



## Application of Security Measures for effective Secondary Schools Administration in Ebonyi State

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### Abstract

*The study investigated the extent to which principals use Security Measures in the administration of public Secondary Schools in Ebonyi State. The study was guided by three research questions and three null hypotheses tested at 0.05 alpha level. The population of the study was all the principals of 226 Public Senior Secondary Schools in Ebonyi State which was made up of 144 rural and 82 urban principals. There was no sampling rather it was a census survey. The instrument for data collection was researchers-structured questionnaire titled “Principals’ Security Measures Questionnaire (PSMQ). The instrument was validated by two experts from the Department of Educational Foundations (Educational Administration and Planning unit) and one from Science Education Department (Measurement and Evaluation Unit) all in Ebonyi State University, Abakaliki. The reliability of the instrument was determined through test-retest method. Results were analyzed using Cronbach Alpha, which yielded coefficient index of 0.76. Data collected were analyzed using mean ( $\bar{x}$ ) and standard deviation (SD) for the research questions and t-test statistic for the hypotheses at 0.05 level of significance. The result of data analysis indicated that principals of public secondary schools in Ebonyi State use human security measure to a high extent by stationing guards at the school gate to prevent suspicious people from entering the premises. Principals use physical security measure to a high extent, and that principals’ use technological security measure to a low extent. For instance, many schools do not have technological gadgets in various public secondary schools in Ebonyi State. Based on the findings it was recommended among other things that government should continue to help financially towards the payment of security guards employed in their various schools in order to ensure the safety of the school personnel and properties. The findings have some educational implications on Principals as inadequate and poor utilization of technological and school clinics’ measures may predispose their schools to high level of insecurity that may invariably affect lives and properties of lives and properties.*

**Keywords:** Principal, Security measures, Administration, Secondary Education

## **Introduction**

The rising wave of criminality, violence and other forms of insecurity in Nigeria has found expression in many unpleasant incidents in our social lives and our schools are not left out. School personnel and educational facilities have not been spared from this menace, as reflected in many alleged cases of abductions, rape, cultism, ritual killings and wanton destruction of school properties involving students and miscreants from the school communities which seem to be more rampant nowadays. . Public and even private secondary school staff and students complain of wide range of serious threat to their lives both within and outside the school almost on daily bases. It is in view of these that Onochie (2018) stressed that the security of schools has become an indispensable issue in this era of pervasive terrorism in Nigeria. Schools as places of teaching and learning no doubt can only deliver their educational services in a safe and secure environment, free from injuries, crime, and violence. The need to provide a safe school for teachers, students and all stakeholders in the school system cannot be overemphasized. This is because of the importance of school as an agent of education and reformation. A school can generally be seen as a place to develop and strengthen individuals with pro-social attitudes and as a place where individuals are prepared for the part they are going to play in the society (Burton, 2018). In Nigeria, formal schooling is carried out in three levels namely; basic (which includes primary schools and junior secondary education), senior secondary and tertiary levels of education. However, the focus of this study is on Secondary education.

Secondary school education is the form of education students receive after primary school and before the tertiary stage. The importance of secondary education lies in its position both as the bridge between primary and tertiary education and as the agent for preparing individuals for useful living in the society as indicated by Federal Republic of Nigeria (FRN) (2014). To achieve all these, the head of the school (Principal) has a crucial role to perform especially in the area of ensuring safety of students and staff in the school. The principal being the chief administrative officer has a duty to protect the lives and properties by ensuring proper use of security measures in the school. School safety and security measures are therefore essential at schools because safety and security of the school environment is a sine qua non and a starting point for overall school growth. There is general believe that when individuals are safe in their environment like school, they will be able to concentrate wholeheartedly on implementing their educational responsibilities.

Administration is the range of activities connected with organizing and supervising the way that an organization or institution functions. Administration of organization means the process of organizing and supervising it. It is the management and direction of organizations, institution or systems. Administration refers to the process of planning, organizing, staffing, directing, coordinating and controlling, at other times it is described as a function of managing people. It is also referred to as a body of knowledge, a practice and discipline. Administration according to Nwankwo (2017) and Dantani (2019) involves the management of the affairs of an organization, such as a business or institution; it is the duties of an administrator; and also, the body of people who administer organization; the conduct of the affairs of government, term of office: often used of presidents, governments, the arrangement and task needed to control the operation of a plan or organization.

School administration involves the management of all school operations, from creating a safe learning environment to managing the school budget. It refers to the management and leadership of a school, including the policies, procedures, and discussions that shape the educational experience (Aniebi 2018; Burton 2018; Uzuegbu-Wilson 2019). It encompasses various aspects such as: leadership, management, governance, support services and student affairs. To further define school administration, one needs to consider the different areas of school administration and who performs these school administrative duties. School administrators are the professionals who carry out these different administrative tasks that keep a school running smoothly. At secondary school levels, this work is demonstrated best by school principals, who may be responsible for duties such as: overseeing teachers and support staff; disciplining students; implementing curriculum standards; creating class schedules; setting rules and security procedures; monitoring student achievement data; handling the school budget and Communicating with parents as needed (Nwajioha & Chukwu 2021, Ene, 2023 and Elda, 2019). Effective school administration is crucial for providing quality education, supporting student success, and maintaining a positive school environment.

Safety is a condition of being protected from or unlikely to cause danger, risk, or injury. It is a condition of being safe from undergoing or causing hurt, injury or loss. Safety is the state of being free from anxiety, hazards, threats, risk, injuries and loss of property (Ogbo, Aligwe & Chidi, 2021). Safety is a state in which hazards and conditions leading to physical, psychological or material harm are controlled in order to preserve the health and well-being of individuals in the community. In other words, a safe school is a place free from violence and represented by an environment where there is no perceived fear with respect to the school or its disciplinary procedures (Akintokumbo, 2011). This implies that in a safe school, learners, teachers, staff, and visitors are free to interact without fear or threats, and in a supportive way to support teaching and learning. School safety is defined as schools and school-related activities where students are safe from violence, bullying and harassment, and the influence of substance use. However, school safety is all about keeping the school environment free of hazardous situations that could put at risk the lives of students and staff. To Ugwulashi (2016), National Schools Board Association (2018) school safety is essential in all ramifications for efficient and effective academic pursuit, teaching and learning cannot take place in situations of fear, anxiety and suppression. Aply put, school safety is being protected from psychological and physical dangers. School safety refers to physical structures or measures put in place to prevent unauthorized access, violence, or other threats within the school environment; (Obasi & Madu 2016; Byre, 2023). These structures or measures may include fences, gates, security cameras, metal detectors, locked doors, security guards, or any other tool or system that helps to secure the school premises and protect its occupants.

Security are the safety measures that are put in place in the construction of school facilities to protect staff and students from sustaining unnecessary injuries as they interact with school facilities. Security is the state of being protected from danger or threats. It is the activity involved in protecting an individual, building of a country against attack, danger, fear, anxiety, among others. To Ike (2015), Burton, (2018), and Dantani (2019) security entails a stable, relatively predictable environment in which an individual or a group may pursue its end without disruption or harm and without fear of disturbance or injury. Elucidating further, the authors defined school security as a measure taken to protect and manage school violence, reduce safety risks and liability,

and improve on school community relationship. Therefore, security of school environment involves providing a friendly environment for staff and students where they can feel protected to deliver their educational services/activities. This implied that a well-functioning school is not only a school that promotes teaching and learning, but also cares for safety and security of personnel and the available facilities. As opined by Ike (2015), school safety and security measures are the strategies and procedures required to coordinate the diverse activities of the school, protect and manage school violence, reduce security risks and ensure that the school environment and the facilities are safe for teaching and learning.

Creating and maintaining a safe and secure school environment needs clear understanding and application of safety and security measures by principals, teachers, all students and non-teaching staff. It is essential that scholars and members of staff feel safe at school because it will make them to relax and discharge their responsibilities wholeheartedly. It is for this reason that schools supposed to have safety and security measures in place to forestall security threats. Safety and security measures are implemented in schools to ensure the safety of lives and properties of the school personnel in the school environment. When safety and security measures are correctly and effectively implemented by a school principal, maximum protection will be guaranteed. School principals embark on safety and security measures to protect students, staff and facilities in the event of dangers. Security measures enhances the conduciveness of school to make teaching and learning process more effective especially when the measures are well-thought out and are responsive to threats and risks emanating from within or outside the school (Chris, 2019, Anyaogu & Alagboso, 2022, Ene,2023). Secondary school principals can adopt a combination of human, physical, technological, communication, access control and school clinic services as safety and security measures to create a stable and predictable school environment which is free from threat, harm or danger.

Human security measure is the use of human beings in preventing and combating security threats within the school. Human security is all about how to make staff and students free from threats and to promote their wellbeing and welfare in order to enable them carry out their activities adequately. One of the significant security functions of human being is patrolling. This is when individuals (guards/security officers) move around the premises inspecting and observing the activities taking place and the locations where incidents or threats can occur on the premises in order to identify any risks (Nwobodo & Udebunu, 2018; Mubita, 2021). Some of the human components in security could include guards, community and parental participation, school personnel, security officers, private security personnel on contract who may also offer a rapid armed response service or police officers.

Meanwhile, physical security measures are often associated with physical security equipment such as metal detectors, panic buttons, surveillance cameras, and resource officers. It involves the use of multiple interdependent layers of security system that can include protective devices, perimeter fencing, burglar proof, locks, deterrent system and other systems designed to protect persons and property. While these elements are essential, private and public schools must evaluate their current security measures before establishing new ones. Principals of secondary schools can adopt physical security measures to ensure the security of lives and property. When physical security measures are appropriately implemented, maximum protection will be assured. According to

Tagbo, (2015), Alimba (2018) and Rogers (2019) some of the physical security measures that can be adopted by principals are the use of fence, locks and keys, safe and strong rooms, burglar proof, electronic equipment, among others. These security gadgets should be strategically fixed in places where the school management can easily use them to control and monitor people to prevent intruders from gaining access to such places. Complementary to physical security measure is technological security measure.

Technological security measure refers to the components and policies used to protect data, property and assets. It involves the application of tools and technical knowledge for the furtherance of security and promotion of safety in the school. It deals with the application of security technologies to prevent and reduce crimes, violence, threat, and risks in order to promote safety and security in our environment including school (Kazlauskas, 2016; Mackin 2017 and Ken, 2018). The aim of using security technologies is to reduce 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 (Onuorah & Nwankwo 2020). The provision of security technologies such as Closed-Circuit Television (CCTV) surveillance system, protective lighting, alarm system, motion detectors in schools will help to reduce a good number of threats, risks and crimes that often occur in the school. It is pertinent therefore, that principals of secondary schools can adopt the combination of security and safety measures in order to effectively protect their schools.

Some security measures for ensuring school safety include maintaining a clean and attractive school; analysis of crime patterns in the area; knowing that staff needs to feel safe and secure; ensuring restricted access to the school and restrictions on scholar attire and possession (Udali 2020 and Geyer, 2021). Clean, attractive schools tend to create a sense of pride to the scholars, educators, parents and the community. This produces attitudes and behaviour that are beneficial to the school as a whole, thus discouraging undesirable behaviour (Ike, 2015). If a school has broken windows, litter and/or deteriorating buildings, then it creates the idea that, such a school is not safe and secured (Mubita, 2021). The school will then be perceived as being vulnerable, and crimes are more likely to occur in such a school.

Furthermore, security need of staff members is another measure in the administration of secondary schools. If staff members feel safe and secure in the school environment, then they will be able to teach the students to the best of their ability. Educators need to be reminded regularly about the safety and security procedures applicable in their schools and need to be trained on crime and violence prevention behavior and self-defense strategies (Uwazurike, 2019). It is important for educators to be trained in the identification of behaviors that can be indicators of potential trouble-causing students or recognize any antisocial behavior within students. Some antisocial behavior and risk factors may include aggression, hostility, lying, stealing, inability to listen to authoritative figures, refusal to follow rules and lack of self-control.

However, it appears that principals are not applying these security measures in their administration of schools. This is because in recent times, secondary schools in Nigeria are faced with issues related to insecurity. This is further enunciated by the plethora of school violence in some parts of the country. Sadly, cultism and cult activities have been on the increase among secondary school students (Akintokumbo, 2011). According to the author, there is rarely any academic session without reported incidents of cult related violent clashes in most schools in the country, which usually result in the loss of lives of promising youths. Haruna (2017) and Kathy, (2021) noted that

other threats like robbery, theft, arson, extortion, strike actions, hate, crimes, demonstrations and rumors are other threats which can lead to lack of security in schools and consequently violence and vandalism. This situation is not different in Ebonyi State where the State Police Command has consistently arrested young boys and girls of secondary school age in connection with all manners of cult related activities. These threats portend a big challenge to the development of secondary education in Ebonyi State and seem to point to poor application of security measures by secondary school principals. Alimba (2018) opined that demographic factor such as locations of schools can give rise to many threats to the school and the community, therefore, the school location impinges on school safety and security.

Schools located at the heart of the cities are more prone to violence than schools in isolated areas. The reason for this is that the endemic crimes and crises in the cities will always spill into the schools. Similarly, McGuire (2017) and Mubita (2021) stated that principals in urban schools will be faced with greater security threats than those in the rural areas. Urban and rural areas are two terms used to describe populated areas. The main differences between urban and rural areas are how many people live there and how built up the areas are, but there is more to it than that. It is important to understand the perceptions of both urban and rural areas, and the evaluation of living space. Urban areas are places of high populations and high density, characterized by their built-up infrastructure. They are expanded by the act of urbanization (Ugwulashi 2016 and Schiffbuaer 2017). Urban areas have seen a vast growth of job opportunities in modern times which has greatly improved the perception of urban areas, mainly in the inner city. The presence of universities, hospitals, and access to other high-quality services make them attractive places to live, work, and study, especially because they are close to bigger towns or cities (Sani 2019 and Vigilant Tiger Security 2022). Alongside this, social and leisure activities have drawn in young visitors and workers from surrounding areas and overseas.

However, there are also negative perceptions of urban areas today. Derelict land, high levels of poverty, and high crime levels have tarnished the view of urban areas. Media perspectives of these areas have added to these negative connotations and many urban areas receive a bad reputation as a result.

Rural areas are region located outside cities and towns, typically characterized by having a low population density, limited access to services, amenities, strong sense of community and local identity whilst maintaining a lack of large infrastructure (Rogcca 2014). People who live here have much more space and are likely to live in a village or far out into the countryside. A very different population lives in rural areas which have completely different characteristics than urban area.

Urban areas are becoming more chaotic and the attendant safety and security threat is on the increase, with frequency rate of road crashes leading to fatality as well as the crime indices making urban areas more insecure for different categories of dwellers. Children especially are vulnerable to these threats because of their physical, psychological and knowledge capabilities, and as such require adequate protection and care (Nwobodo. & Udebunu 2018). In recent time, students are often seen scrambling for public transport with adult on daily basis to make the obligatory school trips. These students are exposed to many threats arising from the complex urban transit system ranging from road crashes, missing of routes and the risk of been kidnapped. Cases of kidnapping of school children are being reported in Nigeria through the media, such as the case reported in Ebonyi State, on insecurity among students by the Guardian newspaper of May 2016 that two

students of federal Government College, Okposi, Ebonyi State were kidnapped around the school and they were later found dead (Margret 2018). This unfortunate situation has increased the call for adoption of safety and security measures which may curb the menace of security threats and make secondary schools safer for teaching and learning. Additionally, the case of Chibok girls in Borno, Dapchi girls in Yobe, those of Epe in Lagos State and those of Kaduna and Sokoto State of recent. Therefore, there is need for further studies on the various safety and security measures principals can adopt for effective administration of their schools in order to reduce the risk of insecurity in public secondary schools in .Ebonyi State

### **Statement of the Problem**

The security situation in Nigeria and indeed Ebonyi State is increasingly worrisome in recent time due to incessant attacks on students at all levels and destruction of school properties. Nowhere is this more evident than the growing targeting of schools for mass abduction of students and distraction of school activities mostly by often alleged unknown gunmen as being reported in our national dailies and other mass media almost on daily bases. There are many unreported cases of attacks on school security personnel and wanton destruction of school properties as well as recorded cases of killings and abduction of school children in Nigeria which make safety and security measure a state and national discourse.

In some public secondary schools in Ebonyi State, security measures such as stationing of security guards/security personnel, provision of physical facilities like perimeter fencing, security posts and locking of classroom as appropriate are often neglected which may expose school children and school properties to unnecessary security risks considering the moral decadence in our society today. It is also disturbing to note that the technological resources such as installation of Close Circuit Television (CCTV) cameras and electronic mass notification system which are all very necessary to combat the security threats of the 21<sup>st</sup> century appears to be inadequate and as well underutilized by principals in the administration of public secondary school in Ebonyi State.

It is also observed that most public secondary school in Ebonyi State are not serious with the control of students' movement in and around the school; just as the provision of school clinic for the health services of students are neglected by school administrators, thereby endangering the existence of both students and teachers. Security and safety issues also lead to feelings of anxiety, fear, and stress, which can be overwhelming for students. Emotional distress makes it difficult for students to focus on their studies, leading to poor concentration and memory retention.

However, the level of adoption of these security measures by secondary school principals in Ebonyi State is not clearly known. It therefore becomes imperative that an empirical study such as this is conducted to investigate the extent to which principals adopt security measures in the administration of public secondary schools in Ebonyi State.

### **Purpose of the Study**

The main purpose of this study was to investigate the extent to which principals use security measures in the administration of public secondary schools in Ebonyi State, Nigeria. Specifically, the study sought to:

1. Determine the extent to which principals use human resources as security measure in the administration of secondary schools in Ebonyi State

2. Ascertain the extent to which principals use physical resources as security measure in the administration of Secondary Schools in Ebonyi State
3. Find out the extent to which principals use technological resources as security measure in the administration of secondary schools in Ebonyi State.

### **Research Questions**

The following research questions guided the study: To what extent do:

1. Principals use human resources as security measure in the administration of public secondary schools in Ebonyi State?
2. Principals use physical resources as security measure in the administration of public Secondary Schools in Ebonyi State?
3. Principals use technological resources as security measure in the administration of public secondary schools in Ebonyi State?

### **Hypotheses**

The following hypotheses were formulated for the study and were tested at 0.05 level of significance.

1. There is no significant difference in the mean response of principals in urban and rural areas on the extent to which principals use human resources as security measures in the administration of public secondary schools in Ebonyi State
2. There is no significant difference in the mean response of principals in urban and rural areas on the extent to which principals use physical resources as security measures in the administration of public secondary schools in Ebonyi State
3. There is no significant difference in the mean response of principals in urban and rural areas on the extent to which principals use technological resources as security measures in the administration of public secondary schools in Ebonyi State

### **Methodology**

In this study, the researcher adopted a descriptive survey design. According to Shona (2019), descriptive survey is most useful in the description of conditions as they exist in their natural setting. Therefore, this study on security measures used by principals in the administration of public secondary schools in Ebonyi State is suitable for survey because it involved an intensive collection of data from public secondary school principals using questionnaire.

The population of the study was 226 principals in all the 226 public secondary schools in Ebonyi state. The breakdown has 144 rural principals and 82 urban principals. (Ebonyi State Secondary Education Board, (SEB, 2023).

The entire population were used for the study, this is because the population is minimal to the extent that sampling is no longer necessary. The study was a census survey.

The instrument that was used for data collection was structured questionnaire developed by the researcher titled ‘‘Principals’ Safety Measures Questionnaire’’ (SSMQ). It was divided into two sections A and B. Section A contains information about the respondents while section B contains item questions verifying the opinions of the respondents according to the stated research questions. The questions were arranged to answered in four response options and were graded as follows; Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) which was represented as 4,3,2 and 1 point respectively.

The research instrument was validated by three experts. Two of these experts were drawn from the Department of Educational Foundations (Administration and Planning) option, and one from Science Education Department (Measurement and Evaluation) option; both in Faculty of Education, Ebonyi State University, Abakaliki. These experts made useful corrections on the questionnaire in terms of the sentence construction, suitability and clarity. The modifications as observed by the experts were incorporated in the final draft of the questionnaire which made the variables to increase to six in order to accommodate safety variables that was not included before. The questionnaire was trial tested using 30 public secondary school principals from 30 public secondary schools in Enugu State, which was not part of the studied area. Scores obtained after the trial test was analyzed using Cronbach Alpha statistics as shown in appendices, which gave coefficient reliability value of each clusters as 0.859, 0.776 and 0.636, respectively, the instrument gave an overall internal consistency reliability value of 0.76 showing that the instrument was reliable to collect the necessary data for the study.

The instrument was administered to the respondents by the researcher together with three research assistants. One from each education zone. The researcher guided the assistants by briefing them on how to administer the instrument. The researcher with the research assistants administered 226 copies of instrument and collected them after completion. It recorded a one hundred percent return of the instrument.

Mean, standard deviation and range were used to answer research questions using the key below: 0.00-1 VLE, 1.1-2 LE, 2.1-3 HE, 3.1-4 VHE while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The null hypothesis is upheld when the p-value is greater than or equal to significant level of 0.05 ( $p\text{-value} \geq 0.05$ ).

## RESULTS

### Research Question 1

To what extent do principals use human resources as security measure in the administration of public secondary schools in Ebonyi state?

**Table 1: Mean and Standard Deviation of Respondents on extent principals’ use of human resources as security measures in the administration of public secondary schools in Ebonyi State**

S/N	ITEMS STATEMENT	N	X	SD	DECISION
1	Stationing of security guards at the school gate to prevent suspicious people from entering the premises	226	3.42	0.75	VHE

2	Reaching out to the community for local vigilante group to promote safety of students and staff	226	2.87	0.89	HE
3	Provision of vigilante people to patrol inside and outside the school to regulate movement of strangers	226	2.91	0.91	HE
4	Involving staff and students in identifying/reporting cases of insecurity,	226	2.99	0.82	HE
5	Enlightening of school personnel on regular security updates through bill post to secure their lives	226	2.93	0.87	HE
6	Collaborating with state security outfit to support security guards in safeguarding the school personnel and properties	226	2.86	0.97	HE
7	Having perimeter fencing around the school premises to secure the school compound	226	3.26	0.80	VHE
<b>Grand Mean</b>		<b>226</b>	<b>3.03</b>	<b>0.85</b>	<b>VHE</b>

**Source:** Researcher's Fieldwork 2024

The result of data analysis presented in table 1 revealed that principals of public secondary schools in Ebonyi State used human resources security measures in the administration of public secondary schools to a very high extent. This is because all the items obtained have mean score ranging above 2.1 and 3.1 which are the criteria point for determining high and very high extent. It was also seen that the grand mean value is above 3.1 which showed full agreement that principals of Ebonyi State public secondary schools use human resources security measure to a very high extent.

### Research question 2

To what extent do principals use physical resource measure in the administration of public secondary schools in Ebonyi State?

**Table 2: Mean and Standard Deviation of Respondents on the Extent principals' use of physical resources as security measures in the administration of public secondary schools in Ebonyi State**

S/N	Item Statement	N	X	SD	DECISION
8	Having perimeter fencing around the school premises to secure the school compound.	226	2.99	0.85	HE
9.	Installation of burglary bars on windows in the school blocks to ward off intruders.	226	3.14	0.80	VHE
10.	Having security post in the school at the entrance to control the influx of hoodlums.	226	3.14	0.84	VHE
11.	Ensuring the classrooms are under locks and keys to prevent vandalizing of school property	226	3.07	0.91	HHE
12.	Renovating cracked walls to prevent collapse of school building.	226	2.94	1.12	HE

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13	Collaborating with state security outfit to support security guards in safeguarding the school personnel and properties	226	2.77	1.05	HE
14	Training/educating staff and students on security best practices, phishing, and social engineering attacks	226	2.87	0.98	HE
<b>Grand Mean</b>			<b>2.98</b>	<b>0.93</b>	<b>HE</b>

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**Source:** Researcher’s Fieldwork 2024

The result of the data analysis above revealed that principals of public secondary schools in Ebonyi State used physical resources security measures in the administration of public secondary schools to a high extent. This is because all the items, obtained mean scores that is above 2.1 which is the criterion point for determining high extent. Again, the grand mean of 2.98 was obtained and it showed full agreement that principals of public secondary schools used physical resources security measure to a high extent.

### Research Question 3

To what extent do principals use technological resources as security measure in the administration of public secondary schools in Ebonyi State?

**Table 3: Mean and Standard Deviation of Respondents on the extent to which principals use technological resources as security measure in the administration of public secondary schools**

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S/N	Item Statement	N	X	SD	DECISION
15	Installation of close circuit television cameras (CCTV) to monitor movements around the school	226	2.48	1.03	HE
16	Making available motion sensors to detect unauthorized movements around important areas of the school	226	2.35	1.04	HE
17	Having adequate lightening system in and around the school to provide vision to the security guards	226	2.42	0.97	HE
18	Use of electronic mass notification system to alert staff and students in an event of security threats	226	2.22	0.97	HE
19	Provision of digital signage system that can map out people that are together in a particular location	226	2.18	0.86	HE
20	Establishing computer assisted design programmes like local alarm system (LAS) to enlighten the school personnel on security matters	226	2.02	0.86	LE
21	Installing smart locks that can be controlled remotely and grant access electronically	226	2.49	0.88	HE
<b>Grand Mean</b>			<b>2.31</b>	<b>0.96</b>	<b>HE</b>

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**Source:** Researcher’s Fieldwork 2024

The result of the data presented in table 3 above revealed that principals of public secondary schools in Ebonyi State used technological resources security measures in the administration of public secondary schools to a high extent. This is because the items obtained mean values that are more than 2.1 which is the criterion point in determining the level of high extent. Again, it was seen that the grand mean was 2.31 which is also more than the criterion point of 2.1 and it showed full agreement that principals of Ebonyi State public secondary schools used technological security measure to a high extent. Though ordinary observation by the researcher showed that technological gadgets are inadequate and underutilized but the result of what the respondents filled showed that it was used to a high extent.

**Hypotheses**

**HO<sub>1</sub>:** There is no significant difference in the mean response of urban and rural principals on the extent of use of human resources in the administration of public secondary schools in Ebonyi State.

**Table 4: t-test of Difference on the Mean Response of Urban and Rural Principals on the extent of use of human resources measure in the administration of public secondary schools in Ebonyi State**

Items	Category of Respondents	N	Mean	SD	Df	P-Value	Decision
1.	Urban	82	3.48	0.75	224	0.421	<b>Not Sig</b>
	Rural	144	3.39	0.75			
2.	Urban	82	2.96	0.86	224	0.320	<b>Not Sig</b>
	Rural	144	2.81	0.90			
3.	Urban	82	2.80	1.01	224	0.210	<b>Not Sig</b>
	Rural	144	2.97	0.85			
4.	Urban	82	3.06	0.89	224	0.259	<b>Not Sig</b>
	Rural	144	2.95	0.79			
5.	Urban	82	2.80	0.88	224	0.591	<b>Not Sig</b>
	Rural	144	3.01	0.86			
6.	Urban	82	2.78	1.08	224	0.701	<b>Not Sig</b>
	Rural	144	2.91	0.90			
7.	Urban	82	3.36	0.79	224	0.352	<b>Not Sig</b>
	Rural	144	3.24	0.81			

**Source:** Researcher’s Fieldwork 2024

Significant @ P < 0.05

The result of the data analysis presented in table 4 above revealed that there is no significant difference in the mean response of urban and rural principal on the extent of use of human resource measures in the administration of public schools in Ebonyi state. This is because the probability value as obtained in all the items are greater than alpha value of 0.05. Based on this, the researcher upholds the null hypothesis and concluded that there is no significant difference in the mean response of urban and rural principals on the extent of use of human resources in Ebonyi State.

**HO<sub>2</sub>:** There is no significant difference in the mean response of urban and rural principals on the extent of use of physical resources in the administration of public secondary schools in Ebonyi state.

**Table 5: t-test of Difference on the Mean Response of Urban and Rural Principals on the extent of use of physical resources measure in the administration of public secondary schools in Ebonyi State**

Items	Category of Respondents	of N	Mean	SD	Df	P-Value	Decision
8.	Urban	82	2.96	0.80	224	0.715	<b>Not Sig</b>
	Rural	144	3.00	0.88			
9.	Urban	82	3.41	0.71	224	0.000	<b>Sig.</b>
	Rural	144	2.99	0.80			
10.	Urban	82	2.28	0.72	224	0.825	<b>Not Sig</b>
	Rural	144	3.06	0.90			
11	Urban	82	3.09	0.85	224	0.680	<b>Not Sig</b>
	Rural	144	3.06	0.95			
12	Urban	82	2.98	1.12	224	0.121	<b>Not Sig</b>
	Rural	144	2.92	1.12			
13	Urban	82	2.63	1.03	224	0.199	<b>Not Sig</b>
	Rural	144	2.86	0.06			
14	Urban	82	2.98	0.92	224	0.373	<b>Not Sig</b>
	Rural	144	2.81	1.01			

**Source:** Researcher’s Fieldwork 2024

Significant @  $P \geq 0.05$

The result of the data analysis presented in table 5 revealed that there is no significant difference in the mean response of urban and rural principals on the extent of use of physical resources measure in the administration of public secondary schools. This is because, the p-value in all the items are greater than significant value of 0.05. Based on this, the researcher upholds the null hypothesis and concluded that there is no significant difference in the mean response of urban and rural principals on the extent of use of physical resources measure in the administration of public secondary schools in Ebonyi State.

**HO<sub>3</sub>:** There is no significant difference in the mean response of urban and rural principals on the extent of use of technological measure in the administration of public secondary schools in Ebonyi State.

**Table 6: t-test of Difference on the Mean Response of Urban and Rural Principals on the extent of use of technological measure in the administration of public secondary schools in Ebonyi State**

Items	Category of Respondents	N	Mean	SD	Df	P-Value	Decision
15	Urban	82	2.58	1.02	224	0.317	<b>Not Sig</b>
	Rural	144	2.72	1.03			
16	Urban	82	2.53	1.03	224	0.217	<b>Not Sig</b>
	Rural	144	2.71	1.04			
17	Urban	82	3.58	0.98	224	0.900	<b>Not Sig</b>
	Rural	144	2.06	1.13			
18.	Urban	82	303	0.88	224	0.273	<b>Not Sig</b>
	Rural	144	2.88	1.01			
19	Urban	82	2.89	0.80	224	0.152	<b>Not Sig</b>
	Rural	144	3.06	0.90			

20	Urban	82	2.70	0.79	224	0.062	<b>Not Sig</b>
	Rural	144	2.93	0.89			
21	Urban	82	2.97	0.90	224	0.933	<b>Not Sig</b>
	Rural	144	2.96	1.87			

**Source:** Researcher's Fieldwork 2024

Significant @  $P \geq 0.05$

Table 6 showed that p-value in all the items are greater than the significant value of 0.05 as obtained. Based on this, the researcher uphold all the items of the null hypothesis tested and concluded that there is no significant difference in the mean response of principals in urban and rural on the extent of use of technological resources in the administration of public secondary schools in Ebonyi State.

### Discussion of the findings

On the extent of principals' use of human resources as Security Measures in the administration of public Secondary Schools, the finding of this study as shown in table 1 revealed that all the items as contained therein signify that principals of public secondary schools in Ebonyi State use human resources security measure to a very high extent. The finding showed that principals of Ebonyi State used human resources security measure by stationing security guards at the school gate to prevent suspicious people from entering the premises. Also, the finding revealed that principals used human resources by reaching out to police or other security agents to secure lives and promote safety of students and staff. It further revealed that principals use human resources measure through provision of vigilante people to patrol in and around the school to regulate movement of strangers as well as involving staff and students in identifying and reporting cases of insecurity and by collaborating with security outfit to support security guards in safeguarding the school personnel and properties. Again, it revealed that staff and students are trained on security best practices, phishing and social engineering attacks. While the result of the hypothesis tested, revealed that there is no significant difference in the mean response of urban and rural principal on the extent of use of human resource measures in the administration of public secondary schools in Ebonyi state.

From this finding, it could be said that principals use human resources security measure to a very high extent in the administration of public secondary schools in Ebonyi State. This is because when all these devices are in place, the security of staff and students will be guaranteed, and they can discharge their educational responsibilities wholeheartedly without fear of being attacked.

The study is in agreement with Asodike and Nwabueze (2017), and Mubita, (2021) who stated that one of the significant security functions of human being is patrolling. This is when individuals (guards and security officers) move around the premises inspecting and observing the activities taking place and the locations where incidents or threats can occur on the premises in order to identify any risks. Some of the human components in security could include guards, community and parental participation, school personnel that is, staff and students involving in identifying and reporting cases of insecurity, security officers patrolling and catching intruders, private security personnel on contract who may also offer a rapid armed response service or police officers. The study is also in line with Dewet (2017), Elda (2019) and Akpankwu, (2020) who opined that off-duty police officers or private security personnel and school staff can be assigned or volunteers to monitor hallways and common areas. The authors further stated that human surveillance entails monitoring the whole-school environment, removing obstacles from the school grounds, e.g. solid walls, lack of windows, shrubs and trees, ensuring clear visibility of main entrance(s), locating

parking areas so that they are visible, keeping unused buildings and doors securely locked, demarcating "out of bounds" areas, eliminating blind spots provided by doorways, fences, buildings and landscaping, and access control. The finding of this study is also in line with Aniebi (2018) and Chris, (2019) who opined that human resources play a critical role in establishing and maintaining a secure school atmosphere. The foundation of a safe school environment begins with the recruitment of qualified personnel. Additionally, ongoing training in areas such as conflict resolution, crisis management, and emergency preparedness equips staff to respond effectively to potential threats and emergencies. The finding of this study agreed with Applebury, (2021) Anyaogu and Alagbaoso (2022) who revealed that human resources develop, implement, and maintain policies that outline behavior expectations, codes of conduct, and disciplinary measures. Effective policies not only provide guidelines for staff and students but also ensure compliance with legal requirements regarding bullying, harassment, and violence prevention. These policies create a structured environment where students feel safe and supported. In collaboration with school administration, human resources professionals help formulate and communicate crisis management plans. This includes developing response strategies for various scenarios such as natural disasters, medical emergencies, or violent incidents. Regular drills and training sessions prepare staff and students to react appropriately during crises, minimizing panic and confusion. The finding of this study also showed that principals adopted human security measures in the administration of public secondary schools in Ebonyi state

On the extent of principals' use of physical resources as Security Measures in the administration of public Secondary Schools, the result of the study in table 2 showed that principal of Ebonyi state used physical security measure to a high extent. The result revealed that principals of Ebonyi State public secondary schools used physical resources security measure by having perimeter fencing around the school premises to secure the school compound. Also, the finding revealed that principals use physical measure by installing burglary bars on windows in the school blocks to ward off intruders. Similarly, the finding showed that principals used physical security measure by having security post in the school at the entrance to control the influx of hoodlums. Again, principals utilized physical security measure by ensuring that classrooms are under locks and keys to prevent vandalizing of school property as well as renovating cracked walls to prevent collapse of school building. While the result of the hypothesis revealed that there is no significant difference in the mean response of urban and rural principals on the extent of use of physical resources measure in the administration of public secondary schools.

From the finding, it could be seen that principals in Ebonyi State use physical security measure to a high extent in the administration of public secondary schools. This is because principals are aware that when there are fences, gates, locks and keys, burglar proof among others, that it will help to control the influx of hoodlums thereby protecting the lives of staff and students and properties in the school.

This finding corroborated Uwazurike (2019) and Okene (2021) who stated that security post is very necessary in preventing strangers from gaining access to the school environment freely and principals should be helped by the government to develop some security devices, plans, train staff on security guards and implement systems such as use of video surveillance cameras, have physical access controls, use radio and alarm systems. The study also agreed with Godwin University (2016) and Alimba (2018) who acknowledged that some of the physical security measures that can be adopted by principals are the use of fence, locks and keys, safe and strong rooms, burglar proof, electronic

equipment, among others. Reid (2020) advocates the general appearance of buildings as an indicator of the school's tolerance for misbehavior, and by implication, for safety-threatening situations, and argued that school buildings must be clean, comfortable and devoid of signs of vandalism, damage and graffiti. This implies that school buildings need to be in a clean condition and that damage and graffiti need to be repaired as soon as possible to prevent further damage portraying a non-caring attitude. The study is as well in agreement with Carter & Carter (2021) who stated that creating and ensuring safety of school building revolves around the physical maintenance of buildings, i.e. the repair, replacement and general upkeep of the buildings which allows for the continued use of space for its intended purpose, and serves as an additional manifestation of ownership and caring. Godwin University (2016) and Alimba (2018) also stated that the building is often the first line of defense for most physical security systems. Items such as fences, gates, walls and doors all act as physical deterrents to criminal entry. Additional locks, barbed wire, visible security measures and signs all reduce the number of casual attempts carried out by criminals. The authors further stated that some of the physical security measures that can be adopted by principals are the use of fence, locks and keys, safe and strong rooms, burglar proof, electronic equipment, among others. These security gadgets should be strategically fixed in places where the school management can easily use them to control and monitor people to prevent intruders from gaining access to such places. On the other hand, the finding of this study is not in line with Onuorah and Eziamaka (2020) who found that principals in Anambra State to a low extent apply physical security measures for ensuring safety in secondary schools. As stated earlier, principals seems to have improved in their security and safety measures because of the high level of insecurity in all parts of the country presently According to German, Obiekwe, Mbonu, Ogbo, and Chukwu, (2021) administrators should try and implement programmes and policies which are designed to curb school violence such as physical surveillance including weapon deterrence and presence of security guard in the schools.

On the extent of Principals' use of Technological Resources as Security Measures in the administration of public Secondary Schools, the result of the study as contained in table 3 revealed that principals of public secondary schools in Ebonyi State use technological security measure to a high extent. While the result of the hypothesis revealed that there is no significant difference in the mean response of principals in urban and rural on the extent of use of technological resources in the administration of public secondary schools in Ebonyi State. From the finding, it could be seen that principals in Ebonyi State use technological security measure to a high extent in the administration of public secondary schools. Though, the researcher's mere observation showed that there is inadequate technological gadgets such as CCTV camera, motion dictator, alarm system, among others in public secondary schools in Ebonyi state and therefore underutilized, but the few schools that have utilized them to a high extent.

This finding is in line with Kazlauskas, (2016); Mackin (2017) and Ken (2018) who stated that technology involves the application of tools and technical knowledge for the furtherance of security and promotion of safety in the school. It deals with the application of security technologies such as alarm system, sensors, motion dictators among others to prevent and reduce crimes, violence, threat, and risks in order to promote safety and security in our environment including school. This finding agreed with Van Jaarsveld (2018) and Udali (2020) who stated that the aim of using security technologies is to reduce 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. The provision of security technologies such as Closed-Circuit Television (CCTV) surveillance system, protective lighting, alarm system, motion detectors in schools will help to reduce a good number of threats, risks and crimes that often occur in the school. The authors further stated that surveillance is one of the most important technological security components for both prevention and post-incident recovery. Surveillance, in this case, refers to the technology, personnel and resources that organizations use to monitor the activities of different real-world locations and facilities. These examples can include patrol guards, motion dictators, and alarm / notification systems among others. The most common type of surveillance is closed circuit television (CCTV) cameras that record the activity of a combination of areas. The benefit of these surveillance cameras is that they are as valuable in capturing criminal behavior as they are in preventing it. Threat actors who see a CCTV camera are less inclined to break in or vandalize a building out of fear of having their identity recorded. Similarly, if a particular asset or piece of equipment is stolen, surveillance can provide the visual evidence one needs to identify the culprit and their tactics. The study also agreed with Kotlolo and Ratsatsi (2019) and Trump (2020) who acknowledged that placing cameras throughout the school buildings will allow the personnel to see and possible video tape more motion of anyone with the camera, field view will be of a great advantage to monitor the school environment. Schiffbauer (2017) and Reid (2020) posited that technological security tools can be excellent tools and a great contribution to the safety of scholars and staff in schools and in reducing the incidences of violence in schools. The findings of this study disagreed with that of Ike (2015) who acknowledged that secondary school administrators do not apply technologies in management of school security in Nigeria. Ike called for the sensitization of school principals as well as educational administrators on the importance of applying technology in school security procedures for improved and more effective school safety administration. This finding is also against Onourah, Eziamaka and Ofojebe (2021) who found that principals apply technological security measures to a low extent. Tagbo (2015) and Kazlauskas (2016), stated that there should be computer assisted design programmes in 3-D format ( digital radio system, digital signage, and desktop videos), that can map how many people that are in a room at a particular location, and also that can be put in place to enhance security of lives and properties in secondary schools. Video surveillance, also known as Closed Circuit Television (CCTV), is the use of video cameras to transmit a signal to a specific place on a limited set of monitors. The authors also perceived that a video surveillance system is a network of cameras, monitors or display unit, and recorders. The present study also found that principals adopted technological security measures in the administration of secondary schools in Ebonyi state.

### **Conclusion**

Safety and security of staff and students has increasingly becoming worrisome in this era of pervasive terrorism. This implies that safety and security measures are the basic prerequisite for overcoming security threats and promoting safety in educational organization in Nigeria. The attitude of some administrators has affected the implementation of safety and security measures in their schools. Undoubtedly, principals' tasks are becoming more complex and demanding therefore, principals need to have the knowledge of safety and security measures and equally adopt safety and security measures in the administration of public secondary schools, for them to be able to achieve maximum results vis-à-vis achieving educational goals.

This study centered on safety and security measures such as human resources measure, physical measure, technological measure communication protocols, access control and school clinic

services as indices to ascertain how extent principals utilize safety and security measures in the administration of public secondary schools in Ebonyi State. Some other safety and security measures like perimeter fencing, gate locks, close circuit television camera, security guards among others were explored in relation to the topic of the study.

### **Recommendations**

The following recommendations are derivable from the findings of the study:

1. Principals should be assisted by the government *and communities* in the payment of security guards employed in their various schools to help in safeguarding the school premises and ensure the safety of the school personnel and property.
2. Government should continue *to* assist the school administrators on maintenance of physical security measures for sustainability.
3. Government should install more technological gadgets like close circuit television cameras, motion detectors, alarm/notification systems among others to help in monitoring and capturing the activities of the criminals that terrorize the school, principals should also ensure that they have technological expert personnel to handle the gadgets.

### **Educational Implications of the study**

One of the findings of the study revealed that principals' use of human resources is amongst the security measure in the administration of public secondary schools. This implies that principals will spend on human security measure in the administration of public secondary schools as stationing of security guards at the school gate to prevent suspicious people from entering the premises involves money for payment of those security personnel.

It was also emphasized in the study that principals' use of physical resources constitutes a security measure in the administration of public secondary schools in Ebonyi State. This is so, because principals use physical security to a high extent by having perimeter fencing around the premises to secure the school compound, having security post in the school at the entrance to control the influx of hoodlums and ensuring that classrooms are under locks and keys to prevent vandalizing of school property. The educational implication of this is that principals implementing and maintaining physical security measures can divert funds from academic programs

It was found that principals' use of technological resources is among security measure in the administration of public secondary schools. Principals of public secondary schools in Ebonyi State used technological security measure to a high extent by having close circuit television cameras (CCTV), motion sensors among others to detect unauthorized movements around important areas of the school. The educational implication of this finding is that if the use of technological knowledge and gadgets are not implemented, threat actors who would have had less inclination to break in or vandalize a building out of fear of having their identity recorded, may continue with their criminal acts thereby making the school environment unpleasant for staff and students and teaching and learning.

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