect evidence of some of the acts of violence being committed, thus making it easier to prosecute .

Influence of school infrastructure on public Secondary Schools Security

The hypotheses tested Influence of school infrastructure on public Secondary Schools Security. Table 4.7 shows the result of the relationship between school infrastructure and school security, the result reveal a positive relationship between the two variables is significant. This implies that school infrastructure will go a long way to increase the level of security in secondary schools. This study goes in line with Stewart (2006) that schools have to enhance the physical security, develop some security apparatus, plans, and security awareness to staff and install systems such as video surveillance cameras, physical access controls, paging and radio systems.

Furthermore the study supported the findings of Trump (2012), that to ensure security in the school compounds, placing cameras throughout the school buildings will allow the personnel to see and possibly video tape more motion of anyone within the camera field view will be of a great advantage to monitor the school environment. The study also supported Oluchukwu (2008) that no matter how laudable a school programme is, if the safety of lives and properties in the school is not guaranteed, such a school cannot boast of good academic achievement .

Unless schools are well cited with buildings adequately constructed and equipment adequately utilized and maintained to ensure the safety of the users, much teaching and learning may not take place. The findings of this study agrees with Deighton, et al (2011) that identified areas of school infrastructure that need repairs, establishment of repair inventory, maintenance workshops, renovation of dilapidated school fence and lockable gates, repair of school doors and windows, instruction to students on the careful use of the school facilities; preventing students from damage or defacements through spoiling newly renovation activities in school. In addition, the school principals have to ensure that the school facilities are adequate for students' population.

Joint Influence of Safety Awareness, Equipment Availability, and school infrastructure on public Secondary School Security

The hypothesis investigated if there is significant joint influence of safety awareness, equipment availability and school infrastructure on public secondary school security. This study discovered that there is significant joint influence of the independent variables (safety awareness, equipment availability and school infrastructure) on public secondary school security. The result yielded a coefficient of multiple regressions R=0.609 and multiple R^2=0.371. This suggests that the three factors combined accounted for 37.1 %(Adj. R^2=0.371) variance in the prediction of public secondary school security. Other factors accounting for the remaining variance in the prediction of public secondary school security are beyond the scope of this study. This study goes in line with Stewart (2006) that schools have to enhance the physical security, develop some security apparatus, plans, and security awareness to staff and install systems such as video surveillance cameras, physical access controls, paging and radio systems.

Relative Contribution of safety awareness, equipment availability and school infrastructure

The hypothesis examined if there is relative contribution of safety awareness, equipment availability and school infrastructure on public secondary school security. The study discovered that the two out of three predictor factors (safety awareness, equipment availability and school infrastructure) were potent predictors of public secondary school security. The most potent factor was school infrastructure (ß =0.465, t = 13.656, $p<0.05$); followed by safety awareness on school security (ß =.249, t = 7.065, $p<0.05$). Hence, inference could be made that school infrastructure and safety awareness on school security are key determinants of public secondary school security. This supported the finding of Stewart (2006) that schools have to enhance the physical security, develop some security apparatus, plans, and security awareness to staff and install systems such as video surveillance cameras, physical access controls, paging and radio systems.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study investigated relationship between safety awareness, equipment availability and school infrastructure in public secondary school security in Oyo State, Nigeria. It further investigated measures taken in schools to ensure that the school environment is safe to achieve its objectives. No matter how laudable a school programme is, if the safety of lives and properties in the school is not guaranteed, such a school cannot boast of good academic achievement (Oluchukwu, 2008). Circumstances necessitating the study were premised on previous schools attack in nearby states and the prevailing insecurity in Oyo state secondary schools has this proactive study.Descriptive survey research design was adopted for the study and multi-stage sampling technique was used to randomly select 623 Secondary school teachers, 110 school principals were enumerated. The purposive sampling technique was used to select five school prefects in each of the 110 schools to give 550 students making a total of 1,283 respondents in all, while two instruments were employed for data collection.

The study was able to reveal security threats in Oyo state public secondary schools. Report of assaults on student such as raping within the last 5years shows low rape incidence as well as kidnapping, but the study revealed high incidence of bullying public secondary schools in Oyo State (Table 4.1).

This result derived from the study can be understood that bullying has been a major security threat in public secondary schools in Oyo State as it's shown in (Table 4.1). There is need to improve on safety awareness of security among secondary school stakeholders, even though the study shows that majority of the school stakeholders are aware of the level of security in the location and also update themselves on current happenings but not all (Table 4.2). Adequacy of security equipment in public secondary schools from the study shows that only few schools have security guards. The study revealed that security equipments are not adequate in the sampled schools and force men are not among security personnel in the schools considered for the study (Table 4.3).

The study found that a positive relationship exists between awareness and availability of security infrastructure in secondary schools (Table 4.5). Also, the study showed that, the relationship between availability of equipment and secondary school security was moderate, positive and significant (Table 4.6). However, the relationship between school infrastructure and school security was low, positive but significant (Table 4.8).

5.2 Conclusion

The finding of the study shows the relationship between independent variable and dependent variable in the study that is, safety awareness, equipment availability, school infrastructure (independent variables) and public secondary schools security in Oyo state (dependent variable). The result revealed that the study has presented facts and empirical data on safety awareness, equipment availability, and school infrastructure as correlates of public secondary schools security in Oyo state. The significance of the study has been justifiably met. There is significant joint contribution of level of stakeholders' safety awareness, security equipment availability and school infrastructure in public secondary schools in Oyo state. It is important to know that the independent variable is very much effective on the public secondary schools security in Oyo State.

5.3 Recommendations

Based on the findings of this study, the researcher made the following recommendations:

The school stakeholders should be enlightened with awareness on security matters in their location and also update themselves on current happenings in Oyo State to further enhanced security in public secondary school.

State government and school stakeholders should see to schools where security equipment are not adequate and also state government should deployed force men as security personnel to the schools so as to ensure security of live and properties in Oyo state public secondary schools.

School infrastructure such as renovations of dilapidated fence, spoilt school gate among others will go a long way to increase the level of security in schools, state government and

school stakeholders should focus on how to repair some infrastructures that are outdated or completely damage.

5.4 Limitation of the study

During the course of carrying out this study, certain constraints were encountered, such as: difficulty in obtaining information and accessibility from some of the school principals in Oyo State public secondary school, caused by the attendant bureaucracy in administration. Some school administrators were hostile to the researcher and the research assistants because they felt the information requested could become public subject, most especially the schools that are porous to attacks. But the researcher was able to convince the administrators that every information is safe from public through perseverance and was able to overcome every challenges encounter in the cause of the study.

5.5 Implications of study

This study affirmed that safety awareness; equipment availability and school infrastructure is a welcome development on public secondary school security in Oyo State. The school administrators agreed to the need for adequate security as it was perceived that security plays significant roles to help improve academic performance, because in the absence of such an environment, the teacher will not be able to effectively perform his/her duties and responsibilities. Learners may also not feel safe and secure in a school environment where their teachers are unsafe.

5.6 Suggestion for further studies

This study examined at the level of safety awareness, equipment availability and school infrastructure as correlates of public secondary school security in Oyo State. Further researches could also be carried out in other states of the federation to ascertain whether their findings will corroborate the findings of this study.

5.7 Contribution to Knowledge

This study has provided information on the extent to which school administrators (principals, vice-principals, and teachers) agreed to the provision and improvement of security in public secondary schools in Oyo State, Nigeria. It has highlighted the level of

safety awareness; equipment availability and school infrastructure on security. It also established that there exists a positive significant relationship between awareness of the level of security among secondary school stakeholders and level of security in secondary schools. Also a significant joint contribution exists between level of secondary school stakeholders' safety awareness, level of security equipment availability, and school infrastructure to the level of security in the sampled schools.

Additionally, the study contributed to knowledge that safe school has its significant influence on educational outcomes. It also explained that positive school encourages interpersonal relationship and optimal learning opportunities for all students.
Furthermore, the instrument for data collection would contribute to knowledge because it was validated and it yielded a strong reliability coefficient.

REFERENCES

Abdulkareem, A.Y.&Fasasi, Y.A. 2012. Management of Educational facilities in Nigerian Secondary School. The role of administrators and inspectors.http:www.unilorin.edu.ng/publications/abdulkareemay/management facilities in Nigerian secondary schools

Adedeji, D. and Eziyi, O. I. 2010, Urban Environmental Problems in Nigeria: Implications for Sustainable Development, Journal of Sustainable Development in Africa, Volume 12, No.1, 124-145.

Adegoke, K. 2004 Criminology and security status in types and analysis of security threats. National Open University. Ibadan, Nigeria. Retrieved Dec.18, 2010, fromhttp://www.noun.edu.ng /NOUNOCL/pdf/pdf2

Andrew, C. and Kennedy, M. 2003, Root Causes of Human Insecurity,A New Security Paradigm: The Cambridge Security, University of Cambridge Press UK.

Agabi, O.G&Okorie, N.C.2002.Introduction to Management ofChange in Education: A book of readings (eds).Choba: Pam Unique Publishers and Mbu Press Limited.

Adagba, O., Ugwu, S. C. and Eme, O. I. 2012. Activities of Boko Haram and Insecurity Question in Nigeria, Arabian Journal of Business and Management Review, Vol. 1, No.9, 77-99.

Journal of Policy and Development Studies Vol. 9, No. 2, February 2015ISSN: 157-9385Website: www.arabianjbmr.com/JPDS_index.php166

Adeola, G. L., & Oluyemi, F. 2012. The Political and Security Implications of Cross Border Migration between Nigeria and Her Francophone Neighbours. International Journal of Social Science Tomorrow, 1(3), 1-9.

Ajayi, I.A. 2007. Issues in school management. Lagos, Bolabay Publications.

Akintokumbo, A. 2011 The problems and challenges of insecurity in Nigeria. Retrieved from community.vanguardngr.com/profiles/blog/ The-problems-and challenges of insecurity- in-Nigeria.

.

American Federation of Teachers, 2008. Building minds, minding building, turning, crumbling into environment for learning. Retrieved June 13, 2003from http://www.aft.org/topics /building conditions /downloads/minding-bldgs.pdf

American Psychological Association on Violence and Youths 2000. Retrieved April 2, 2002from www.apa.org/../social-violenceyouthpdf

Andrew, R. 2013 How can we improve school safety? Retrieved Aug 10, 2014 from weareteachers.com/community/blog/how-can-we-improve-school-security.

Aryu, A. S. 2000 A step towards school safety: National disaster. Retrieved Jan. 2, 2012 from http://docs.google.com/viewer,2&q.

Baily, K.A. and Rose, J. 2001. School safety and youth violence: A legal primer. Washington Dc: Hamilton Fish.

Bandele S.O 2003. The universal basic education in perspective, need for formative evaluation.N.J. Educ. Res. Eval. 1(4):54-58.

Baren, T and Li, Q.2007 The relationship between cyber bullying and school bullying. *Journal of student wellbeing*. 1(2) 15 – 33.Retrieved from December 2007. University of Calgary, Alberta, Canada

Beyer, D. 2002.School violence and the legal rights of students. Selected Issues (2nded.) ERIC Clearinghouse on Urban Education New York NY.

Boeree, C. G. and Abraham, W. 2006.Abraham Maslow's biography. Retrieved from http://www.webspace.ship.edu/egboermaslow.html.Copyright1998, 2006 by C. George Boeree

Bray, W. 2000. Foundation of Law and Education law. Pretoria: Centre for Education Law and Education (CELP).

Bucher.K. and Manning, M. L. 2005. Creating Safe Schools. The Clearing House: A Journal of Educational Strategies, Issues and Ideas,79:1,55-60,DOI: 10.3200/TCHS.79.1.55-60

Buckley, J. Schneider, M and Sharg, Y. 2004.Los Angeles Unified School District School Facilities and Academic Performance. Washington, DC: National Clearinghouse for Educational Facilities.

Bulus, I. and Rimfat, D.S. 2001.Drug Abuse and Alcoholism in Nigerian Schools: Ameliorating through Guidance and Counselling Strategies .The Nigerian Academic Forum Vol *1* (2)154-159.Retrieved fromNovember,2001.swww://global academic group .com

Cohen, L, Manion, L.Morrison, K.2011. Research Methods in Education, 7th Edition, London, : Rutledge.

Calabrese, R. 2000. Leadership of safe a community based approach. Lanham: Md. Scarecrow Press.

Campbell, John 2007 why would cooperation's behave in socially responsible ways? The academy of management review .An institutional theory of cooperate social responsibility .Vol.32, No.3 (Jul, 2007) pp.946-967

Clifford, C. 2009 New Beginnings, Retrieved from:www.cliffordchance.com/content/.../cliffordchance/.../newbeginningwww.npf.gov.ng

Chen, G.and Wangi, I. 2007 in Ejeh,O. &Ajadi, J. 2000.School Plant Management. National Open University of Nigeria.

Coetzee, S.A 2005. Drug testing in public schools. African Education Review 2 279 – 298.Retrieved from 02 Jun 2008DOI: 10.1080/18146620508566305

Dannreuther, R. 2007. International Security: The contemporary agenda. *Journal of Peace*. Research (JPR) Cambridge Polity Press. Retrieved from March 1, 2008 https://doi.org/10.1177/0022343308045002080 6

De wet, C. 2003. Eastern Cape educators, perceptions of the causes and the scope of violence. Acta Criminologica: *Southern African Journal of Criminology*16(3), 89106. Retrieved from Jan 1, 2003https://hdl.handle.net/10520/EJC28782

Dwyer, K. P. and Osher, D. 2000.Safeguarding our children: An action guide.Washington DC: US. Department of Education (DOE); Department of Justice (DOJ).*American Institute for Research*

Dodd, D.A. 2003. *Handgun found at school;* girl arrested. *The Atlanta Journal-Constitution* Retrieved from October 18 2003http://www.ajc.com/Saturday/content/e paper/edition/Saturday/gwinnet

Duncanson, E. and Achilles, C. 2008.In Linda, K, L. (Ed).*The Journal of International Society for Educational Planning (ISEP)*.George Washington University, Washington DC.By Sciedu Press.

Earthman, G.I. 2002.School facility conditions and students' academic achievement. Los Angeles C.A UCLA'S institute for Democracy, Education and Ideas.

Ejieh,A. Fadipe, O. and Ajadi, J. 2011. School Plant Management. National Open University of Nigeria, Course Guide. Published by National Open University of Nigeria Printed 2011,Reprinted 2014,ISBN: 978-058-917-1

Eberlein, Eric 2010 "Incident and Accident" implementing the safety regulations prescribed by South African Schools act. Retrieved 2010-04-29 from URI: http://hdl.handle.net/2263/30393

Fafunwa, A.B. 1983. Dropout in the Nigeria education system. In S.A. Adesina, &Ajayi, E. (Eds) Nigeria Education Trends and Issues. Ile Ife: University of Ife Press, Nig. Ltd.

Fareo,D. O. and Habila,H.K . 2018. Effects of Bullying on Learning Among Secondary School Students In Mubi Educational Zone of Adamawa State, Nigeria. European Journal of Educational Studies. Vol 4.

Fukuyama, F 2004, State-Building: Governance and World Order in the 21st Century, Ithaca: Cornell University Press. Fukuyama, F (2004), State-Building: Governance and World Order in the 21st Century, Ithaca: Cornell University Press.

Federal Ministry of Education FME, 2006. Implementation Guidelines on National School.. Retrieved 17/04/16 from School Health Policy National Health Programme. http://www.unicef.org/nigeria/school_health_policy.pdf

Gaustad, J. 1999, The Fundamentals of School Security, Resources Information Centre, University of Oregon, Eugene. Retrieved 1999-11-00 from http://www.ericdigestor/2003/security.htmERIC Clearinghouse on Educational Management Eugene OR.

Global Terrorism Index 2018, Institute for economics and peace, academic and research institution http//www.economics and peace.org

Fukumi, Sayaka. 2009. Cocaine trafficking in Latin America: EU and US policy response.

Farnham and Burlington: Ash Gate Publishing. Volume 42, Issue1, pp,215-217Retrieved 09 April 2010 from https://doi.org/10. 1017 /S0022216X 10000 398

FRN 1999.*The Nigerian Constitution. Nigeria.* Federal Government Press, Abuja.

Green, W. W. 1999. The appropriate and effective use of security technologies in US schools: A guide for schools and law enforcement agencies. Washington DC: US Department of Justice office of Justice Programmes.

Gordon, N. 2000.Risk assessment and management in local government emergency planning, Part: Basic concept. *Canadian Journal of Emergency Management* 2(2)11-12

Halphin, A. W. and Croft, D.B. 1963.The organizational climate of schools.Chicago: Midwest administrative center, The University of Chicago.

Hasten Mjoni. M. 2006 Safe Schools for teaching and Learning: Developing a school wide self-Study process. Ph. D. Thesis/dissertationVirginia Polytechnic Institute and State. University 2006. Published by [Blacksburg, Va.]: [University Libraries, Virginia Polytechnic Institute and State University], [2006]

Haughton, M. P. and Metcalf, E. 2000.Teaching high school social studies. New York: Hamper and Row, Publishers

Hazen, J. M., & Horner, J. 2007. Small Arms, Armed Violence, and Insecurity in Nigeria: The Niger Delta in Perspective. Switzerland Small Arms Survey.Henry 2011) What is Business? Meaning, Definitions, Features of Business, Retrieved from http://kalyan-city.blogspot.com/2011/03/what is business meaning definitions.html.

Ibrahim, J. and Igbuzor, O. 2002 "Memorandum submitted to the Presidential Committee on National Security in Nigeria

Iduh .S. 2011, The Challenges to Peace in Nigeria. International Journal of Vocational and Technical Education Vol 3 No 8

Igbuzor, O. 2011. Peace and Security Education: A Critical Factor for Sustainable Peace and National Development. International Journal of Peace and Development Studies, 2(1), 1-7.

Ibrahim, C.H. 2010.School managers view about school safety from the invitational theory perspective. *African Journal of Business Management*. 4(12) 2415-2423

.

Isaac, A. Ajayi, A. and Musibau, A. 2010.School plant planning and student learning outcomes in South West Nigerian secondary schools.In Journal Sci, 2(1) 47-53.

Isah, E.A.,& Babayemi, B.A. 2009. *Journal of Educational Review. India.*Vol. 1.No. 1 & 2. Education and Youth Re-orientation: A Panacea to lasting Peace in Nigeria's Niger Delta Region. Serials Publication, New Delhi, Pp 33-39

Isah, E.A. 2013. *Nigerian Journal of Educational Administration and Planning (NJEAP*Vol. 13, No 3*)*. Nigeria. Managing Ibadan Municipal Secondary Schools in Periods of Increasing National Insecurity to Educational Institutions, Oyo State, Nigeria.Pp215-232.

Isah, E.A and Ishola 2016.*Studies in education: official Journal of the faculty of education*, Ambrose Alli university, Ekpoma Vol. 17, No *)*. Facilitating Security in Nigeria Secondary Schools in Periods of National Economic Recession

Ken, T. 2012 .Posts tagged school crises plan.*Posts tagged school crises plan*. Retrieved.March 30, 2012 fromhttp://www.schoolsecur ityblog .com /tag /school

Kennedy, M. 2004.Critical Examinations of School Violence and Disturbance in K-12 Education. A volume in the advances in Early Childhood and K-12 Education(AECKE) Book Series. Published in the USA by Information Science and Reference(An imprint of IGI Global)

Khoury, A, Astor, T. and Zena, O. 2005.The effect of school climate, socio economics and cultural factors on student victimization in Israel.Social work Research, 29 165-180.

Katherine White, Jennifer J. Argo and JaideepSengupta*Journal of Consumer Research*Vol. 39, No. 4 (December 2012), pp. 704-719 (16 pages)

Ken, T. 2008 .*Posts tagged school crises plan*. Retrieved March 30, 2012 from http://www.schoolsecurityblog.com/tag/school

Lawrence O. Picus (n.d.). Overview, Maintenance and Modernization of Schools Facility, Construction, and Educational-State University.com. Accessed on 23/05/16 from http://education.stateuniversity.com/pages/2394/School-Facilities.html#ixzz48oQ4QLU8

Ladan M. T 2010.Constitutionalism and the Challenges of Ethnic and Religious Diversity in Nigeria:-Which way forward for Peace. Being a Paper Presented at a 2-day National Stakeholders' Conference for Peace in Nigeria.Organized By theInstitute

for Peace and Conflict Resolution, Abuja in Collaboration with the Initiative forPeace, Empowerment and Tolerance International (IPET).

Ladan M. T.Enhancing Access to Justice in Criminal Matters:-Possible Areas for Reform in Nigeria: in the Nigerian Bar Association, Abuja 2011, *Nigerian Bar Journal*. Vol. 7 No.1 August 2011 at pp 31-64

Ladan, M.T. 2015a: Strategies for Adopting the National Policy on IDPs And Domesticating In Nigeria the African Union Convention for the Protection And Assistance of IDPs in Africa. Being a Paper Presented At the National Summit on IDPs in Nigeria.

Ladan, M.T. 2015b: Child Education as a Fundamental Right and Its Role in National Development. Being a Guest Lecture Delivered At the 28th Abu, Zaria Staff School Complex Annual Speech and Prize Giving Day Ceremony.

Ladan, M.T. In Golwa (ed) 2013 United Nations Office on Drugs and Crime, Vienna 2005: Why Fighting Crime Can Assist Development in Africa: Rule of Law and protection of the Most Vulnerable: Summary at pp. 9-59

Lamboard, C. and Kole, J. 2008.Security principles and practices, SEP A: Units 1-10. Pretoria: University of South Africa

Lannie, A. and McCurdy, I. 2007.Preventing disruptive behaviour in urban classroom: Effects of good behaviour game on student and teacher behaviour. Education and Treatment of Children 30(1) 85-98.

Lawton, J. 2006.Is it safe to work? Neighbourhood safety and security considerations and their effects on walking. *Journal of Planning LIH*. 20(3) 219-231

Lee, L and Talib, O 2005 .in Quarantelli, E.L (2012).Emergencies, disasters, catasrophes and different phenomena. Retrieved from http://www.dspace:ude:80/80/ dspace/bitstream/ handle/19716/67/pp304.pdf

Maduagwu 2006.School plant planning as correlate of students' academic performance in Southwest Nigeria secondary schools. Retrieved on January 11, 2013 from www.sciedu.ca/1jbadoi:10.5430/1jba.v2n2P4j

Matsitsa, G.M. 2011.Exploring safety in township secondary schools in Free State. Retrieved on July 12, 2012 fromhttp://www.scielo.org.za/scielo.php? *So 256 South Afri –Journal of education*

Maithufi IP 1997. Children, young persons and the law. In: Robin JA(ed.) . The law of children and young persons in South Africa. Durban: Butterworth.

Mbamali, I., Nesiama, E. A., and Zubairu, I. 2012. Public Building Supervisors' Assessment of Site Progress Record Keeping Practices in Abuja, Nigeria. *Journal of Civil Engineering and Architecture*, *6*(3), 379.

Monkwe, C. 2010. *Strategies and policies that secondary school employ to protect educators and learner*. Retrieved on July 22, 2012 from http://ul.netd.acc.za/bitstream/1038t/159/2/table

Marshall, M. L. 2012. Examining school climate: Defining factors and educational influences. Retrieved from http://education.gsu.edu /schoolsafety/ download %files/ WP%202002% 20school%20Climate.pdf

Matsitsa, G. M. 2011.Exploring safety in township secondary schools in Free State.South Africa –Journal of education Retrieved from http://www. Scielo .org .za /scielo.php

Mentiki, A. 2012. The Right to education.Action guide – aid Nigeria. Retrieved from http://www.vanguardngr.com/2012/02/orgo-condems rape incident in school on sex education.

National Bureau of Statistics, Abuja 2015c: Nigerian Formal Education sector Summary report National Security Policy strategy, 2014 launched at the National Council of States Meeting, State House.

National School Climate Council. 2007. The school climate challenge: Narrowing the gap between school climate and school climate policy. Retrieved from www.schoolclimate.org

Nigeria Police Force 2007: Operational Handbook on Community Policing.

Ndahi, M. 2014.Scores of students feared death as Boko Haram attack Girls College in Yobe. Retrieved from www.vanguardnigr.com/2014/02/scores-of-students-feareddead- as-boko-haram-attacks-fggc-yobe

Nwagboso, C. 2012 "Security Challenges and Economy of the Nigerian State (2007 – 2011)."*American International Journal of Contemporary Research*, Vol. 2 No. 6; pp.244-258.Centre for Promoting Ideas, USA. Retrieved from www.aijcrnet.com

Obiamaka 2015 Security management situations in public secondary schools in north central zone of Nigeria. A PhD Thesis in Educational Administration and Planning.

Oluchukwu, C. 2008. Challenges of educational planning in the 21st century. Ondo: NIEPA

O'Neill D.J. and Oates, A. 2001 The Impact of School facilities on student's achievement, attendance, and teacher turnover rate in Central Texas middle Schools. Educational facility Planner, 36(3) 14-22

Oothuizen, V., Wolhuter, C. C and Toit, P. 2003.Preventing punitive disciplinary measures in South African schools: Potchefstroon University for CHE.Koers 66(4)457-497

Ogunleye, G.O., Adewale, O.S., Alese B.K. and Ogunde, A.O. 2011. A Computer-Based Security Framework for Crime Prevention in Nigeria, A Paper presented at the 10th international conference of the Nigeria computer society held from July 25th - 29th

Onuola, F.C. 2011. Nigeria‟s Vulnerability to Terrorism: The Imperative of a Counter Religious Extremists and Terrorism (CONREST) Strategy, Peace and Conflicts Monitor (2 Feb, 2011), Retrieved from: http//www.monitor peace.org/inwrgp.cfm

Patrick O.Ajaja,2012 School Dropout Pattern among Senior Secondary Schools in Delta State, Nigeria. International Education Studies Vol. 5, No. 2; April 2012.doi:10.5539/ies.v5n2p145 URL: http://dx.doi.org/10.5539/ies.v5n2p145

Picarelli, J. 2000. Transactional organize crime. New York London: Routledge.

Picus, L. O., Marion, S. F., Calvo, N., & Glenn, W. J. 2002. Understanding the relationship between student achievement and the quality of educational facilities: Evidence from Wyoming. Peabody Journal of Education, 80(3), 71-95. doi:10.1207/s15327930pje8003_5

Philpolt, D. and Kuenstl, M .W. 2007. Education facility security handbook. Maryland Government Institute.

Paine, C. 2006. School safety. Education week. Princeton.

Peretomode, V. and Peretomode O. 2001.Human resource management. Lagos: Obaroh and Ogbinaka Publishers Ltd.

Prinsloo J. 2005. How safe are South African Schools? *South African Journal of Education*. EASA, 25 (1) 5-10.

Quarantelli, E.L 2012. Emergencies, disasters, catastrophes and different phenomena. Retrievedfromhttp://www.dspace:udel:80/80/dspace/bitstream/handle/19716/67/PP 304.Pdf

Rimfat, D. Z. 1997.Psycho-social threats to educational institute and society: Jos: Zimekk Communication

.

Redding, S. 2006. The mega system: A Handbook for continuous improvement within a community of the school. Retrieved from http://www.cente r/org /survey

Reid, D. 2000. Building a safe school environment. American School and University.

Ringwalk, C. L. Ennett, S. and Johnson, R. 2003. Factors associated with fidelity to substance use prevention curriculum guide in the nation: Middle Schools. Health Education and Behaviour, 30/ 375-391

Rogers, C. 2009. Security risk control measures: SEP/504, Units 1-1. Pretoria: University of South Africa. (UNISA).

Scheckner, S., Rollins, S. A and Vagner, R. 2002. School violence in children and adolescents: *Journal of School Violence*, 1 5-34

Schneider. J. Walker, H. and Sprague, J. 2000. Safe school design: A handbook for educational leaders. Applying the principles of crime prevention through environmental design. University of Oregon ERIC Clearing House on Educational Management.

Sheriff, S. 2007. Security for scholars. Hi-tech security solutions. The Industry Journal for Security and Business Professionals: Retrieved from http://www.SecuritySa.com.

Smith, P. E. 2010. The role of school discipline in combating violence in schools in East London Region. Retrieved from http://ufh.netd.ac.za/bitstream /10353/224/1/ Smith %20thesis.pdf

Sprague, R. J. and Walker H. W. 2005.Safe and healthy schools: Practical strategies. New York: Guilford: New York.

Squelch, J. 2001. Do school governing boards have a duty to create safe schools? Perspective in education, 19: 137-149.

Stanley, P. H. and Purkey, W. W. 1994. Student self-concept- as learner: Does invitational education make a difference? Research in school 1 (2) 15-22.

Stevens, G. 2001. The safe School model: Antidote to school violence. Perspective in Education, 19(2) 14-158

Stewart, G. K. 2006. Avoiding school facility issues: A Consultant Guidance to School Superintendents. Charlotte, NC. Information Age Publishing at Strelitzia secondary school. 20(3) 1-20.

Rogers, S.C. and Shoeman, J. 2010. Security practice 111. SEP3701, units1-5. Pretoria. University of South Africa.

Salawu, B. 2010. Ethno-Religious Conflicts in Nigeria: Causal Analysis and Proposals for New Management Strategies. European Journal of Social Sciences, 13(3), 345-353.

Seeley, I.H. 1987: *Building Maintenance*. Macmillan Press Ltd., London.

Schmidt, R. 2001. Attention. In P. Robinson (Ed.), Cognition and second language instruction (pp. 3-32). Cambridge: Cambridge University Press.

The Criminal Justice System and the New Security Challenges in Nigeria. In Peace and Security as Imperative for National Development(Edited by Golwa, J.H.P) Institute for Peace and Conflict Resolution, Abuja and UNDP atpp. 46 to 58.

Trump, K. 2003.School resource officers and homeland security. Oakland, California.

Trump K. 2010 .Education department redefines safety. Retrieved from http://www.schoolsecurityblog.com/2010/8/

Trump, K. 2012.School Crisis Plan. Retrieved from http://www.schoolsecurityblog .com

United Nation Convention on the Rights of the child (1989).Article 12 Retrieved from http://www.unice/org/Crc/filesRigh over view pdf.

Vogel D. 2003. Youth violence: strategies for effective prevention and intervention. ActaCriminlogica, 15(1) 23-30.

Weaver, O. 1995. Securitization and desecuritization. In: Lipschutz, R.D (ed) on Security. New York Columbia University Press

Williams, E., Persand, G. and Turner, T. 2008.In Linda K. Lemasters (Ed).International society for educational planning (ISCP) .George Washington University.

Xaba, M. 2006.An investigation into the basic safety and security status of schools' physical environment.*South African Journal of Education* 26 (4) 565-580

APPENDIX I

UNIVERSITY OF IBADAN

FACULTY OF EDUCATION,

DEPARTMENT OF EDUCATIONAL MANAGEMENT

Title: LEVEL OF SECURITY IN OYO STATE PUBLIC SECONDARY SCHOOLSQUESTIONNAIRE FORTEACHERS AND PRINCIPALS

Dear Respondent,

This questionnaire attempt to elicit information on level of security in Oyo state public secondary schools. Your response will be treated with utmost confidentiality because the information supplied will be used for research purposes only

Thank you.

Researcher: G.O Dairo

SECTION A: BIODATA INFORMATION

Kindly provide the responses to the best of your ability/opinion the questionnaires listed below:

1. Age : 20-29 ( ), 30-39 ( ), 40-49 ( ), 50-59 ( ) ,60 and above ( )
2. Position: Teacher ( ) Principal ( )
3. Gender: Male ( ) Female ( )
4. Qualifications: NCE/Diploma ( ) 1st Degree/HND ( ) Masters ( ) Ph.D ( )
5. Experience: 1-10 years ( ) 11- 20years ( ) 21-30 ( ) 31 and above( )

SECTION B: SAFETY AWARENESS IN PUBLIC SECONDARY SCHOOLS OYO STATE

S/N	ITEMS	Always	Sometime	occasional	Never
6	School management gives us talks about security tips in the early morning assembly				
7	Schools heads organizes seminar on security for students and staff				
8	State government send security personnel for enlightenment				
9	Staff in my school listen to news and other media to know the state of security in the state				
10	Student in my school listen to news and other media to know the state of security in the state				
11	Parents complement state government in creating awareness about the need for security consciousness.				
12	staff complement state government in creating awareness about the need for security consciousness				
13	students complement state government in creating awareness about the need for security consciousness				
14	Meeting on concerted effort to be made by parents, school manager and students for security purpose				

SECTION C: CHECKLIST ON EQUIPMENT AVAILABILITY IN PUBLIC SECONDARY SCHOOLS OYO STATE

Instruction: Please tick to indicate availability of the following in your school

S/N	ITEMS	AVAILABLE IN SCHOOL	AVAILABLE BUT NOT FUNCTIONING	NOT AVAILABLE	NOT SURE
1	Fire Alarms				
2	Fire Extinguisher				
3	Human Security Scanners				
4	Whistles				
5	Smart Phone				
6	Electronic Camera				
7	CCTV				

SECTION D: SCHOOL INFRASTRUCTURE IN PUBLIC SECONDARY SCHOOLS IN OYO STATE

Instruction: Please tick the option that most appropriate represents your judgment of the under-listed item for the protection of life and properties.

S/N	ITEMS	Strongly Agree	Agree	Disagree	Strongly Disagree
15	Perimeter fence for protection of school environment is available in my school?				
16	Perimeter fence for protection of school environment is in good condition in my school?				
17	Burglary proof for window security is available in my school.				
18	Repairing and amendment of dilapidated fences and gate				
19	Reconstruction of dilapidated fence is very recent in my school				
20	Reconstruction of good lockable gate is very recent in my school				
21	Re-fixing of broken windows and doors is very recent in my school				
22	Fixing of damage burglary proof is very recent in my school				

SECTION E: PUBLIC SECONDARY SCHOOL SECURITY IN OYO STATE

S/N	ITEMS	Strongly Agree	Agree	Disagree	Strongly Disagree
23	School security guard is always available to watch over the surrounding and make the alert in case of emergency.				
24	Force men are usually sent from state or local government to watch over the pupils in my school.				
25	My school employs day guard to secure live and properties.				
26	My school employs night guard to secure properties.				
27	Repairing and amendment of dilapidated fences and gate				

APPENDIX II

UNIVERSITY OF IBADAN

FACULTY OF EDUCATION,

DEPARTMENT OF EDUCATIONAL MANAGEMENT

Title: A QUESTIONNAIRE ON LEVEL OF SECURITY IN OYO STATE PUBLIC SECONDARY SCHOOLSFOR STUDENTS

Dear Respondent,

This questionnaire attempt to elicit information on level of security in Oyo state public secondary schools. Your response will be treated with utmost confidentiality because the information supplied will be used for research purposes only

Thank you.

G.O. Dairo

SECTION A: BIODATA INFORMATION

Kindly provide the responses to the best of your ability/opinion the questionnaires listed below:

1. Name of School:
2. Position: Student ( )
3. Gender: Male ( ) Female ( )
4. Class: J.SS 3 ( ), S.SS3 ( )
5. Age: 10-15 years ( ) 15- 20years ( ) 20- above ( )

SECTION B: LEVEL OF SECURITY IN OYO STATE PUBLIC SECONDARY SCHOOLS

Instruction: Please tick the option that most appropriate represents your judgment of the under-listed item for the protection of life and properties.

S/N	Question; how do you feel	Not safe	Somewhat safe	Mostly safe	Very safe
1	Outside around the school				
2	Going to school from home				
3	In the toilet of this school				
4	In your classes				
5	On the school assembly				

SECTION B(II) LEVEL OF SECURITY IN OYO STATE PUBLIC SECONDARY SCHOOLS					
S/N	**How much do you agree with the following statement about your school**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
6	I worry about violent in this school				
7	Student at this school are often teased and pick on by intruder				
8	Student at this school are often bullied by intruder				
9	I feel safe when security guards are present				
10	I sometime stay home because I don't feel safe at school				

SECTION C: SECURITY REPORT OF OYO STATE PUBLIC SECONDARY SCHOOLS

Instruction: Please tick to indicate how recent the following action were taken in your school

S/N	ITEMS	Always	Sometime	occasional	Never
11	Report of assaults on student such as kidnapping ,raping etc has been recorded in this school within the last 5years				
12	violent is common in this school				

SECTION D: SECURITY AWARENESS IN OYO STATE PUBLIC SECONDARY SCHOOLS

S/N	ITEMS	Always	Sometime	occasional	Never
13	School management gives us talks about security tips in the morning assembly				
14	Schools heads organize seminars on security for students				
15	State governments send security personnel for enlightenment in this school				

SECTION E: CHECKLIST ON SECURITY EQUIPMENT AVAILABLE IN OYO STATE PUBLIC SECONDARY SCHOOLS

S/N	ITEMS	AVAILABLE IN SCHOOL	AVAILABLE BUT NOT FUNCTIONING	NOT AVAILABLE
1.	Fire Alarms			
2	Fire Extinguisher			
3	Human Security Scanners			
4	Whistles			
5	Smart Phone			
6	Electronic Camera			
7	CCTV			

APPENDIX III

Table 3.2: Number of Secondary Schools by Senatorial District/Educational Zones in Oyo State

S/N	EDUCATIONAL ZONE	NAME OF LOCAL GOVERNMENTS AREAS	NUMBER OF SCHOOLS AND PRICIPALS	NUMBER OF TEACHERS
1	Ibadan Zone 1	Ibadan North, Ibadan North East, Ibadan North West, Ibadan South East, and Ibadan South West.	155	4,914
2	Ibarapa Zone 3	Ibarapa Central, Ibarapa East, Ibarapa North	29	455
3	Ibadan Zone 2	Akinyele, Egbeda, Lagelu, Oluyole, Ido and OnaAra	171	3,465
4	Oyo Zone 4	Afijio, Atiba, Iseyin, Itesiwaju, Oyo East, and Oyo West	88	1,970
5	Saki Zone 5	Atisbo, Irepo, Iwajowa, Kajola, Olorunsogo , Oorelope, Saki East, and Saki West	86	1,305
6	Ogbomosho Zone 6	Ogbomoso North, Ogbomoso South, OgoOluwa, Oriire and Surulere	84	1,707
Total	**6**	**33**	**613**	**13,816**

Source: Oyo State Teaching Service Commission (2017).

APPENDIX IV

Principal Questionnaire

Reliability

Cronbach's Alpha	N of Items
.851	22

Item Statistics

Item	Mean	Std. Deviation	N
Perimeter fence for protection of school environment is available in my school?	2.30	.986	46
Perimeter fence for protection of school environment is in good condition in my school?	2.63	.928	46
Burglary proof for window security is available in my school.	2.72	1.068	46
Force men are usually sent from state or local government to watch over the pupils in my school.	3.24	.848	46
School security guard is always available to watch over the surrounding and make the alert in case of emergency.	2.24	.848	46

Individual watchfulness and consciousness of the happening in the surrounding	2.04	.665	46
Repairing and amendment of dilapidated fences and gate	2.11	.900	46
Check of stranger and intruder for their intention and mission	2.22	.758	46
School management gives us talks about security tips in the early morning assembly	2.11	.849	46
Schools heads organizes seminar on security for students and staff	3.02	.906	46
State government send security personnel for enlightenment	3.54	.622	46
Both staff and student in my school listen to news and other media to know the state of security in the state	2.30	1.030	46
Parents, staff and students complement state government in creating awareness about the need for security consciousness.	2.35	.924	46
Deploy of Youth Empowerment Summit of Oyo State (YESO) Personnel to your school	3.22	.786	46
Supply of Gadget to check any sensitive materials in the body of visitor	3.67	.560	46

Employment of day and night guard	2.30	1.008	46
Meeting on concerted effort to be made by parents, school manager and students for security purpose	2.54	.982	46
Purchase of other physical facilities to aid security of schools and her pupils.	3.02	1.022	46
Reconstruction of dilapidated fence	2.20	1.067	46
Reconstruction of good lockable gate	2.41	1.087	46
Re-fixing of broken windows and doors	2.30	.891	46
Fixing of damage burglary proof	2.72	.958	46

APPENDIX V

Students Questionnaire

Reliability

Cronbach's Alpha	N of Items
.811	15

Item Statistics

Item	Mean	Std. Deviation	N
Outside around the school	1.74	1.121	50
Travelling between home and school	2.38	1.210	50
On the lawn and toilet of the school	2.28	1.089	50
In your classes	3.12	1.189	50
On the school assembly	2.90	1.182	50
I worry about crime and violent in the school	1.66	.688	50
Student at this school are often teased and pick on	2.20	.756	50
Student at this school are often threaten or bullied by intruder	1.98	1.000	50
I feel safe when the security is present	2.12	.918	50

I sometime stay home because I don't feel safe at school	3.08	1.085	50
Report of assaults on student such as kidnapping ,raping etc has been recorded In my school within the last 5years	3.00	1.195	50
crime and violent is common in my school	2.70	1.216	50
School management gives us talks about security tips in the early morning assembly	2.14	1.088	50
Schools heads organizes seminar on security for students	2.32	1.096	50
State government send security personnel for enlightenment in my school	2.60	1.245	50