ASSESSMENT OF KNOWLEDGE AND ATTITUDE OF TEACHERS TOWARDS SAFETY AND SECURITY OF SECONDARY SCHOOL STUDENTS IN NORTHERN STATES OF NIGERIA

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DECLARATION

I declare that the work in this thesis entitled "assessment of knowledge and attitude towards safety and security of secondary school students in Northern states, Nigeria has been carried out by me in the Department of Human Kinetics and health Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

_____

Yusuf,MOHAMMED **SIGN/DATE.**

CERTIFICATION

This thesis entitled **"ASSESSMENT OF KNOWLEDGE AND ATTITUDE OF TEACHERS TOWARDS SAFETY AND SECURITY OF SECONDARY SCHOOL STUDENTS IN NORTHERN STATES OF NIGERIA"** by Yusuf MOHAMMED meets the regulations governing the award of the degree of Doctor of Philosophy (Health Education) of Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my late Parents Fatima Abdullahi and Mahmud Yusuf may Allah admitthem intoJannatul Firdausi, Amin.

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LIST OF ABBREVIATIONS

APA- American Psychological Association

CCTV-Closed Circuit Television

CBCs- Criminal Background Checks

ERP- Emergency Response Plan

HIB- Harassment Intimidation and bullying

IM- Instant Messaging

SPSS- Statistical Package for Social Science

SSO- School Security officer

UBEC- Universal Basic Education Commission

OPERATIONAL DEFINITION OF TERMS

The following terms were operationalised in this study:-

Knowledge – in the context of this study, knowledge means awareness, facts, information and skills that teachers have on safety and security of secondary school students.

Attitude –in this study attitude meansemotions, feelings, opinions and positive or negative responses of teachers on safety and security of secondary school students.

Safety – refers to the state of being free from emotionally, physically and psychologically harmful situation in the school environment by both the teachers and students.

Security-means freedom from danger or threats or protection against danger,fear and anxiety

ABSTRACT

The purpose of this study was to assess the knowledge and attitude of teachers towards safety and security of secondary school students in Northern states of Nigeria. An ex-post facto research design was used to study 384 subjects drawn from six states of Northern Nigeria. A multistage sampling procedure was used to draw the required sample. A self-developed questionnaire titled questionnaire on assessment of knowledge and attitude of teachers towards safety and security of secondary school students in Northern states of Nigeria was used to obtain information from the respondents. The questionnaire was divided into four sections, A-D. Section A sought information on the demographic variable of the respondent; section B1 deals with knowledge on safety; section B2 deals with attitude towards safety; section C1deals with knowledge on security; section C2 sought information on attitude towards security; section D1 deals with the availability of safety measures and section D2 deals with the information on availability of security measures. Data collected were analysed using mean and standard deviation, t-test and one-wayanalysis of variance (ANOVA) statistics. Six research questions were asked and six hypotheses were tested at 0.05 level of significance. Findings showed that, teachers have adequate knowledge on safety of secondary school students in northern states of Nigeria; the attitude of teachers towards safety of secondary school students in northern states of Nigeria is positive. Based on the findings of this study, the following conclusions were drawn,teachers in Northern states of Nigeria have adequate knowledge on safety of Secondary school students; Teachers in Northern states of Nigeria have positive attitude towards safety of secondary school students. On the basis of the findings of this study, the following recommendations were made; seminars, conferences and workshops should be organized for teachers in order to update their knowledge on safety and security which will reflect in their attitude; The school management should take the issue of school security as a matter of priority and so allocate money for the purchasing of such safety and security building equipment such as video surveillance (CCTV), sprinkler system to control fire damage, metal detectors, iron doors, employ armed response services and secured parking.

CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Creating a safe and secure community requires the involvement of all community members. This is true in small towns, large cities, and school campuses. The sense of physical, psychological and emotional freedom felt by students, teachers and other school personnel, depends onsafety of the school environment. Safety is concerned with the condition of being protected against physical, social, spiritual, political, emotional, occupational, psychological, or other types of damage, accidents, harm, or any other event that could be considered undesirable (Lingers, 2010). School safety has come to be a major problem in recent years, particularly in developing societies (Jemes, 2013). Regarding the type of problems, school safety is affected by bullying, theft, vandalism, alcohol and substance use, gang activities, gun and sharp object ownership, fire and earthquakes (Oluwale, 2013). School safety awareness has increased across the nation with the prevention of violence becoming more pressing topics nationwide (Thomos & Johnson, 2011). Recently schools are perceived as unsafe places filled with fear and insecurity. (Gillen, 2012).

There have been several large acts of violence in the last 10 years, but schools should be a safe place for students and teachers (Oluwale, 2013). Oluwale (2013) added that, the perception of teachers has been the media and the many outlets for any nation to get information. Jerry (2011) pointed out that students have been injured or even killed while attending school. Although these acts of violence are few and far between, we must still arm our schools with the weapons needed to protect the crop of the population that, are most vulnerable. In response to this fear and insecurity, school systems across the world are taking a stand against school violence (Nancy, 2013). Abubakar (2012) reported that, educational institutions are legally

required to mitigate the impact of threats to school safety and security through effective all hazard andemergency preparedness. School safety could be seen as a situation in which the teachers and learners feel at home, develop confidence, maintain a positive state of mind, and does not show any signs of withdrawal. The opposite, a sense of insecurity at school, can have considerable ramifications including anxiety, fear, uncertainty, and confusion (Johnson, 2011). Lingers (2010) suggested that teachers' perceptions of the likelihood of violence on school campus is increased with the visibility of security measures such as School Security Officers (SSO), surveillance cameras, fences, and security doors.

Yoon and Kerber (2013) stressed that it is important to look more closely at the teachers within schools and the characteristics of the teachers that influence their responses to security issues. Hantman, Wick and Bedon (2012) reaffirmed that, "Just as safe and healthy school climates contribute to physical, social, emotional and psychological state of health of the students, violence in schools creates a climate of insecurity and fear, which impairs and impacts on the core educational purpose of schools (Mony, 2011). Currently, school safety and security are the most basic problems facing Nigerian schools (Saidu, 2014). Therefore, creating and maintaining schools that are safe, is a priority that should be on the agenda of every education department.

Abubakar (2010) pointed out that, the needs for school security have changed over the years from an emphasis on protecting school property (vandalism, fire or theft), to the safety of the students and teachers. Therefore, Security is the state of being free from danger or threats; freedom from doubt, anxiety or fear (Hantman, 2010). Currently, school security requires well-developed security and safety plans, as well as undertaking proper risk assessment and threat analysis exercises (Abubakar, 2010). Umar (2011) reported that, Security measures are vital in a

school environment setting as they create a sense of safety among the students and teachers. In the same vein, Hylton (2012) pointed out that, Security measures are the fundamental elements that should be implemented in all schools in order to prevent and reduce school violence as much as possible. Security measures are the valuable and helpful resources to be used in the school environment. However, it must be borne in mind that security measures are put into practice to help reduce, deter, detect and in some cases remove the propensity of crime (risks) and violence, but they do not necessarily and absolutely guarantee that there will be no crime and violence in the future (Gebrry & Hormce, 2013).

Security measures are necessary in all schools, but will vary according to the school's environment, as well as the ability of any one school being able to afford such measures.School security today requires well-developed security and safety plans as well as proper risk assessment (Lawrence, 2007). Teachers and students must be aware and embrace the use of security principles and methodologies and must recognise the value of security professionals and criminal justice involvement in the school environment. Teachers and students must treat security as a requisite component that maintains optimal state of health and an integral part of the school health programme. Teachers and students must consider the important role that school climate and environment play in influencing how students, teachers, and parents relate, solve security problems, and interact with one another. Teachers and students must also understand that educators and security have different roles and both must be respected and mutually supportive of their roles (Hylton, 2012).

According to Amanchukwu (2012) Safety and security in Nigerian schools is the concern of teachers, students, parents, and school administrators alike, all of who see school systems as the incubators of great Nigerians who will soon pilot the affairs of the nation. Unfortunately, the

violent reality in schools today makes one wonder how and if students are actually able to learn in such volatile environments. In addition, children and students are often very much in danger of being harmed, it is often simply the perception or fear of violence that influences how people act and behave (Kate, 2010). Kate (2010) added that, these perceptions can affect learners' school attendance, cause poor school performance, and affect the general wellbeing of learners. Johnson (2010) stressed that; these situations must be taking into consideration immediately if Nigeria is to produce the type of future citizen who will be able to hold their own as an equal among the community of nations.

Benson & Adisom, (2010) showed that, most teachers and students are unaware of the extent or report lower incidences of school safety and security than what is actually occuring in the school. Teachers and students are faced with difficulties in deciding whether or not a situation they witnessed or were told about, was one of the problems of safety and security in school. Furthermore, teachers and students' ability to tackle situations leading to safety problem in schools that has a profound impact on the school safety and security and the incidences such as bullying need to be considered (Jahnny, 2009). Teachers and students perceive their schools to be safe places and thought many of the security strategies the schools used were unnecessary. Teachers and Students further expressed feelings of powerlessness as a result of the manner in which their schools enforced rules and handed down safety and security issues (Balagun,, 2011).

Lawal (2008) suggested that teachers and students' perceptions of the likelihood of violence in school campus is decreased with the visibility of security measures such as School Security Officers (SSOs,), fences, and security doors. Teachers and Students may feel safe on campus until they or someone they know are a victim of a crime. Teachers and Students should be aware of the risks in their school environment and make daily decisions based on their own comfort

level. While safety is important for all students and teachers, school campuses are especially dangerous for students; therefore it is important that institutions take measures in order to make them feel safe and secure on campus. Teachers should pay particular attention to crimes against students and their knowledge and attitude towards school safety and security (Heemes, 2012).

In Chibok of Borno state more than 200 senior secondary school girls were invaded and abducted from the school by gunmen.Similarly, several students and staff of Federal Government College Buni Yadi of Yobe state were feared dead while others were abducted by gunmen suspected to be members of the dreaded Boko-Haram. Also Guba town in North Central zone of Nigeria witnessed a deadly attack in the college where over 40 students were killed. Another issue was of 6 boys between the ages of 16 and 17 in Government Secondary school Kadarko of Nasarawa State were arrested in the school premise for the possession of illegal substance and guns when the school security officers conducted a search in the student's hostels. More recent issue was the abduction of 113 female students of Government Girl science and Technical College Dapchi in Yobe state.

According to Orhungur (2003), a clash sometime ensued between the students of Government College and Command Secondary School both in Makurdi, Benue State. As a result of the clash, 15 students were seriously injured also a 15year old girl in Government Girls High School in Gindiri, Plateau State was stabbed nine times in the chest and back by a fellow learner over the issue of boyfriend palaver. He also reported that, 6 boys between the ages of 16 and 17 in Government Secondary school Kadarko of NasarawaIn the same vein Abiodum, Oluwaie, Aenirin, and Zuberu (2017) pointed out that,On Thursday, May 25, 2017 the notorious gang of gunmen abducted Six (6) students from Lagos State Model College, Igbonla-Epe, Lagos. Those students includes: Yusuf farouk, Ramon Isiaka, Pelumi Phillips, Peter Jonas Adebanjo George and Judah

Agbaosi.They were abducted at about 5am, when a section of the school fence was broken down. That was the second time of student abduction in the school in the last Eight months.

Knowledge of teachers for the implementation of safety and security measures in order to reduce incidents of voidance and improve accountability for students who perpetrate crime at school, thereby increasing the sense that, the school is a safe place to be. However, these measures have the opposite of their intended effect, thereby increasing the level of fear experienced by the students (Skiba, 2008). Hong and Eamon (2011) pointed out that, teachers' attitude to safety and security is built over time, as students interact with peers. School are perceived as safe when they are both free from harassment, violence and substance use and are rich in positive, supportive relationship and interesting and rigorous opportunity for maintaining high level of health.It is on this basis that, the researcher became interested in conducting this study Assessment of knowledge and attitude of teachers towards safety and security of secondary school students in Northern States of Nigeria.

1.2 Statement of the Problem

Nigerian schools are rapidly and increasingly becoming sites for high levels of violence.Crime, disorder, bombings, kidnapping and gunmen invasion are the major problems facing public secondary schools in Northern states of Nigeria. These problems are not only detrimental to the health of the students and teachers but they also endanger their lives. These changes thus created in school climate have created an imperative need for teachers to identify tools, strategies and model programmes that enhance the safety and security of all students in the school. This is because when students are legally required to attend school, teachers have the corresponding duty to provide students with a safe, secure and peaceful environment in which their physical, social, emotional, as well as psychological state of health is maintained. Nigeria, is witnessing growing threat to national security in various forms and degrees such as

kidnapping, bombing and gun men invasion. However, it is the threat to security posed by the activities of insurgent groups known as Boko Haram in the North Eastern region of the country, which is now spreading to other parts of the country, particularly the North.

According to Amnesty International (2014), 1500 people had been killed including students and their teachers in both primary and secondary schools in just the first quarter of 2014. Similarly, Global Conflict Tracker (2018) reported that, more than 20, 000 number of people killed since May 2011 to 2017, 208, 509 estimated number of Nigerian refugees and 2.3 million estimated number of displaced people in lake chad.Mijah (2014) reported that, between 2011 to date, educational institutions, most of them secondary schools have been attacked which include, Government Secondary School, Mamudo (42 students killed), College of Agriculture, near Damaturu (40 students killed), Federal Government College, Buniyadi (over 20 students killed), Government Girls Secondary School, Chibok (over 200 female students abducted and some still in captivity), Federal Polytechnic, Mubi, (over 30 students killed), School of Hygiene, Kano, (at least five students killed), and many more

It has been observed that, most of the attacked schools have no established security measures and the teachers are not prepared for safety and security of the school. Also the researcher observed that, majority of the schools that were attacked is not security compliant. Therefore, It is against this background that the researcher assessed the knowledge and attitude of teachers towards safety and security of secondary schools students in Northern States of Nigeria.

1.3 Purpose of the Study

The main purpose of this study was to assess knowledge and attitude of teachers towards safety and security of secondary schools students in northern states, Nigeria. Specifically the study is designed to achieve the following specific objectives;

1. To assess the knowledge of teachers on safety of secondary school students in Northern states of Nigeria.
2. To assess the attitude of teachers towards safety of secondary school students in Northern states of Nigeria.
3. To assess the knowledge of teachers on security of secondary school students in Northern states of Nigeria.
4. To assess the attitude of teachers towards security of secondary school students in Northern states of Nigeria.
5. To find out theknowledge and attitude of teachers towards safety of secondary schools students in Northern states of Nigeria based on their demographic variables (Age, gender and educational background)
6. To find out theknowledge and attitude of teachers towards security of secondary schools students in Northern states of Nigeria based on their demographic variables (Age, gender and educational background)

1.4 Research Questions

This study is designed to answer the following research questions

1. What is the knowledge of teachers about safety of secondary school students in Northern states of Nigeria?
2. What is the attitude of teachers towards safety of secondary schools students in Northern states Nigeria?
3. What is the knowledge of teachers about security of secondary school students in Northern states of Nigeria?
4. What is the attitude of teachers towards security of secondary school students in Northern states Nigeria?
5. What is the knowledge and attitude of teachers towards safety of secondary schools students in Northern states of Nigeria based on their demographic variables (Age, gender and educational background)
6. What is the knowledge and attitude of teachers towards security of secondary schools students in Northern states of Nigeria based on their demographic variables (Age, gender and educational background)

1.5 significance of the study

The present study was designed to assess the knowledge and attitude of teachers towards safety and security of secondary school students in northern states of Nigeria. The findings of this study on knowledge of safety and security would be beneficial to the teachers, students and policy makers. The policy makers would find the information on knowledge of safety and security useful in their sensitization and awareness campaign and programme. This would improve the knowledge of teachers of secondary schools student on safety and security in Northern states of Nigeria.

The outcome of this study will also improve the attitude of teachers and students towards safety and security in secondary schools in Northern states of Nigeria. Also findings on knowledge on safety and security would aid head teachers in making informed decision concerning safety and security related issues which would promote safe and secure school environment.Findings on attitude towards safety and security would be useful to teachers, students, policy makers and other stakeholders. Those negatives attitudes towards safety and security which some teachers possessed that were potentially dangerous to the health of the students would be modified or altered after their negative effects were exposed. A change or modification from negative behaviours may curtail most of the safety and security threats thereby maintaining safe and secure school environment.

When information on attitude towards safety and security emanating from this study are published in academic reputable journals they would enrich global data on the subject.Therefore, having achieved the objectives of the study, the outcome would serve as a reference material for further researches in the area of school safety and security. It would also contribute to the existing knowledge in the field of school safety and security. This is because the gaps that were addressed in this study would serve as a basis for further researchers to conduct related study. The findings of this study will be of utmost importance to the members of community, administrators, school administrators and policy makers in designing plans for school safety and security.

1.6 Basic assumptions

On the basis of the available evidence the following assumptions were made:-

1. It is assumed that, teachers do not have adequate knowledge of safety of secondary school students in Northern states Nigeria.

2. It is assumed that teachers do not have positive attitude towards safety of secondary school students in Northern states of Nigeria.
3. It is assumed that, teachers do not have adequate knowledge of security of secondary school students in Northern states Nigeria.
4. It is assumed that teachers will not have positive attitude towards security in secondary schools in Northern states of Nigeria.
5. It is assumed that,teachers' knowledge and attitude towards safety of secondary school students in Northern states Nigeriado not differ based on their demographic variables
6. It is assumed that,teachers' knowledge and attitude towards security of secondary school students in Northern states Nigeria do not differ based on their demographic variables

1.7 Hypotheses

On the basis of the research questions and assumptions herein, the following hypotheses were formulated and tested to guide the study

Major Hypothesis

There is no significant difference in the knowledge and attitude of teachers towards safety and security of students in secondary schools in northern states of Nigeria.

Sub-hypotheses

1. The knowledge of teachers on safety of secondary schools students in Northern states of Nigeria is not adequate.
2. The attitude of teachers towards safety of secondary schools students in Northern states of Nigeria is not positive.
3. The knowledge of teachers on security of secondary schools students in Northern states of Nigeria is not adequate.

4. The attitude of teachers towards security of secondary schools students in Northern states of Nigeria is not positive.
5. There is no significant difference in teachers' knowledge and attitude towards safety of secondary school students in Northern states of Nigeria based on their demographic variables (age, gender and educational background).
6. There is no significant difference in teachers' knowledge and attitude towards security of secondary school students in Northern states of Nigeria based on their demographic variables (age, gender and educational background).

1.8 Delimitation of the Study

The study is delimited to knowledge and attitude of teachers towards safety and security of secondary schools students in Northern states of Nigeria. The study is further delimited to teachers of public senior secondary school of northern states of Nigeria.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

Introduction

The purpose of this study is to assess the knowledge and attitude of teachers towards safety and security of secondary schools students in Northern states of Nigeria. Relevant literatures were reviewed under the following subheadings:

2.1 Concept of safety

2.2 Concept of security

2.3 Safety and security of secondary school students

2.4 Theoretical framework

2.5 Knowledge and attitude towards safety and security

2.6 Knowledge and attitude towards safety and security in Nigeria

2.7 Knowledge of teachers on safety and security

2.8 Attitude of teachers on safety and security

2.9 Empirical study on safety and security

2.10 Summary

2.1 Concept of Safety

Safety is the condition of a "steady state" of an organization or place doing what it is supposed to do. For any organization, place, or function, large or small, safety is a normative concept. It complies with situation-specific definitions of what is expected and acceptable

(winter, 2011). Ohlheiser (2014) viewed safety as protection from a home's external threats and protection from its internal, structural and equipment failures are not two types of safety but rather two aspects of a home's steady state. In the world of everyday affairs, not all goes as planned. Some entity's steady state is challenged. This is where security science, which is of more recent date, enters. Safety is the process or means, physical or human, of delaying, preventing, and otherwise protecting against external or internal, defects, dangers, loss, criminals, and other individuals or actions that threaten, hinder or destroy an organization's "steady state," and deprive it of its intended purpose for being. Using this generic definition of safety, it is possible to specify the elements of a security program (Butcher, 2013).

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 safety is linked to improved student and school outcomes (Rogers, 209). In particular,emotional and physical safety in school is related to optimal state of health. At the same time, students who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for drugs and substances abuse which may have serious effect on their state of health (Kennedy, 2010). Bullock and Fitzsimmon (2010) asserted that safety refers to and includes the critical and necessary environment which is free against external harm events (such as weather, home invasion, etc.), or may indicate that its internal installations (such as appliances, stairs, etc.) are safe (not dangerous or harmful) for its inhabitants.

Bosworth (2011)safety helps create a healthful environment which has a positive impact on behavior. It involves planning for the prevention, intervention, and mitigation of, and recovery from the variety natural, physical, social and technological threats to the school and the

entire school community. Reynold (2013) stressed that school safety include free from harassment, intimidation and bullying (HIB), weapons in schools, cyberbullying and digital Internet, natural disasters, school mapping, weather-related issues, lockdowns, terrorism, flu, and human trafficking. Swart and Pettiper (2013) pointed out that safety protects a student's physical health and are normally taught in elementary schooland reinforced as they move upward through the other grades. A student's mental and physical health should be of primary concern throughout their academic career. Safety tips are available to help protect a student's well being and general health. Safety is protection against accidental incidents, damages or events. It is the condition of being protected from danger, risk, hazards or injury. It is the state of being free from danger or threats Safety incidents happen by accident or are unplanned (Neser, 2015).

Griffiths and Weatherilt (2012) reported that, Safety specifically protects human lives and Health, Safety incident is most often a result of human behaviour in combination with the environment Security incident is most often a result of one person or a group's will. Safety accidents are seldom, if ever, malicious, but they can be criminal as they often are violations against regulations. Security incidents are mainly malicious and criminal acts (e.g. Espionage, theft, terrorism). Safety measures are created to protect people and property from injury or loss by circumstance, accident, or negligence. Security measures are created to protect people and property from injury or loss by deliberate actions taken by people (Stevens, Wyngaard & Van Niekerk, 2011). The condition of safety is about being protected, while the condition of security is about being free from danger. The differences between being protected and free from danger or threat are not easily seen. Being protected leads to a condition of being free from danger or threat, and being free from danger or threat might well imply protection. Thus, the basic idea is the same for both, making it unnecessary to distinguish them (Sukkivan, 2014).

2.1.1 School Violence

Looking back over the past two decades, school violence as well as the level of violence has increased at a staggering rate. The parents of rural schools generally assumed their children would experience low-levels of violence and violent crime at school (Grossman, Hinkley, Kawalski, & Margrave, 2015). The climate of the school was influenced by the condition of the neighborhood and the surrounding community. Surprisingly, studies have shown school violence in rural communities has climbed and the feeling that children are safer in rural areas may not be found (Renfro, Huebner, Callahan, & Ritchey, 2003; Schwartz, & Gertseva, 2010).

The perception has been that urban students appeared more violent, again because of the location, which led to more street brawls, destructive acts, along with gang violence; however, rural communities are not immune (Renfro et al, 2013).

The root cause for many of the issues with school violence was thought to come from a systemic problem across the United Sates (Schwebel, 2013). School violence is inversely related to school achievement (Milan, Furr-Holden, & Leaf, 2010) and as if in response, many politicians wanted to come up with guidelines of "No student left behind" or they felt the need to retest and recertify America's teachers because America's children were not getting the education they deserved. Although changing, it still holds true today that mostly white females are going into teaching. A quarter of teachers starting a career in teaching will leave the profession within three years and will also tend to leave urban schools sooner. One of the main reasons for leaving given by Mathematics teachers was, "No Child Left Behind" (Curtis, 2012). If one examines the organizational culture of a school, teacher tenure should be a part of that examination. High teacher turnover cannot lead to higher levels of stability. Schools may be where violence seems to centralize, but home is where the character of America's children is shaped and molded. For many children, home has not been a healthy place or a nurturing

environment for a child to feel safe and secure, and then a chain reaction is set in motion. When children do not get enough attention, they may begin to feel neglected and often have to fight for their own survival. Many adults understand that with adolescent children, growing into adulthood can be the most challenging period of time, because the opportunity to become involved in criminal activities is heightened. Nigerian schools are rapidly and increasingly becoming sites for high levels of violence not only between scholars but also between educators and scholars, as well as experiencing interschool rivalries and gang conflict. Schools are no longer known or seen as safe and secure environments where children can go to learn, enjoy themselves and feel secure. Rather they are being defined by some observers as being 'dangerous places', 'war zones' and unsafe institutions (Sapa, 2009).

School violence is becoming a serious security problem, not only in Nigeria, but globally (Buton, 2010). Research evidently shows that crime and violence is a problem that affects almost all schools (Lawrence, 2012). It touches each country and each school in its own unique way. Every individual school has different problems and different needs; therefore the safety and security strategies designed for each school will vary according to their circumstances and environment/feeder area. The feeder area of a school refers to the geographical area around the school from which the vast majority of its scholars come. School premises that were once 'islands of safety' now face violence every day. The violence has increased at an alarming and unacceptable rate, not only amongst young people, but also in our schools (Hylton, 2011).

According to Serrao (2010), study was conducted in 2008 on safety at schools in Nigeria.The results showed that only 23% of Nigerian scholars felt safe at school and Nigerian schools were rated as the most dangerous in the world. Squelch (2011) indicates that many schools in Nigeria can be described as unsafe schools and that there have been a number of

reports where educators and scholars have been murdered, assaulted and raped, and where schools have been seriously vandalised. In similar study conducted by Adewale (2011) on school violence indicated that secondary schools in northern states of Nigeria have by far the highest rate of violence in Nigeria. Patrick (2015) conducted a study on school violence in Nigeria. In this study he found that 85.5% of the scholars said they felt safe at school. The question then emerged; if all this violence is taking place, why did the children feel safe. The answer was that it is as a result of the normalisation of crime in Nigeria, i.e. most have come to accept it, or become endured to it because of its frequency and extent. This daily occurrence and high levels of violence and crime is a way of life for our children.Nigeria has for many years been characterised by high levels of violence and conflict (Minnaar, Pretorious & Wentzel, 2013).

According to Vally (2011) "the high level of violence in our schools reflects a complicated combination of past history and recent stresses on individual, school, and community levels in a society marked by deep inequities and massive uncertainty and change within school operations". The violence from our everyday lives is spilling over into our schools. Ntshoe (2009) stressed that, Violence in schools is not a new phenomenon. However, according to Buton (2012) asserted that, about 2000, school violence and safety issues were scarcely acknowledged as a social problem. This is mainly because the violence was not seen as serious and bullying was seen as a commonly tolerated problem and a normal part of toughening up.This view was also the case in Nigeria but the situation was somewhat complicated by the political violence associated with the school boycotts and scholar protests of the 1980s (Minnaar & Payze, 2013).

As a result of the system being blamed for this, the protests were mainly political in nature. Black education was the main issue that motivated the political action by the youth and in

order to address the issue with education, the youth used various forms of mass action, including boycotts, rallies, meetings and riots (Minnaar & Payze, 2013). With the overemphasis of scholar involvement in politics, along with the disruption of schooling, the culture of learning in black schools suffered as a result and no learning was taking place because of all the chaos (Minnaar & Payze, 2013). There was a dramatic increase in all types of crimes, especially violent crime (Minnaar, 2013). This crime then also made its way into our schools, with scholars using violence to solve their problems and to get what they want. School violence has been around for centuries. However, it has not always been recognised as a serious problem that influences scholars and the community as a whole negatively. It was only after a series of school shootings that the United States began paying attention to the problem of violence in schools and searching for ways to make schools safer places (Furlong, Morrison, Skiba & Cornell, 2010).

Teachers only took notice and implemented measures when serious incidents occurred within schools. For instance, in America, after the Columbine high school shooting in 1999, people began wondering whether schools are safe enough and began to draw up plans to prevent and reduce school violence (Capozzoli & McVey, 2012). Similarly in Nigeria, with the recent increase in stabbings at schools, the seriousness of school violence has eventually been acknowledged. Rapid social changes within communities (either positive or negative) have been found to create instability, which in turn could result in acts of violence on school premises (Moor, 2013). Technology and the fast rate at which it is developing is accelerating and causing social change around the world and impacts in numerous ways on our lives. Yet, it is important for educators as well as scholars to adapt to these various social changes (Spearman, 2010). An individual's economic position and social standing/status in society can also play a crucial role in shaping the character and motivations of a future offender. It has long been believed that

violence occurs amongst individuals who are disadvantaged in comparison with the rest of society. However, that is not the case anymore. Violence is also occurring amongst the economically, socially and politically well-off individuals (Moore, 2013). There is a widespread belief that violence in schools is caused by societal cultures, which encourage, tolerate and demand violence (Moore, 2013). In Nigeria, this phenomenon has become known as the 'culture of violence' (Vogel& Lewis, 2013). This has been ascribed to the consistent high levels of violence (both political and criminal) that has been experienced in the country over the last two-and-a half decades resulting in heightened levels of violence, which individuals have come to accept and see as a normal part of everyday life (Simpson, 2014). Solving conflict and problems through violence has long been a core element in South African culture, and as a result, violence is used as a method of solving conflict and reaching goals in schools as well (Vogel& Lewis, 2013). School scholars are only modelling their behaviour and responses to conflict situations on what they see at home and in their communities. As a consequence more often than not this societal acceptance of the use of violence leads them to also use violence as a method of resolving issues (Vogel& Lewis, 2013). The gap between the adult culture and youth culture might have an influence on the role that culture plays and the culture of violence. If parents (adults) are not present in their children's lives, they will not be able to teach them adult values such as self-discipline, mutual respect, patience, empathy towards others, self-reliance and generosity. Without this adult influence the youth may become exceptionally vulnerable to dangerous influences from peers and the media (e.g. peer pressure, inability to distinguish between fact and fantasy (i.e. witches, vampires, werewolves) and self hatred because your body is not as petite as those on television) (Moore, 2013). The gap also prevents administrators and educators from understanding the youth properly.

The gap can result in disputes and grievances going unnoticed and unresolved and allow cliques, gangs and rivalries to grow unchecked and unnoticed or until an explosion of violence signals the growth and presence of such conditions (Morgan, 2013). It is therefore vital that this gap be closed between adults and the youth. Yet, it must be kept in mind that the gap will never be fully closed and that it probably should not be, as the development of society depends on new generations being able to separate themselves to some degree from their parents (Morgan, 2013). Conditions within schools and the norms and social relationships that exist within a school could also be a cause of school violence. For example, schools failing to implement preventative measures may result in school violence and scholar rampages. The school is also seen as the place where scholars act out socially particularly in terms of aggressive and criminal behaviour, due to the fact that the school premises are the most common social setting for youth (Kerth, 2012).

It is the most common place where interpersonal rivalries take place. The way schools are structured and administered may also have an impact on school violence (Kerth, 2010). Having policies in place and making all scholars and staff aware of the consequences of school violence and misbehaviour could assist with reducing the level of violence and crime in schools. There are various other factors that may also contribute to school violence. According to Meses(2013) stressed that, these factors include substance (drug and alcohol) use or abuse, poor school performance, drug dealing, mental illnesses, joining a gang, being abused as a child and poverty. Capozzoli and McVey (2010) state that stress, incompetent parents and media influences such as television, movies, books, computer games, music and the internet can also contribute to violence in schools. All these factors may contribute to a scholar becoming delinquent and using violence in schools (Moore, 2013; Capozzoli & McVey, 2010).

In order to reduce some of the factors contributing to school violence, security measures can be put in place to facilitate in curbing and preventing some of the school violence and the factors that contribute to it. Discipline in schools is critical if the schools are to function in an orderly, respectful and violent-free environment. Discipline needs to be enforced not only by the educators and principals in schools, but also at home by parents or guardians. Interventions should be coordinated across home and school settings (Walker, Ramsey & Gresham, 2014).
This is one of the first steps towards creating a better atmosphere on the school grounds and outside the school grounds. Scholars have to become proud of their schools and must have good values and morals instilled within them and have self-discipline (Allen, 2011). Such attitudes largely stem from the implementation of a fair but strict system of school discipline – such discipline being based on creating a system of rules that is necessary for order and control to be exercised over people or animals, especially children (Allen, 2011).

Both parents and the school staff have the responsibility to teach children/scholars discipline and respect, but such disciplining needs to be instilled and started at home first. According to Kassiem (2009), discipline problems in schools are deteriorating and at some schools it is 'completely out of hand'. Similarly, Bowen (Nd.) states that over the years school discipline has become negligent as relationships have weakened. There needs to be a relationship between the school and the family. Bowen (Nd.) also states that some parents have lost touch with their children for various reasons. Parents have an important role in shaping their children to grow up with good morals, values, respect and discipline. Parenting skills, however, vary greatly from parent to parent. Some parents are inconsistent with their parenting, some are too harsh, some are too preoccupied with their own concerns and work that they neglect their children or parents are too lenient (Lawrence, 2012). Yet, there are a large proportion of parents who still

have good, consistent parenting skills (Lawrence, 2012). Parents can, however, not always be blamed if their children start to exhibit anti-social behaviour or turn delinquent. Parents can only do their best to raise their children in a healthy and normal manner and create a loving supportive living environment, but they cannot protect their children from all the anti-social behaviour and deviant influences from their peers and the media (Lawrence, 2012). However, parents can reduce the risk of their children engaging in delinquent behaviour in the following three (3) ways:

• Always be AWARE of the peer influences and popular culture on child/children. Know who your children's friends are.

• Have continuous COMMUNICATION. Encourage your children to share what is happening in their lives and listen to them

• ENGAGEMENT with your child/children. Stay in touch with the children, the problems in their lives (both school and social related) and be aware of the decisions that they are expected to make. It is vital to have a good parent-child relationship (Lawal, 2013).

Parents need to show involvement in their children's lives and in their schools. Discipline should start at home and parents should teach their children from a young age to respect educators and people in general. By instilling respect and discipline at home will assist in creating a better and safer school environment.

According to Lawal (2013) many people are of the belief too much emphasis is being placed on scholar's rights. School discipline problems can be attributed to the fact that the balance has shifted from educator's authority to the rights of scholars. Some educators are too scared to take disciplinary actions against scholars, for the simple fact that they do not want to

face legal charges by scholars and their parents as indicated by (Lawrence & Megeer, 2010). Scholars and parents must realise that with rights come responsibilities. Both children and educators should be treated with respect on school grounds, concerning their rights and responsibilities. Scholars however, should learn about their responsibilities first before they can begin to enjoy their rights (Lawrence & Megeer, 2010). The objective of implementing security measures in schools is to create a safe and secure environment conducive to learning, teaching and scholar growth and development of all the forms of violence against children, emotional abuse is the most common. A major form of emotional violence or abuse, particularly within the school context, is bullying (Carroll-Lind, 2006; Geffner, Loring, & Young, 2011). Bullying is often defined in the literature as deliberately harmful behaviour, repeated over a period of time, by a person or group, who target a less powerful person as the victim. In other words, bullying occurs when one child consistently targets another for negative treatment and the victim feels powerless to stop the interaction (Olweus, 2011). The hurtful actions can be: (1) physical, such as hitting and punching; (2) verbal assaults, for example, teasing, taunting, threatening and name-calling; or (3) indirect, such as psychological exclusion from friendship groups or spreading rumours (Demaray & Malecki, 2010; Olweus, 2011).

Another term used to describe school bullying is peer victimisation, which has been described as repeated exposure to negative actions by one or more peers (Holt & Keyes, 2014), causing discomfort and involving a power imbalance between the aggressor and victim (Espelage & Swearer, 2013). A relatively new form of peer victimisation is called relational aggression because it involves psychological exclusion and manipulation and damage of peer relationships (Coleman & Byrd, 2011; Crick & Grotpeter, 2013; Crick & Nelson, 2013). Relational aggression includes behaviours that harm others through damage (or threat of

damage) to relationships or feelings of acceptance, friendships or group inclusion (Crick, 2011). This indirect, yet deliberate social exclusion is sometimes neglected because it takes subtle forms and there is little outward sign of harm (Sullivan, 2010). Teasing is a common and problematic event in the lives of some children (Linghttner, Bollmer, Harris, Milich, & Scambler, 2012). Teasing is difficult to define because the intent of the teaser and the interpretation by the one targeted has to be taken into account. Adults and children may perceive teasing differently but indications are that childhood teasing is overtly hurtful and the more hostile and negative aspects of teasing can be classified as a form of bullying (Linghttner, 2013). Besides the more traditional forms of bullying, such as taking lunches or destroying schoolbooks, more recent forms (and arguably the most insidious) include technological text and cyber-bullying. This can be viewed as both verbal and relational bullying except it is committed by electronic means. Many young people use their mobile phones as a vehicle for building social relationships, but a negative outcome can be text bullying, where adolescents use text messages to threaten, harass, and/or intimidate a peer. Perpetrators send text messages to spread rumours or secrets, call the victim 'mean' names, and to organise the exclusion of the victim from social activities (Laughren, 2009).

Lodge (2011) describes cyber-bullying as posting destructive text or images on the Internet via personal websites, web logs (blogs), email messages, discussion groups, message boards, and online personal polling sites, chat services or instant messaging (IM); or on mobile phones using short message service (SMS) or multimedia messaging (MMS). Social networking sites such as Facebook, MySpace and Bebo have become the online 'hang out' among teens, but conversely also host bullying activities (Keith & Martin, 2010; Wojtas, 2012).Mobile phones have also been implicated in other ways too. Besides the texting of negative messages, mobile

phones at school can be used to gather a large number of students in a very short time to, for example, 'the top field to witness a fight'; and to also film that fight so victims can be re-victimized over and over when the video footage is circulated among a wide network of 'spectators'. Although school violence might previously have referred to acts of assault, theft and vandalism, other definitions of emotional violence and bullying have now been widened to include aspects of emotional violence and bullying, with bullying mostly being the preferred term for describing emotional violence in schools. Therefore, school violence can include "any conditions or acts that create a climate in which individual students and teachers feel fear or intimidation in addition to being the victims of assault, theft, or vandalism" (Batsche & Knoff, 2010, as cited in Ma, 2001).

Studies indicate that violence experienced by students can impact on their physical, emotional, behavioural, cognitive and social functioning (Finkelhor & Garbarrio, 2012). School bullying also interferes with students' social, emotional, and academic development. There is a consensus among researchers (eg. Crick & Grotpeter, 2010; Espelage & Swearer, 2009; Olweus, 2011; Raskauskas, 2010; Smith, 2009; Sullivan, 2010) that bullying is a deliberate misuse of power that makes the victim feel afraid and uncomfortable. Bullying causes harm, whatever form it takes, whether it be physical abuse, stand over tactics or less obvious behaviours such as text bullying, gossip, suggestive comments, practical jokes, name calling, humiliation, or exclusion from groups and games (Dadow, 2008).

2.1.2 Bullying

Bullying is generally characterised as a "form of aggression in which one or more individuals intend to harm, disturb, or harass another individual, the target or victim, who is perceived as being unable to defend himself or herself" (Dulmus & Sowers, 2012). Bullying can range from

being physical, threatening, verbal, gestures, taunting, abuse, extortion, exclusion or any combination of them (Neser, 2013). An important feature of bullying is that there is normally a power imbalance between the bully and the victim. This imbalance of power can be physical, psychological or social (Dulmus & Sowers, 2013).It is important for the staff members at a school, the scholars and the community not to allow bullying to be seen as a normal part of toughening up or as acceptable (Langas, 2010).

Bullying should more readily be identified and recognised within schools and those individuals committing the bullying should be punished. It should not go unseen. The reason for this is that in the long run bullying can become very dangerous, as it can escalate into school violence and in many cases bullying is the reason why many individuals turn violent (Govender & Diamini, 2010). It can either be the bully who progresses from bullying to more serious acts of violence, or it can be the victim of bullying who finally retaliates as a result of being continuously bullied (Govender & Diamini, 2010).

Lodge (2011) asserted that, being bullied can be a physically harmful, psychologically damaging and socially isolating experience. Children have a need for social connectedness and the social dynamics of peer ecologies determine whether children feel a sense of belonging to the group or not. Groups are a natural part of school life and to be excluded from the peer group can be traumatic for children (Carroll-Lind & Raskauskas, 2012). Yet, while it is well documented that exposure to violence and bullying has damaging effects on children and young people, children can also exhibit a range of physical and emotional reactions due to a variety of factors (eg. severity). The severity level of the impact is also determined by a number of factors. The more that it disrupts their normal life the more likely it is that the violence or bullying will have a

detrimental impact on children's wellbeing. Bullying and aggression, which are related to negative school climate, are known to contribute to lower academic performance.

Studies indicate that victims of bullying have higher than normal absenteeism (school avoidance) and early school exit (dropout rates) (Furlong, Sharma & Rhee, 2010). According to Edlin & Glonty (2011) frequent bullying is associated with a range of negative outcomes including increased rates of mental health issues, relationship difficulties (with peers and family members) and an elevated risk of violence towards others. Similar outcomes of lowered health and wellbeing have been confirmed by a number of longitudinal studies (as cited by Lodge, 2011). Outcomes include: physical symptoms, anxiety, social dysfunction, depression, school failure, risk-taking behaviours (eg. alcohol and substance abuse), and decreased selfesteem. The effect of bullying on mental health status is perhaps more enduring for girls and Lodge and Feldman (2012) associated appearance-related teasing with lowered self-esteem. Although research on text and cyber-bullying is still developing, indications are that the impact of these new forms of bullying is the same as for traditional bullying. There are strong links between cyber-bullying and in-school (real world) bullying. Students who are bullied in cyberspace are also likely to be bullied at school. (Maher,2010).

The health and wellbeing of students who are frequently victimised can be severely compromised, with adverse effects on student outcomes and engagement in education (Wojtas, 2011). Cyber and text-bullying is often very serious and in New Zealand suicides have been linked to these forms of bullying (Raskauskas, 2011). Furthermore, the anonymity of text and cyber-bullying means that people can write things that they would never say face-toface, and the victims of this form of harassment are often revictimised over and over again, particularly when the young person's mobile phone and "most treasured possession" allows a bully to have 24 hour

access to the victim (Raskauskas, 2011). Bullies tend to drop out of school early (Lodge, 2011) and in Nigeria, bullying related suspensions have been steadily increasing (Towl, 2010). Poor long-term outcomes for bullies have been recognised for some time (Loeber & Dishion, 2013). Bullies may experience peer rejection, academic failure, and/or low self-esteem (Sullivan, 2010). Eron and colleagues (2012) and Hoover and Oliver (2012) confirmed that children who display aggressive and dominating behaviour at the age of eight are far more likely to be engaged in crime and violence at the age of 30. Seminal research by Olweus (2009, 2011, 2013) found that students identified as school bullies become aggressive adults with a four times higher than average chance of incurring multiple criminal convictions. More specifically, 60 percent of boys identified as bullies in Grades 6-9 had at least one criminal conviction by age 24 and by 34 years of age, 40 percent had three or more convictions, compared to 10 percent in his control group. Raskauskas (2011) argues that there is a relationship between bullying and later delinquency and offending because, without intervention, bullies learn that using aggression is an acceptable way to get what they want. As always, early intervention is critical. Patton (2013) confirms that on reaching adulthood, some children with early onset conduct problems will be responsible for the majority of crime (Conduct Problems Prevention Research Group, 2012) with longitudinal studies showing that 71 percent of all chronic juvenile offenders followed a developmental pathway that included preschool antisocial behaviour (Patterson, Reid, & Eddy, 2012, as cited in Patton, 2013). Blair, Denham, Kochanoff, and Whipple (2014,) further advise that developing social competence is a key task in early childhood, as it predicts social and academic outcomes later in life. In addition to the bullies and their victims, bullying can also have a major effect on the spectators. These students may not take the initiative to bully, but they observe the bullying and sometimes follow the bully's lead and become colluders for a number of reasons: they fear

they will be the next target if they do not; they want to show a sense of belonging to the group; or they are more likely to use aggression themselves when they see no negative consequences for the bully. Studies indicate that many Nigerian students perceive the teachers at their school are either unable or unwilling to control bullies' behaviour (Adair et al., 2010; Carroll-Lind & Kearney, 2012). Certainly those students who regularly witness bullying at school must experience a less secure learning environment – and students who perceive their school environment negatively tend to be involved with bullying and report more absenteeism and less interest in performing at school (Buhs & Ladd, 2011).

2.1.3 Cyber Bullying

Technology has been widely used by people all around the world regardless of their ages or backgrounds. In parallel with the technology integration initiatives in schools, a majority of today's students have more access to technology at schools as well as at their homes. Since it is believed that the use of technology facilitates student learning, teachers are encouraged to integrate technology into their classrooms (Ertmer & Ottenbreit-Leftwich, 2010). As a result, many teachers have focused on the utilization of technology in their courses. Most of the research studies focused on the positive effects of technology in classrooms. On the other hand, a very limited number of studies focused on the negative effects of technology. This study focuses on one of the negative effects of technology in the form of cyberbullying in classrooms.

Cyberbullying is defined by Patchin and Hinduja (2006) as "willful and repeated harm inflicted through the medium of electronic text" and it is a relatively new phenomenon that is recognized as a serious problem in school settings (Li, 2010). This explores the concept of cyberbullying from teachers' and students perspective. In particular, it equipped teachers with knowledge and skills to take actions to minimize the negative effects of cyberbullying on

students' lives. Bullying has been identified as one of the major issues in schools for more than forty years. According to the 2002 Safe Schools Initiative Report, 37 school shootings occurred between 1974 and 2000 in the United States. "Almost three-quarters of the attackers felt persecuted, bullied, threatened, attacked or injured by others prior to the incident" (Vossekuil, Fein, Reddy, Borum, & Modzeleski,2012). As a consequence of bullying, some school shootings took place because many students do not communicate with adults, such as teachers, parents, and school administrators, when they are being bullied (Li, 2011). Since the bullying problem is not shared with adults to reach a solution for the problem, the effects of bullying might be devastating. These effects are depression, low self-esteem, health problems, poor grades, and suicidal thoughts (Roland, 2012). With the rapid development of technology, as well as technology playing an increasing role in our daily lives, bullies have extended their range of activities using the cyberspace. Technology becomes more available for students everyday and presents a lot of opportunities for them. These opportunities are vulnerable to the manipulations in a negative manner; therefore, the use of technology with deviant purposes may turn into a common practice (Barak, 2012).

According to Hinduja and Patchin (2009), the negative forms of technology use include pornography, harassment, threatening, and social exclusion. Since students use internet and internet-based communication tools more than ever before, they feel confident and demonstrate more violent behaviors even though they do not dare to say or do such things to someone face to face (Lenhart, Madden, & Hitlin, 2010). Furthermore students prefer communicating with peers and strangers using cyber tools such as social networking tools, emails, online games and chats. The more students are involved in cyberspace, the more likelihood they feel isolated and alone in this environment (Gross, Juvonen, & Gable, 2012). To understand how cyberbullying happens, it

is important to look at the categories of cyberbullying defined by Willard (2013), namely, flaming sending angry and vulgar messages; harassment sending nasty, mean, and insulting messages repeatedly; denigration sending or posting gossip or rumors about a person to damage his or her reputation or friendships; impersonation – pretending to be someone else and sending or posting graphics or text messages to discomfort someone or to damage his or her reputation or friendships; outing sharing someone's confidential or embarrassing information or graphics electronically; trickery use some methods to have someone's secrets or embarrassing information, then posting these information or graphics to cyberspace; exclusion deliberately and cruelly excluding someone from an online group or environment; cyber stalking repeatedly and intensely harass and denigrate someone with threats or creating serious fear. Willard (2007) identified the following steps for this purpose:

- Save the evidence that is necessary when cyberbullying needs a legal response.
- Conduct a threat assessment if cyberbullying report raises concerns of substantial disruption, violence or suicide and contact law enforcement if the position appears to present a dangerous situation or if there are any threats of violence.
- Assess the response options to determine appropriate responses when cyber bullying occurs on- or off-campus. If it happens off-campus, provide assistance to the victim.
- Identify the perpetrator who may be unknown or may be masquerading as someone else by obtaining assistance of technical services personnel.
- Support the victim and parents; the school should provide assistance and support and offer counseling, mediation, and technical assistance or direct parents to other resources, such as legal assistance or law enforcement.

- Provide guidance on how to remove or stop cyber bullying, such as contacting the internet service provider (ISP), forwarding messages to the ISP, and requesting account be terminated; if cyber bullying occurs with web site use, notifying site manager and requesting removal; if cyber bullying occurs using cell phone, tracing number and contacting the phone company; using filtering or block functions; changing email or cell phone numbers.
- Seek to use informal resolution strategies, such as contacting the parents of the student perpetrator and requesting their assistance, offering counseling or mediation in the school, determining the root of the cyber bullying.

2.2 Concept of Security

Security according to Ever cited in Dwyer and Osher (2000) is something that gives or assures safety Security incorporates measures taken by an organization or government to prevent espionage, sabotage, or attack. It can be measures adopted by a business or home owner to prevent crime, assault, and to prevent an escape (Picarell, 2008). According to Rogers (2009), security can broadly be defined as a means of providing effective levels of protection against pure risk. It is a process used to create a relatively crime free area. The aim of security is to assess the vulnerability to risk and thereafter to employ techniques and measures in order to reduce that vulnerability to 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 (Lamboard and Kole, 2009).

Security means different things to different fields of life. In Economics, it is described as a certificate or creditor ship or property caring the right to receive interest. Furthermore, it 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, it 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). Security can also be explained as a state of care of mind, freedom from doubt and absence of worry. It can be likened to watching over an organization for anticipated event. According to Green (1999), 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. Holton, (2004) agrees that security measures can assist in reducing crime and violence; however he stated that it is important to bear in mind that security measures cannot guarantee that no crime or violence will take place. School security can be defined as measures taken for the protection of the students, staff, property and other school valuable assets from attacks or dangers.

According to Kurtus (2012), it is a plan by administrators or Principals to protect students and staff in the event of danger. It is a plan against the criminal and anti-social behavior which can cause disruption to the work of the school, physical and mental damage to the people and damage to the school building (Ragozzino, Litne, & Brien, 2009)

School security can also be explained as those measures taken to protect and manage school violence, reduce safety risks and liability, and improve on school community relationship (Trump, 2003). It is the physical protection of school property, school personnel and students from hostile acts or influences. They are measures taken to maintain order, discipline and prevention of disruption to the entire school (Fukumi, 2008). According to Gordon, (2000), school threats are those things that threaten the residents of the school community, or things they value and persons or ideas. They are those phenomenons that jeopardize the safety of students, staff and the school property. School threats can further be explained as problems that undermine

the security of any school community (Redding, 2006). Peters and Skaba (2001) posited, school threats as the capacity of any human and non-human elements to destroy the vital interest of the school. This is to say that security threats cover all aspects of malicious intention, action or occurrence geared towards making the school vulnerable and exposed to security risk. In dissecting the foregoing definitions of school security threats, it can 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 who in every way may disturb or lead to school closure for some time. According to Weaver (2005), this should make the school and safety officials to treat school threats seriously and have protocols in place for assessing and managing the school safety

Security threats can be simply 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. The natural threats are further divided into two namely: geological threats and climatic threats.

Geological Threats/Hazards: They are natural geological phenomenon which can pose a huge security risk to human lives. They are not only capable of causing various degrees of bodily harms to people but can also cause mass deaths (Chen and Wang, 2007). Examples of such threats are earthquakes, volcanic eruptions, flooding and mudflows. It is important to know that schools sited in areas prone to these geological threats can easily be affected.

Lee and Talib (2005) opined that there should be hazard mapping and monitoring to determine the locations or areas that are susceptible to the various kinds of natural threats that exist in this class of threats. They suggested further that it is paramount for the people in charge

of school sitting to erect school physical structures in a way that they can be resistant to the threats.

Climate Threats/Hazards: this is another type of natural threat and hazard. It involves a rapid change in climatic conditions, capable of posing a great danger to the wellbeing and survival of any group of people (Peterson and Skaba 2001). Some of these natural threats include heavy rainfall, drought, and wild fire among others. Fabbri, Chung, Cendro and Remondo, (2003) posited that this climatic hazards have destructive effects which may include storm, surge and in land flooding. Schools located in low lying coastal areas that are prone to this security threat will often experience school building collapse, breaking of tree branches and other forms of danger similar to these. On this issue, Gordon (2000) posited that there is no doubt that this type of threat exist in some school environments and constitute security risk to the students, staff and buildings. Thus, if these are not properly managed the schools affected become insecure and not supportive for effective academic activities.

Human threats according to Chen and Wang, (2007) are those cruel attacks arising from human actions and behaviours. They are those activities that also constitute risks to the entire school community. One of these human threats is school robbery.

2.2.1 Availability of School Security Measures

2.2.1.1 Human Security

According to Bitzer and Hoffman (2012) the human element in security systems is often either overlooked or neglected completely in some secondary schools especially in Nigeria. However, they play a vital role in providing security in our secondary school. It is usually the humans that make the decision to take action and decide on what action to take during a crisis or emergency (Bitzer & Hoffman, 2012).

Alfried (2011) pointed out that, most technological measures will not be able to function successfully without a human component. For example, if an alarm is triggered at a school, a policeman or security guard will have to respond to the alarm in order for the technological aid to work effectively and for the intruder to be apprehended. Alfried (2011) further explained that, some of the human components in security could include guards, community and/or parental participation, school personnel, security officers, private security company personnel on contract who might also offer a rapid armed response service or police officers. One of the important security functions for humans 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 occur on the premises in order to identify any risks. Part of patrolling duties also includes identifying shortcomings or damage to a security measure (e.g. hole in a fence) or whether a system is operational (Devid, 2012). Having these human security measures on the premises might decrease scholars, staff and parents' fear of crime, as well as assist with the prevention of crime. This would also allow for vulnerable areas to be inspected and security-related hazards to be detected (Lomboard & Kole, 2009). It is therefore vital that the human aspect of security is not overlooked or neglected, but that it is utilised to the best of its ability and integrated with the technology and security equipment available.

2.2.1.2 Physical Security Measures

Physical security is that part of security that one is able to see. It is implemented as a security measure in order to ensure the safety of staff and property. When physical security measures are implemented in the correct and effective manner, it will ensure maximum protection. However, it is important to bear in mind that physical security only forms a part of a total integrated security system and should not be used on its own (Sonnee, 2014).

According to Lomboard and Kole (2009) the purposes of physical security measures are to:

- **Deter** an intruder from entering the premises. In other words to discourage them from entering and cause them to abandon (discard) their efforts to enter;
- **Detect** the attempted entry or presence if an intruder succeeds in penetrating (i.e. getting through) the physical security barrier or measure in place;
- **Limit** the harm that can be done if an intruder manages to gain entry without being detected; and
- **Detain** the intruder by using silent alarm or alerting a security patrol (to respond).

There is a wide range of physical security measures that can be put into practice. They can be divided into three categories or so-called rings of security, consisting of the outside perimeter measures, inner middle perimeter measures and the internal measures (Lomboard & Kole,

2009). The outside perimeter measures are those measures that can be found outside of the school building normally the perimeter (first line of defence) of the premises such as signs, fences and other barriers (barricades), lighting, alarms and patrols (both humans on their own or accompanied by dogs) (Lomboard & Kole, 2009).

The inner middle ring (inside) measures are the security measures used within the boundaries of the facility and can include fences and other barriers (walls), alarms, lighting (often with motion detecting capabilities), CCTV external cameras, warning signs, doors, locks, burglar proofing on windows, security staff and access control systems. Lastly there are the internal physical security measures which are the ones that can be found within buildings such as alarms, CCTV cameras, turnstiles, windows and door bars, locks, safes, vaults, protective lighting and other barriers (e.g. security gate across a passage) (Longe & Helme, 2010). Security

aides are additional measures that can be used to assist in protecting assets. The following are seen as security aids:

- "security dogs (patrol dogs, guard dogs and sniffer dogs);
- other animals such as horses, geese and ostriches;
- security equipment such as batons, pepper spray, raincoats, jackets, two-way radios, torches and pocket books; and
- Motor cars, quad bikes, electrical patrol aids and boats" (Rogers, 2009).

2.2.1.3 Technological/Electronic Measures

Security technology, as an adjunct to physical security measures, can be excellent tools and a great contribution to the safety of scholars and staff in schools and in reducing the violence in schools (Green, 2008). They have, however, to be applied correctly within the school environment and be maintained after the installment, otherwise they will not be effective.

These various technologies can assist a school by providing information that would not otherwise be available, they can free-up manpower and they can, in-the-long-run, be cost-effective for a school. Nevertheless, not all school security problems can be solved merely by implementing and making use of security technologies (George, 2009).

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 (George,2009). There are various security technologies that can be implemented within a school. These could include closed circuit television (CCTV) systems, including the videoing and storing of video surveillance footage whether analogue or digital; intruder alarms; metal

detectors or handheld detectors; x-ray machines and/or card reader systems (Lombough & Sheld, 2009). These security measures will assist in reducing the probability of occurrence and the impact that crime and violence has on the school environment (Green, 2008). However, in the past security technologies were seldom implemented and used in schools as part of school security (Victor, 2014).

2.2.1.4 Preparedness and Procedures of School Security

Along with the other measures of security the policies and procedures need to be in place at a school. Policies and procedures are a vital part of a security system at any institution. It sets guidelines and provides direction as to how situations should be effectively managed and handled (Rogers & Schoeman, 2010). The policy clearly states what the authority of the various people are and what the limitations or restrictions of those individuals are at schools. Policies are the goals and objectives that the organisation wants to achieve and therefore assist with the decision-making (Rogers & Schoeman, 2010).

Procedures are the 'guidelines' that inform everybody how the objectives in the policy should be carried out and provide the instructions on how security activities must be conducted (Rogers & Schoeman, 2010). Both security policies and procedures are relatively inexpensive measures that can be used to assist with the solving and reducing of crime and violence on school premises. One of the policy approaches on discipline at schools has been based on the principle of 'zero tolerance'.

2.2.1.5 Zero-tolerance to School insecurity

Many schools throughout Nigeria, as well as across the world, use the principle of 'zero tolerance' in their security/safety/disciplinary policies. Zero-tolerance policies were put into place in the mid-1990s after the large increases in school violence (McAndrews, 2011).

These policies deal with problems relating to school safety and discipline and state that no violence, crime or any other unauthorised activities will be tolerated. Those who violate the policies 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, 2010). Zero-tolerance policies alone will not be able to reduce school violence effectively. The schools must also have a security plan or policy in place, in conjunction with looking at violence prevention programmes, as well as discipline policies. Over the years, post-1994, the corporal punishment aspects of school discipline have been legislatively removed from the South African school system (although incidents of beatings and other physical punishment still do occur) (Maphosy& Shumba, 2010). Such factors have complicated the application and sometimes led to breakdowns in school discipline in individual schools. There has been a great deal of controversy surrounding zero-tolerance policies.

According to Graves and Mirsky (2012), some researchers and schools have found zero-tolerance policies effective while others state that zero-tolerance has not indicated an improvement in school safety or the school climate (Graves & Mirsky, 2007) and that it has largely been ineffective in schools. Success or otherwise of such policies are largely dependent on whether they are comprehensively implemented and enforced fairly or not in place at all. Zero-tolerance policies have been criticised by individuals, researchers, observers and even schools, since they feel that such policies cannot be seen as effective measures to improve school safety and the school environment (McAndrews, 2011). There are, however, a few schools that have reported positive results regarding these policies. The Henry Foss Senior High School in Washington, DC, USA, implemented zero-tolerance policies against fighting (on school

premises) in 1991 and within a year there was a 95% drop in violent behaviour on the school premises (McAndrews, 2011). Similarly in the Lower Camden Country Regional High School District in New Jersey, USA, as a result of the implementation of zero-tolerance policies there was a 30% drop in disciplinary hearings and drug offences were reduced by approximately a half (McAndrews, 2011). Zero-tolerance policies are criticised on many levels (McAndrews, 2001; Skiba, Reynolds, Graham, Sheras, Conoley & Garcia-Vazquez, 2006: 17 and Graves & Mirsky, 2007). Critics feel that there have not been sufficient studies done to test the effectiveness and impact of implemented zero-tolerance policies in schools.

2.2.1.6 Restorative Practices

The American Psychological Association (APA) (2010) states that zero-tolerance policies are ineffective in reducing school violence or in creating an environment that is conducive to learning. As an alternative to zero-tolerance policies they have suggested restorative practices such as restorative justice conferences (Keth & Hills, 2012). This may assist in the overall prevention of school violence and might create an increased sense of school safety. Restorative justice focuses on repairing the harm caused or revealed by criminal behavior (Devit & Jessey, 2013). Restorative justice programmes set out to recreate positive relationships with adults, to reconcile the offenders with the victims and to create an understanding and empathy to those who have been violent.

2.2.1.7 Physical andEnvironmental Factors of the School Security

The physical environment of a school plays a fundamental role in ensuring and maintaining safety and security at a school. Features within the physical environment can influence the chances of a crime(s) occurring (Taylor & Harrell, 2008). The physical environment may be used as a point of departure, aimed at encouraging school safety and security. If a school is well maintained and has a safe and secure physical environment, it would be more difficult for

threatening incidents to occur. Offenders prefer to commit crimes that comprise of the lowest risks, require the least effort and offer the highest benefits (Taylor & Harrell, 2008).

Therefore, if the physical environment of a school is well secured and has the necessary security measures in place, crimes are less likely to occur. The security concept, 'target hardening' can be used to describe this. Target hardening considerably reduces, deters or prevents crime against individuals or institutions (Hill & Hill, 2011). In the case of this research study, this would refer more specifically to school sites. Moreover, a 'hard target' is said to be a difficult target. Some target hardening strategies include the following:

- "A clean, attractive school;
- Analysis of crime patterns;
- Staff need to feel safe and secure;
- Restricted access to the school;
- Hired security; and Restrictions on scholar attire and possessions" (Hill & Hill, 2011).

2.2.1.8 Analysis of Crime Patterns

It is important for school principals to continually gather, analyse and evaluate all kinds of information. Such information may include attendance rates, suspension and expulsion patterns, tardiness, graduation rates and crime patterns (includes incident management of acts not necessarily deemed 'criminal' but do involve elements of violence or conflict).

Schools should have a security plan in place of which an important aspect should be the collection and recording in a register, which can take the form of a database incident management programme software lending itself to trend, modus operandi and spatial analysis of violent incidents. The database records should include the following:

- The date and time of the incident;
- The type of incident;
- Where (place) the incident took place (i.e. in the classroom or on the playground);
- Who was involved (i.e. staff, scholars, parents);
- A description of the incident (what happened and who witnessed it); and
- Actions taken (what did the school do) (Harbe, De Beer, Maris, Griggs, Matthews, Nanbiar & Ballard, 2009). An analysis of when and where criminal behaviour takes place on school grounds can provide and shape the response, measure or preventative action taken in order to reduce and/or eliminate the crime or violent act (Hill & Hill, 2011). In order for a school to analyse information, data must first be collected. There are various software packages that are available for use as well as different technologies that can capture data. Information regarding the entry and exit of vehicles should be recorded and filed. Staff and scholars should also be given parking stickers for their cars or parking cards on which all the necessary information and identification and contact details appear. All the information about the car and owner should be filed for possible use later on if an incident occurs (Hill & Keth, 2008). Photographs and video surveillance (CCTV) material can also assist in providing valuable information. These can serve as evidence if an incident is captured as and when it occurs. This information may also later be used in court proceedings or by the principal to take further action against the perpetrator of the incident or violence. The location of where the violence occurred on the school grounds needs to be identified, and then attention can be focused on those areas (where repeat incidents occur, i.e. identification of problem areas (‘hot

spots')) in order to reduce or put an end to the violence. This can be achieved with proper crime pattern analysis.

2.2.1.9 Restricted Access to Schools

Entrance-and-exit access points to a school need to be minimised to reduce the chances of strangers entering the school grounds freely. Ideally there should only be one entrance/exit point to a school or a maximum of two access points (Timothy, 2014). Alternately access points are only opened and entry supervised for limited periods during a day, for the rest they remain locked. This will make it easier for security guards to keep watch over who enters the school premises (Goorge, 2011). Once the school has started, the gate should be locked and all latecomers and strangers will need to sign in to enter and will then be escorted to the principal's office by the security guard (Harber, 2011). Bothon (2011) stressed that, it is essential that access points and the windows are clear of any obstructions such as big shrubs, trees or signs. This is to enable personnel and security officers to be able to observe and see the movement of any persons on the school grounds or around the access points. It will also prevent strangers hiding away in big shrubs. Increased lighting can be used to highlight those blind spots and deserted areas, thereby also enhancing safety and security (Hill & Hill, 2011). All movement on the school premises needs to be controlled. At any time during the day the school needs to know who is on the school grounds (Harber, 2011).

2.2.1.10 Hired or Contract Security

It may be necessary for schools (especially those in high risk areas) to appoint hired security to assist with the safety and security in schools. This can be done by either hiring directly or contracting a private security company to manage the provision of such security services. For those less fortunate schools that are not able to afford or hire security guards, a useful alternative would be to get volunteers from the community to take turns in monitoring the school premises

during the day and at night. The school needs to ensure that these volunteers and the guards are well equipped and that they have the support from the police. They should always have access to a means of communication (with the police and school staff), for example either a cell phone, landline or a two-way radio. Such forms of communication will ensure that any incidents or criminal activities are speedily reported once they have taken place or to prevent an incident from occurring if suspicious activity is observed (Harber, 2011). The school should invite security experts to visit the school to assess the risks and weaknesses at the school (Harber &Jerry, 2010). This will help the security guards to look out for specific risks and assist with preventing and/or reducing those risks. This can improve the overall physical security but only if the problems and causes or repeat trends have been identified.For those schools that cannot afford security experts to do risk assessments and come up with a suitable security plan of security measures, there is recourse in some communities to the pro-deo services of members of the private security industry (local companies based in the community) and to organisations that might be willing and/or want to help. The only thing these schools have to do is to first get hold of a security expert that volunteers to do the security risk assessment as part of his/her or company community work or social responsibility activity. Many community organisations are expected to participate in community safety initiatives, which include safety and security at schools. Security measures vary considerably in nature, their effectiveness and in cost. Each measure is unique and effective for specific risks, problems, school sizes, areas and locations on school premises. The problem, however, is that not all schools are able to afford security measures, especially not the new advanced security technologies. Security measures are very expensive, not only for the implementation, but also for regular maintenance and supervision. However, if a specific school is experiencing huge losses (or high levels of violence and crime),

then investing in security measures and implementing them may be more cost-effective in the long run than ignoring them and doing nothing to prevent them. One of these security measures is to draft and write proper school safety and security policies and procedures. Another relatively easy and cheaper method of improving security on school grounds would be to limit the number of access points and to have strict access control. Schools should not have an open door policy, where anyone can enter the school premises at anytime (Docas, 2013). This will allow strangers and criminals to enter the premises and cause problems and danger to staff and scholars. A school needs to control and keep record of who enters and exits the school premises. One system that seems to work effectively is scholar/educator access cards to gain entry (Morgan, 2012).

Schools can create a reporting system, where scholars, parents and educators can report threats and incidents that have taken place, so that the appropriate measures can be taken to deal with the problem. This reporting can be anonymous to a hotline, which may result in more individuals reporting threats or incidents (Capozzoli & McVey, 2010). Implementing a reporting system is another affordable measure that can be used by schools. It is not always necessary to implement the most expensive security measures. There are many other alternative measures that can assist with reducing violence in schools effectively.

2.3 Safety and Security of Secondary School Students

Producing a feeling of safety and security on secondary students is much more complex than simply employing the use of metal detectors, surveillance cameras, and School Security Officers (SSOs,) to eliminate violence in the school. This approach ignores the complexities of student relationships, their intimate knowledge of the school environment, and the attitude they have of their own safety. Bosworth (2011) suggested that perceptions of school security have a greater

impact on students than the programmes and policies designed to deal with the concrete problems facing secondary schools today.

Renold (2013) maintained that high schools have the obligation to utilize any and all means within their limited financial budgets to maintain a secure environment that is free of violence for secondary students. Renold (2011) concluded, "Teachers cannot teach and students cannot learn in a climate marked The safe school environment has to "reflect a sense of care, cohesiveness and synergy that bonds people together, direct communication that is open and honest, equitable distribution of influence and power, innovativeness, adaptability and problem-solving adequacy" (Swart & Pettipher, 2013). A safe school environment is "a place where students can learn and teachers can teach in a warm and welcoming environment, free of intimidation and fear of violence" (Stevens,Wyngaard & Van Niekerk, 2011).

In addition, Neser (2015) observes that a safe school "is free of danger and where there is an absence of possible harm, a place in which teachers and students may teach and learn without fear of ridicule, intimidation, harassment, humiliation, or violence". Therefore, a safe school should be physically and relationally safe. This ensures that a culture of bullying is eradicated and a positive school environment is established. Griffiths and Neatherilt (2012) describe the characteristics that are evident in safe schools: These schools have "quality leadership, a solution-focused approach, a vision and culture that strives for excellence in learning and teaching, democratic processes that encourage active citizenship, an ongoing ethos of review and ongoing planning for improvement, involve the whole school community in planning, plans that are comprehensive range of strategies across all levels of operation: preventative measures, early intervention and case management, policies and plans that are communicated and applied, and applied the strategies to all settings including whole-school,

playground and the classroom". A safe school offers an "active and engaged environment" (Sullivan, 2014).

In addition, safe schools promote diversity in learners and teachers and create a positive school culture that is founded on collaboration and respect. In such settings, social and academic learning and teaching can thrive. Pohillips, Pack, and Linney (2010) established that a student-centered approach to school safety is needed to foster relationships with adults and to reduce, if not eliminate, school violence. Pollack, Modzeleski, and Rooney (2011) found that school teachers and administrators that were visible and approachable helped to create trust and respect which in turn led to increased safety at school. Additionally, Pollack (2012) revealed that "Simple and genuine measures, such as regularly greeting students, talking to students, and addressing students by name, help make students feel connected and part of the school". Phillips et al. (2011) also revealed that positive, trusting relationships between students and adults on campus were the key to having students report inappropriate behavior that reduces criminal activity and fights on campus. Trust encouraged students to share information with responsible adults concerning threats, bullying, or violence (Pollack et al., 2012).

Furthermore, students submitted that having teachers and administrators whom they trusted encouraged them to report suspicious activity, fights, sexual or physical harassment, dangerous situations, bullying, and weapons at school (Wood & Huffman, 2013). Further research has shown that teachers have an impact on students' feelings of safety on school campuses. Hammond (2012) asserted that students consistently felt more secure in a school where teachers were perceived to have greater control over classroom discipline and student behavior. Even teachers who were considerably stricter than others were viewed favorably in

terms of increasing student safety. A firm, fair, consistent teacher was a powerful key to students' perceptions of safety within the school (Hammond, 2012).

Moreover, Hong and Eamon (2011) asserted that students recognize their school as a safe place when they have teachers who are willing to take time to build relationships of trust and understanding with them. Building trust between students and adults takes time but is imperative in order for students to obtain the feeling of well-being at school, which enables them to focus on their academic and personal success. A study that was carried out in Chicago during the 2009–2010 school years concluded that "school safety depends far less on the poverty and crime surrounding the campus than on the academic achievement of its students and their relationships with adults in the building" (Sparks, 2011). The Consortium on Chicago Schools Research (2010) discovered that students' attitude plays a larger role in school safety than the neighborhood in which a school resides, and trusting relationships between students and staff is more important to safety than the rate of crime in the community where the school is located. Through the study of 120,000 student surveys and 12,500 teacher responses, the researchers found three factors that students and teachers agreed on. Sparks (2011) suggested that "schools were safer when its students came from safer neighborhoods". Additionally, students with higher levels of academic achievement had a higher perception of school safety than those students who exhibited lower test scores and grades. Last, the most significant element in the perception of school safety is the trusting relationships that students have with their teachers.

According to Oosthuizen (2015)therefore, teachers have a duty to protect and promote the learners' rights to effective education and basic human rights (De Wet, 2012). According to Morgan (2014), teachers have to maintain order and discipline and adhere to the duty of care. In addition to this, schools have to reduce the potential dangers that learners may be exposed to by

taking pro-active steps in ensuring that there are safety measures, or school policies, in place to protect all learners (Prinsloo, 2010). Furthermore, school governing bodies have a legal duty to ensure the safety of all students, teachers, school managers and other school staff.

According to Stevens (2014) children deserve safe schools. He also states that it is essential that scholars and staff members feel safe and secure at school as well as going to and coming from school (Stevens, 2014). According to Huffman (2010), security in the school system is the process used to attain tolerable levels of risk in the school environment and safety refers to a long-lasting security programme that is well administer. Safety and security is of primary concern, however very few administrators give it the full attention that it deserves (Campbell, 2012). Having a school environment that is safe will encourage both learning and teaching. It is providing such a safe environment that poses a challenge, given that threats can range from discipline issues to bio-terrorism. It is for this reason that a school safety plan is essential and will have to be revised regularly (Campbell, 2012).

Security measures are a fundamental element that should be implemented in all schools in order to prevent and reduce school violence as much as possible. Security measures are a valuable and helpful resource to be used in the school environment. However, it must be borne in mind that security measures are put into practice to help reduce, deter, detect and in some cases remove the opportunity of crime (risks) and violence, but they do not necessarily absolutely guarantee that there will be no crime and violence in the future (Hylton, 2011). Security measures are necessary in all schools – but will vary according to the school's environment, as well as the ability of any one school being able to afford such measures. The needs of school security have changed over the years from an emphasis on protecting school property from vandalism, fire or theft, to the safety of the scholars and the educators. School security today

requires well-developed security and safety plans as well as proper risk assessment (Lawrence, 2010).

Schools can no longer push security to the sideline as was done in the past. It needs to become an integral part of each educational institution. For school violence and crime to be reduced to manageable levels permanently, changes within individuals' attitudes and cooperation need to take place. Hylton (2011) excellently explains the importance of security in schools and how educators should view security measures at schools. Educators must embrace the use of security principals and methodologies and must recognise the value of security professionals and criminal justice involvement in the school environment. They must treat security as a requisite component of education and an integral part of the school infrastructure. They must consider the important role that school climate and environment play in influencing how scholars, staff, principals, and parents relate, solve problems, and interact with one another. They must also understand that educators and security have different roles and both must be respected and mutually supportive of their roles (Hylton, 2011).

If the security principles and practices and the security professionals used in the school environment are not accepted by principals, educators, scholars and parents, such instituted security systems/measures may prove to be ineffective and unsuccessful in reducing violence and crime in a school. This is due to the fact that school violence is not only a school problem that has to be dealt with by the school, but that it also needs the assistance of other outside role-players such as parents, the community, private businesses and organisations, religious organisations, law enforcement agencies and the Department of Education. It is as a result of the increase in school violence that a need has developed for safer and more secure school environments.

According to Shaw (2011), the 'levels of insecurity' at school is clearly a concerning matter. To successfully implement security measures, the problems faced need to be identified as a starting point. School violence will therefore briefly be discussed, where after a more in-depth discussion on security measures and safety in schools will follow.

Adamu (2012) opined that, security system is made up of different components, namely security aids, security measures, policies and procedures, risk assessments, risk analysis and risk control measures. A security aid comprises of both physical security and the human element. These in turn are combined to develop and implement a security measure. In brief a security aid would be the piece of equipment or manpower used to improve or add to the overall security system made up of a number of security aids (e.g. CCTV, a control room, guards patrolling and guard dogs). Adamu (2012) further pointed out that, when all these are implemented in conjunction with each other (integrated) a security measure is in place. The way they operate and are coordinated is based on a clear written security policy, which includes procedures and operational guidelines. Adamu (2012) added that, when the security measures become operational and integrated with each other, i.e. work in conjunction or with each other, a full security system is now in place, which incorporates a number of security principles, for example protection layers and the sitting of lights. These are managed by means of a needs analysis, risk assessments, risk analysis, and development of appropriate risk control measures, i.e. the integrated security system (Minnaar, 2010).

According to Rogers (2009) security can broadly be defined as a means of providing effective levels of protection against pure risks. Security is a process used to create a relatively crime-free area (Rogers, 2009). Pure risks refer to those risks that can lead to damage, loss, injury and/or death. The main aim of security is to assess the vulnerability to risk and thereafter

to employ techniques and measures in order to reduce that vulnerability to reasonable levels. 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 (Lomboard & Kole, 2009).

According to Fischer, Halibozek and Green (2008), security entails a "stable, relatively predictable environment in which an individual or group may pursue its ends without disruption or harm and without fear of disturbance or injury". Similarly, Hylton (2011) agrees that security measures can assist in reducing the crime and violence, however he states that it important to bear in mind that security measures cannot guarantee that no crime or violence will take place.

According to Brown (2009) there is a need for effective security measures in schools. Even though some illegal acts that occur on school property are not always physically injuring to the scholars or educators, such as vandalism and theft, this behaviour can be very damaging to a school atmosphere. Furlong, Bates, Smith and Kingery (2010) are of the opinion that a limited body of knowledge and research on security measures exist. The majority of the studies done were on metal detectors and school resource officers with most of the findings being unclear (Furlong, 2013). Very few local South African educational institutions have effective security systems in place (Magome, 2008), unlike institutions in other countries such as the United Kingdom (UK). For example, at the King Ecgbert School in Sheffield, UK, a CCTV system was installed on the premises, which acts as both a deterrent and an investigation tool, should any incidents take place. The cameras record 24/7. On two occasions the system led to the apprehending of undesirable visitors, who were then detained and handed over to the police as well as identifying numerous incidents of bullying, which the school staff were immediately able to deal with and put a stop to.

According to Sherif (2011), security should be at the top of priorities on the agenda of any school teacher. There are various security measures that can be implemented at schools, which can be human, physical and/or electronic in nature. It also includes improving and implementing different policies and procedures within the school. Security measures should not be used in isolation, but rather in conjunction with one another in an integrated manner. It is important that security technologies should not be seen as a substitute for human beings. A video surveillance system will not be effective unless there is a control room operator/security officer to continuously monitor the system and to respond straight away if needed. For example, the video cameras at Columbine High School were not being monitored when the mass shooting occurred on the school premises on 20 April 1999. The shooting left 15 dead (12 scholars, one teacher and the two shooters). If they had been monitored, the weapons brought into the school before the shooting, might have been detected and the plot might have been uncovered and thereby prevented. If the emergency personnel team knew exactly where the shooters were, they might have been able to save lives (Gaustad, 2009).

Security measures should be looked at holistically, i.e. implemented in an integrated system, keeping in mind that the various components play a supportive co-operative role and that the effectiveness of a security system is not dependent upon only one component. School violence has come into the public eye after deadly multiple shootings in such places as Littleton, Colorado; Jonesboro, Arkansas; Santee, California; Red Lake, Minnesota; Nickel Mines, Pennsylvania; and Cleveland, Ohio and Nigeria (IACP, 2012). The possibility of school shootings has become an issue for urban, rural, and suburban communities around the world. Since 1992, more than 40 schools have experienced multiple victim homicides, many in communities where people previously believed “it couldn’t happen here.” Given the number of

students and schools in the United States, multiple-victim homicides are still extremely rare, and in recent years, the overall rate of violence in schools has actually declined. Physical conflicts, threats, and harassment are, however, still common(Avon & Denis, 2013).Avon and Denis(2013) further added that, Many students and teachers are more fearful than ever before when they enter the doors of their school. This climate of fear makes it more difficult for schools to provide positive learning environments. Keneth (2011) pointed out that, the causes of school violence are subject to much speculation. Violence does not stand alone; there are usually multiple indicators. Possible contributors to school violence include the following:

- Exposure to violence in the family and the community
- Child abuse and neglect
- Poor parenting practices and lack of interest in children's activities
- Peer pressure to engage in harassment of other students, violent behavior, drug or alcohol use, and truancy
- Prejudices based on race, religion, ethnicity, physical appearance, social class, sexual orientation, disability, gender, and other traits
- Access to information on how to make explosive devices and unsupervised access to firearms
- Excessive exposure to violence in television programming, movies, and video games
- Drug or alcohol abuse
- Lack of conflict resolution skills
- Lack of quality role models and the availability of inappropriate role models
- Perceived lack of opportunity to be successful through legitimate means

- Failure to detect and treat children exhibiting warning signs of being troubled including a written or verbal behavior that indicates the child has perceived injustice, revenge fantasy, obsession with revenge, desire to be notorious, preoccupation with previous school shootings or shooters, suicidal or homicidal ideation, feelings of insignificance, feelings of dehumanization, or a desensitization to violence
- Lack of adult supervision of, and positive interaction with, children after school
- Negative self-image
- It is important to prepare a threat assessment strategy so that when a threat occurs, everyone will know there is a policy and understand what actions to take. Threats are alarming statements or behaviors that give rise to concern about subsequent violence. Among the possible components of threat assessment strategies are the following: Establish a threat assessment

Having the appropriate preventative and emergency plans in place is vital for any organisation, especially schools (Devid & Vincent, 2012). Devid and Vincet (2012) further added that, these plans must also be reviewed and updated on a regular basis and should be practiced by both the teachers and students. Improving and practicing safety drill procedures are one of the least expensive ways of improving safety in schools.

According to Campbell (2011) it is often a factor that is overlooked by school management. Janky (2010) states that a Safe School Plan is "an ongoing, broad-based, systematic, and comprehensive process designed to create and maintain a positive and welcoming school climate, free of drugs, violence, intimidation, and fear, in which the successes and development of all children is nurtured". This plan is a comprehensive and joint activity that involves the entire school community (Adams & Gibson, 2013). Adams

and Gibson (2013) added that, before a Safe School Plan can be established a safe school team must be chosen, as they will be the driving force behind the plan. This team should consist of a wide variety of key individuals in the community. Some important key players include for example, teachers, students, police officials, parents, health and welfare practitioners, traditional leaders, mayors and emergency response teams (Adams & Gibson, 2013). The scholars should be at the heart of this process, as they will provide remarkable insight and direction to the safe school planning process (Sholter, 2013).

Philpott and Kuenstle (2011) stated that, schools need to be prepared to deal with all types of risks that a school might face. They need to be ready and able to handle all crises, large or small. Knowing how to deal with a crises situation and what to do when a crisis occurs is what is the difference between 'calm and chaos, between courage and fear, between life and death' (Philpott & Kuenstle, 2011). The best time to plan is immediately in the present time. If you do not have a crisis plan in place, develop one. If you have a plan in place, be sure to review, update, and practice it (Henry & Broady, 2013).

The intensity and scope of a crisis can range from incidents that directly or indirectly affect a single scholar, to ones that can impact the entire community (Henry & Broady, 2013). They can occur before, during or after schools and can be either on or off school campuses. According to Abrahams (2014) fear of a school crisis occurring is best managed by education, communication and preparation, rather than through denial. Firstly, school community members need to be educated on the plans for a crisis. They are much more likely to accept a plan if they know and understand the rationale behind it (Abrahams, 2014). Secondly, communication with the school community members should occur, to converse about risk reduction and enhancing security and emergency preparedness plans. All the

community members should be involved. Lastly, schools will need to prepare for both natural disasters as well as man-made acts of crime and violence (Abrahams, 2014).

Sheeddlin (2010) pointed out that; this is achieved by taking an 'all-hazards' approach to school emergency planning. This 'all-hazards' approach should incorporate emergency plans for all natural disasters (i.e. floods, fires, earthquakes) and man-made acts of crime and violence (i.e. shootings, stabbings, theft, robbery, rape). It is necessary to have a crises plan with specific procedures and strategies for each possible crisis that could occur (Kate & Moony, 2011). Philpott and Kuenstle (2011) stated that, schools need to be prepared to deal with all types of risks that a school might face. They need to be ready and able to handle all crises, large or small. Knowing how to deal with a crises situation and what to do when a crisis occurs is what is the difference between 'calm and chaos, between courage and fear, between life and death' (Philpott & Kuenstle, 2011).

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2.4 Theoretical Framework

Nowadays, there are numerous school safety and security theories. Risk theory, crisis theory and casualty theory was used to bases this study, assessment of knowledge and attitude of teachers on the safety and security of secondary school students in Northern states of Nigeria.

2.4.1 Risk Theory

Risk theory is a widely used scientific discipline, based on the identification of a threat, the specification of risk and the specification of how to overcome the risk. The essence of risk lies in the objective existence of threats. The risk comes from consciously controlled acting, or chaotic and uncontrolled acting of each part of a complex. In the behavior of elements, moments may arise when the elements, whether intentionally or randomly, are getting into direct interaction (collision, impact). Many interactions are negative, with devastating impact (Ludek, 2016) . This impact is proportional to the magnitude and direction of the action (measure), where the individual reference objects are involved in negative interactions. This negative interaction is named "security incident". The application of the risk theory evaluates which threats (or negative acts) affect the reference object, and which ones have more or less significant impact. The purpose of risk identification is to identify the worst possible impact of threats and prepare measures to counteract these threats. The proposed measures should prevent the effects of threats or prevent negative impacts on the reference object (Ludek, 2016). The aim of risk is to express how probable and how large the negative impact will be on the school students. The risk can be determined quantitatively as well as qualitatively. Its size has more variables. There is currently no definition of risk that is clearly defined and accepted. Usually, the risk is characterized by the size of the negative impact or the harm and by the probability of threat exposure (Ludek, 2016)

The vulnerability emphasizes the threats to which the students are prone. This parameter is involved in specification of probability of exposition. If it is not prone to threat exposition, the

exposure probability, and also vulnerability, will be lower. The method of risk management is used in many fields. These include project management, investment, economics, and schools settings. It is also always part of the management. The goal of the risk management is not to find a way to efficiently fulfill the objective function of the students in the school. Its aim is to determine the negative impact, which can affect the students, how the students will be affected, how it acts or how to minimize the impacts. Risk management has an important position in the field of safety and security (Buzan, Weaver & Wilde 1998). It is focusing on minimization of damage or impact. The risk theory could be used as methodology for specification of possible negative impacts, which could harm the students, teachers and other school personnel. Due to this fact, risk management is used in many fields, in which significant theoretical development and practical applications were developed. Methods of risk analysis have been elaborated. Nowadays, we have many methods of risk analysis (Buzan, Weaver & Wilde 1998). These methods allow quantifying the level of risk. Depending on the approach and nature of the application, different risk analysis methods could cause different results, which were obtained during the analysis of one specific security problem. Risk management prefers the repressive manner for ensuring the safety or security. It defines for what risk and how the reference object should be prepared (Buzan, Weaver & Wilde 1998). The disadvantage of the risk management is that it does not find out the causes of threats. Threats are taken as a fact and it only focuses on what they can cause. Unacceptable risk is solved by appropriate measures. The solution comes as acceptance of risk, risk retention, risk transfer and risk avoidance.Despite this disadvantage, risk theory creates the basis of the theory of safety and security.

2.4.2 The Crisis Theory of Safety and Security

A crisis is an important phenomenon, which has negative influence on human society. The negative effect is a common sign of security breach and crisis. For the safety and security research, it is important to determine what is the reason and nature of safety and security problems (Buzan & Hansen, 2009). Crisis theory is a scientific discipline focused on the theoretic aspects of crisis research, mainly on nature and causes of crisis. The basics of crisis prevention and its handling are based on the crisis theory.The crisis theory has systems and a dynamic character. The crisis theory is independent from a concrete school safety and security; it also researches the basic aspects of the creation and development of crisis (Buzan & Hansen, 2009). The crisis theory is the basis for successful management of a crisis. Nowadays, the crisis is understood as:

- Unexpected and large negative situation,
- Unmanaged control.

A. Unexpected and Large Negative Situation

An unexpected situation is a situation which cannot be predicted. The complications are created by a negative event of large scale (for example, natural disasters, the sharp fall in the price of the shares on the stock exchange, large-scale attack of an unknown computer virus, and so on). The system is not prepared for these changes, because they are not frequent and the prevention is economically unbearable. The system should be prepared for these negative situations. Managing the crisis is based on minimization of the influence of the negative situation and also on system recovery (Buzan & Hansen, 2009). Crisis management is a special kind of management created for managing and overcoming the crisis. The activation of new forces and equipment is a basic crisis measure.

B. Unmanaged Control

The nature of the crisis arising is based on the unmanaged control. The crisis usually includes periods (stages) of latent symptoms, acute, chronic and resolved/unresolved crisis. In the stage of latent symptoms, the accumulation of unresolved problems happens. If the managing system is not catching up or is not solving the crisis symptoms, the crisis comes out. In the acute stage, problems culminate. The unsolved problems accumulate, too. The control system should start solving these problems slowly. A breakpoint of the situation is then reached. This breakpoint is based on the capacity of the system, especially on the control system. The crisis is eliminated if the system is capable of activating and ensuring plenty of resources for appropriate measures. The crisis management has been activated, too. The crisis management has to act fast and has to be effective enough to solve the crisis without harming the elements of the complex. In crisis, we usually do not have enough relevant information. So, crisis solving must be done during an unclear situation. Knowledge and experience, obtained from previous crisis, plays a key role in managing complicated situations. Decisions usually have irreversible implications. The systems have to be prepared for crisis and also have to make the plans for eliminating the crisis situation. At the same time, they should solve the crisis immediately in the stage of latent symptoms. This ensures avoidance of crises (Buzan & Hansen, 2009).

The common signs of crisis and safety and security incidents include:

- a negative effect for the reference object,
- arising due to changes in the reference object and its inputs,
- the fact that overcoming of complications requires a specific type of management,
- the fact that the size of the impact can be minimized by prevention and repression,
- The usage of the risk theory as the basic theory for its managing and overcoming

The different signs are:

- difference in the nature of arising,
- security incidents happens suddenly,

Disclosure of security breaches lies in the objective existence of threats and intentional, negligence or accidental exposure. The security incident emerges due to the chaotic evolution. It can be a cause of negative interaction and also as creation of damage. The crisis is based on an unmanaged control of changed conditions. Both theories have many common points, but their basics are different. Crisis can cause security incidents and also security incidents can cause crisis. On one side, the economic crisis leads to increasing criminality and also, on the other side, a security incident such as an attack on oil pipeline can cause an energy crisis, for example. There are relations between them. In practice, the safety or security is ensured continuously. On the other hand, the crisis is solved only at the time it arises. Also, there are applied relations between superiority and subordination. The security manager provides measures in each kind of safety or security. The physical security, personal security or information security are basic kinds of safety or security in a manufacturing company, for example. If the crisis begins, the crisis manager takes care of management. His task is to lead the organization out of the crisis. The crisis manager must understand the fulfillment of objective function of the organization. By his actions, he tries to make the organization become fully operational. The security manager helps the crisis manager especially with prevention of crisis by minimizing security incidents in the field of property, staff or information. During the crisis, the crisis manager is superior to security manager.

2.4.3 Causality Theory of Safety and Security

The causality is a scientific discipline which researches relations between cause and effect. The term causality has evolved from the Latin word „causa“. The cause is relation, where cause and effect are mutually connected. The law of causality determines that anything that happens has at least one cause, and also any cause has future consequences. The same causes create the same effects. It is structured by a causal relationship (causal nexus) (Lukas, 2015). Causality is an expression of the relationship between two events, where one of them raises and the second is called the "cause". Basically the reason is the term, which causes effect. Causality is key for the theory of safety and security. It allows establishing a logic chain of causes of security or safety violation. From this point of view of safety or security, there is inadequate position of causality. A role of causality is neglected. It is important to focus on this problem.

2.4.4 Application of the Theory to the Study

Any individual person and every social group have good knowledge of their regular exposure to different risks. The main contribution is its well developed methods of risk analysis which is very essential in establishing school safety and security plans. This fact is normally accepted as part of life even, if when faced with a certain measure of risk exposure, everyone is expect to receive a counterpart in terms of a corresponding rate of granted or expected benefits. The risk theory is well applied in kinds of safety or security that protect the conditions of the students in school (physical security, information security, administrative security and so on). Individual react to a perceived risk and, of course the reaction strength is linked to such a type of risk in some extent

The crisis theory and the theory of safety and security represent the common form of scientific knowledge, which gives the systematic view about laws and main substantial relations, reasons and conclusions of special types of negative effect affecting the safety and security of students.

These negative effects are crisis and security incidents. Both of them have negative effects for the school safety and security. The reason why negative effects happen is different in each case. The key reason of crisis is the unmanaged control and the key reason of security incident is the objective existence of danger and intentional, unintentional or accidental emergence of safety and security incidents.

2.5 knowledge and Attitude towards Safety and Security

Teachers' understanding of school safety and security, including their attitudes, recognition, awareness and responses are very vital in providing safe and secured school environment (Sahin, 2010). These factors need to be considered by the teachers in order to understand and effectively address safety and security in the school context (Mishna, 2012). Research shows that most teachers are unaware of the extent, or report lower incidences, of school safety behaviours(bullying) than what actually occurs in their schools (Flynt &n Moton, 2014). This has significant implications for the recognition of and response to safety incidents. Moreover, adults may have difficulty recognising safety behaviour because of the complex dynamics involved (Mishna, 2012).

Teachers are faced with difficulties in deciding whether or not a situation they have witnessed, or were told about, was one of safety and security issues in school. Furthermore, teachers' ability to tackling bullying behaviour at schools has a profound impact on the school safety and security and the rate of bullying incidents. Schools with teachers who have a positive and proactive stance towards safety prevention and intervention tend to have a lower prevalence of bullying than those whose teachers do not have a particular position toward bullying behaviour (De Wet, 2014). Lee, Buckthorpe, Craighead and McCormack, (2013) stated that, bullying as a school safety issue occurs less when teachers discuss safety with their students

andare able to recognise bullying behaviour and show a willingness to deal with it, whereas a lack of teacher's knowledge and interest in bullying results in an unsuitable reaction that may cause an escalation in bullying behaviour

Research stresses that, teachers' personal experiences of bullying impact on how they respond to incidents of bullying (Holt, Keyes & Koenig, 2010). One study reports that teachers experienced bullying in their childhood, with some of these individuals reporting that the effects persisted into adulthood (Carlisle & Refes, 2014). In addition, several teachers felt that their own experiences sensitized them more to the complex nature of bullying and the need to be vigilant to the signs of bullying. They were also more likely to encourage learners to disclose bullying (Mishna ., 2012; Piotrowski & Hoot, 2013).

Wiseman (2013) stated that, teachers should be guided to understanding the link between their experiences of school safety and security and their responses to it. Teachers are, after all, human beings with feelings, and the influence of past safety experiences would be brought to bear in their daily encounters with bullying behaviour (Morgan, 2011). Research identifies teachers as important agents who need to be involved in responding to safety and security in school, and emphasises the impact that teachers' attitude regarding the level of bullying may have on this response. Responses to safety are influenced by teacher efficacy, empathy and perceptions of seriousness and can predict teachers' adherence to an unsafe programme (Bauman & Del Rio, 2011; Yoon, 2012). Teachers' perceptions regarding the seriousness of bullying incidents therefore have a major impact on how, or if, they intervene (Ellis & Shute, 2014). Not only this, but when teachers do intervene, they use more lenient strategies in situations they perceive to be less serious (Ellis & Shute, 2014).

In addition to this, a sense of empathy for a learner's situation has an influence how they respond to incidents (Holt et al., 2010). Also of great significance are teachers' attitudes to supporting their schools' safety and security programme. Studies have shown that teachers' level of commitment to the school's security intervention and prevention programmes will strongly impact on the rate of bullying incidents (Juvonen, Graham & Schuster, 2013). Teachers' perceptions of the staff's participation in reducing safety and security challenges, their own childhood experiences of bullying, their emotional involvement, and the amount of information or knowledge they have play a vital role in determining whether teachers participate in safety and security programmes (Dake, 2011).

Furthermore, Ellis and Shute (2014) report that if a school's safety policy is in direct contrast to a teacher's moral stance, it is less likely that he or she will adhere to such a policy. It is argued that justice orientation, which focuses on fairness, rules and care orientation, and which focus on understanding relationships and the needs of others, are two forms of moral reasoning which influence teachers' attitudes towards safety and security (Ellis & Shute, 2014). Furthermore, the combination of teachers' lack of knowledge and reported lack of systemic support must be considered when trying to address safety and security (Mishna, 2012). It is argued that to reduce insecurity in the school environment, proactive strategies such as equipping teachers with the necessary skills to respond effectively to bullying safety and security, are needed (Anagnostopoulos , 2009). However, the majority of literature reports that teachers do not know how to deal with security in school and have received little or no training on the management of insecurity (Bauman, Rigby & Hoppa, 2010). Sherer and Nickerson (2010) argue that the two main approaches in involving teachers in reducing insecurity include providing teachers with appropriate training and increasing adult supervision.

Anagnostopoulos (2009) indicate that "this may require that schools have on-going training on the contents of the safety and security policy, current legal statutes, and national trends, such as the upsurge in cyber bullying". It is vital for the whole staff to have regular opportunities to communicate about the types of incidents that occur, who is involved in the safety related problem, what intervention strategies were used, how effective it was, and then co-ordinate unified responses (Jemes, 2013).

The issue of safety has been on the agenda of schools worldwide since the last decade (Bauman et al. 2013). In line with current research, schools and some non-governmental organizations have implemented security policies to maintain a safe and healthy environment for school children. Teachers have developed practices for working closely with parents, for appropriate and effective responses to safety, and for the rigorous surveillance of playgrounds and whole school activities to help develop constructive interpersonal attitudes and behavior. Vos et al. (2012) noted that an ineffective or 'unhealthy' organizational climate can have a negative effect on school activities. Insecurity, not only has a destructive impact on the school climate as a whole, rather, it can also have long term psychological effects on individual teachers. In Nigerian context, Pretorius and Villrers (2009) highlighted the need for democratic leadership in schools and emphasized the importance of school leadership teams. With a democratic setting and the active participation of teachers, school administrators, students and parents, "cases of insecurity" can be discussed in a transparent manner, leading to the elimination or minimization of destructive behavior. In addition, Bauman et al. (2011) argued that school safety is not clearly defined in most of the studies. A review of the literature was conducted revealing studies undertaken on the issues of safety and security in schools followed by an empirical investigation based on teachers' views regarding safety in their schools. School safety

and security became the focus of large-scale social and psychological research in the late 1980s and early 1990s, primarily in Norway, Sweden, and Finland (Greene 2010).

Teachers and school personnel, because they are a constant presence in the student's lives, need to face the reality that safety and security is provided in schools and that it can have a devastating effect on victims, perpetrators and even bystanders. Dunn (2011) explains that if some of these unsafe behaviors occurred among teachers and students, there would be accusations of crimes of .extortion, harassment and making threats. Although safety in an adult world may be criminal, many adults ignore childhood bullying behavour. According to Schroeder (2012), 42% of teachers surveyed said that adults saw bullying occur in schools. In a study conducted by Greece, Houndoumadi and Pateraki (2011) found that approximately one-half of student's don't know if teachers are even aware of the bullying that occurs. In fact, they state, .seen from the perspective of secondary school teachers seem to be largely unaware of the extent of bullying behaviour in their schools. Olweus. (2013) studies show that, 60% of secondary students and 40% of primary students said that teachers tried to stop bullying .only once in awhile or almost never. Olweus (2013) also found that 65% of primary and 85% of secondary students said that the teachers did not talk to them about bullying. Stockdale, Hangaduambo, Duys, Larson and Sarvela (2002) in a study of 739 students in 7 rural communities found that when they surveyed students, parents and teachers regarding bullying behaviors, students tended to report higher prevalence of bullying than did parents or teachers. Besag (2014) believes that some teachers do not want to get involved in student interplay for fear of making situations more dangerous for victims.

However, Batsche (2014) stressed that, the response of school personnel to bullying is disappointing. Nabuzoka (2013) pointed out that, peers associated of being a victim of bullying

with shy and help-seeking behaviors while teachers associated victims with fighting and being disruptive and less cooperative. This may explain why some females, who are usually seen as less disruptive in the classroom, were likely to perceive teachers as more helpful in preventing bullying than did the boys (Menesini, Eslea, Smith, Genta, Giannetti, Fonzi & Costabile (2014). Those teachers who don.t see victims as confrontational may nevertheless feel that teacher interference is unnecessary.

Dunn (2011) found that educators often dismiss bullying as being part of the .passage into adulthood. According to Gillen (2012) in Britain, most newly qualified teachers do not receive advice on how to deal with bullying. The classroom teachers, however, may feel that their administrators need to dictate the policy on safety and security. Siann (2013) compared the impressions of teachers in two schools in Britain.The teachers working in the school with the bigger safety and security problems felt that the administration put little or no emphasis on acknowledging or eliminating the bullying behavior.It may be that teachers are not callous or untrained, but rather, that they do not have an accurate view of bullying. Hazler, Miller, Carney & Green (2011) believe that teachers see physical abuse only as a bullying behavior but do not categorize emotional or verbal abuse as bullying. And Boulton, Bucci & Hawken (2012) found that in both Swedish and English secondary schools, bullying is a problem, but different activities are considered bullying by teachers and students. Beane concurs in an interview for Curriculum Review (Fostering, 2006). In different view Beegth (2010) believes that teachers are skeptical of complaints of bullying and are unable or unwilling to support and protect victims.

2.5.1 Knowledge and Attitude towards Safety and Security in Nigeria

School with clear norms and expectations, fair procedures and the involvement of members of the community (educators, parents, learners, principals, administrators and community service)

are less likely to experience high level of security threats (Asmal and Tshwete, 2000). School remains one of the safest environments for children. However, in far too many schools, a lack of respect for the authority of teachers and other in disciplinary acts threatens the employees as well as the rights of other students and in turn affects quality education. Increasingly, students are victimised in school by fellow scholars, educators as well as insurgency.

In Chibok, a town close to the boundary between Bornu and Adamawa States of Nigeria, Ndahi on the 16th of April 2014 reported how the gunmen invaded and abducted more than 200 senior secondary school girls from the school compound. Such security threats need to be defined, acknowledged and prevented. If something drastic is not done, the existing security threats such as terrorism, bombing, armed insurgency robbery and lack of property physical security facilities like fences, good security personnel could spiral out of control, leaving large number of students fearful, injured and deceased. There are reasons for concern in the study of improving security situations in North central zone of Nigeria because of the escalating cases of security threats undermining the security of the school communities thereby creating a climate of insecurity and fears which impairs the purpose of the school. Certain cases exist to illustrate the need for implementing security measures so as to keep schools secured.

There are problems of terrorism, bombing and Boko-Haram massacres in Nigeria. In Abuja, the capital city of Nigeria, Akintokumbo (2011) reported that there have been four terrorist attacks in Abuja since 2010; the first was bombing of students at the stadium on Independence Day celebration while the second and the third were in police and army barracks. In all these bombings, schools were burnt and many students killed. In Yobe state of Nigeria, Ndahi 2014 reports “several students and staff of Federal Government

College in Bumi Yadi of Yobe state were feared death while others were abducted by gunmen suspected to be members of the Boko-Haram" The gunmen also set ablaze many structures in the school and dead bodies of some students were burnt beyond recognition. This indicates that there is a great challenge facing public secondary schools in North central states.

Last year, Guba town in North Central zone of Nigeria witnessed a deadly attack on a college where over 40 students were killed. According to Ndahi (2014) the gunmen numbering more than 50 invaded the school in the early hour of Tuesday 14th of May at about 1: 30 am where they had a field day without being confronted by security agencies. He further reported that, that was the fourth attack on a secondary school since the inception of the Boko-Haram sect.

Communal crisis is another security threat that affects public secondary schools in North Central Zone. Several houses were set ablaze including school buildings and other school valuable properties. Ndahi (2014) reported that many have been killed, more than hundred houses including school buildings burnt down and many students displaced. Another incidence that has threatened public secondary schools in the North Central Zone was flooding. Onuamanan (2012) reported recent flood that took place in Jos, Plateau State. According to him, more than two hundred persons were displaced because their houses including school building were swept away. According to Ejembi (2012), water was released from Ladgo dam in Cameroon and it caused a lot of havoc in Benue State. Over seventy persons were rendered homeless while many houses and schools were submerged. In Benue, the case of unsafe and improperly secured school environment was reported. According to Orhungur (2003), a clash sometime ensued between the students of Government College and Command Secondary School both in Makurdi, Benue State. As a result of the clash, 15 students were seriously injured while properties worth millions of naira were destroyed. A 15year old girl in Government Girls High School in Gindiri, Plateau

State was stabbed nine times in the chest and back by a fellow learner over the issue of boyfriend palaver. He also reported of how 6 boys between the ages of 16 and 17 in Government Secondary school Kadarko of Nasarawa State were arrested on the school premise for the possession of illegal substance and guns when the school security officers conducted a search in the student's hostels. One will ask; where were the security personnel, how trained and armed were guards to face threats? And where did the students get machetes and other weapons for the clash? These indicate the extent of security lapses which are found in public secondary schools. Circumspect analyses of the mentioned incidents indicate that schools are insecure and the perpetrators of violence in schools come from within and outside schools

(Masitsa, 2011). They include learners, parents of learners and gangs or individuals from communities. They target learners, educators, principals and security guards. They even destroy school buildings. When examining the causes of school security threats, it is important to take into account the climate of school. Merrow (2004) posits that a positive school climate have been associated with fewer behavioural and emotional problems in students. In addition, specific researches on the climate of the school indicate that a positive, supportive; culturally conscious school climate can significantly shape the degree of academic success in schools (Paine, 2006). Furthermore, Mac Envoy and Welker, (2000) posit that where the school climate is not positive, there will be many threats which will adversely affect the academic work of the school. Many researchers like Khoury, Astor and Zena (2005) have tried to identify some of these security threats which can disrupt school programmes. They maintained that demographic factors such as sizes school, level of poverty, neighbourhood crimes and locations of schools can give rise to many threats to the school community.

Mastisa (2011) stated that school crime is more apparent in large schools than in smaller schools. According to Xaba (2006), school location impinges on school safety; schools located at the heart of the cities are more prone to violence than schools in isolated areas. According to Xaba, the reason for this is that the endemic crimes and crises in the cities will always spill into the schools. Drug dealers on the other hand see schools as untapped market for their business, of selling drugs to learners, thus making advantages of their curiosity and immaturity (Hosken and Barley, 2005). There are different types of security threats which educators, managers and parents are faced with in secondary schools. According to Bucher and Manning (2003), these threats need to be addressed by all stakeholders in education including other organisations and government departments. Some of the threats are bullying which can take a variety of forms. Some are direct and physical hitting, tripping, taking belongings; some are direct and verbal, name calling and taunts. The problem of bullying needs the attention of both educators and parent. Another threat is gangersterism in secondary schools. This is a problem that emanates from communities and overlaps into schools.

Schools tend to be the meeting point for gangster who were nurtured and groomed in the town (Lawton, 2006). Apart from the above mentioned security threats, there are many other threats like robbery, theft, arson, extortion, strike actions, hate crimes, demonstrations and rumours (Gauster, 2003). There are other factors to which can lead to poor security in schools and consequently violence and vandalism. According to Xaba (2000), the following factors are associated with schools having high security threats:

Large classrooms and particularly lack of personal attention, systematic classroom and class discipline, arbitrary and unnecessary punitive enforcement of rules can also contribute to student crime. The school's reward system, that is, schools whose reward system become unfair or not

available, where the curriculum and institution do not satisfy the needs of learners especially in secondary schools and colleges.

Although violent behaviours seem to be impinging on security threats to secondary schools in Nigeria, Ajayi (2007) explained that there are other security threatening issues that secondary schools face. To him, the past decades have witnessed numerous tragic events in all part of the world. Recent event of children's death due to building collapsing, fire accidents and stampedes bring to light the need to be continually vigilant to ensure the security of students and staff in schools.

Sprague and Walker (2004) stated that the event of Kumbakoram fire tragedy which took the lives of 93 children reiterates the need to have school building level of emergency preparedness and response plans. It also reported the destruction twin tower in New York. About 3000 students were evacuated from the collapsed building while many students inhaled the toxic dust from the collapsed building. Amongst the public facilities, school children are among the most vulnerable groups in disaster.

Fukumi (2008) stated that a large number of municipal and privately managed schools operate in various urban centres, many of which are exposed to various urban hazards. Further addition to the vulnerability, is the improper citing of these buildings. Inadequacies in the structure and lack of preparedness measures can have disastrous consequences in the event of earthquake. School security threats are more common when there is no proper management of the physical environment of the school, many hazards are bound to occur which can harm members of the school community. According to Ani cited in Maduagwu (2006), such unsafely conditions emanate from outlived school buildings, outlived flowers with wild branches, bushes

around the school, the broken classroom room floors, practical equipment in laboratory and damaged school equipment. The security of staff, students, and every member of the school community has become an issue of concern which needs to be addressed. According to

Netshitahaime and Van (2002) and De wet (2003), for schools to be safe environment, they should have safety programmes and preventive strategies should be implemented by all relevant authorities. De Wet (2003) maintains that the availability of drugs and alcohol are seen as the main causes of violence in public secondary schools. He further stated that for learners to overcome such security threats, the co-operation of teachers in schools, government, law enforcement agencies and communities are required. Vogel (2003) in agreement with De Wet stated that creating safe school environment involves designing various safety awareness programmes and strategies as well as mobilizing school support networks. Principals ought to have knowledge and understanding of relevant legislation and skills to implement those legislations and policies. To help create a safe ,attractive and secure school environment, Stewart (2006) posits that schools have to enhance the physical security The school has to develop some security devices, plans, train staff and implement 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 possible 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. There has been more improvement on the security devices to keep school compound secure. Spragne and Walker (2005) explained that before now, school resources officers who are away from office, the

patrolling the school environment are not immediately aware of the intruder because video on the breach is available only on one console in the security office. With the new device, getting quick information of what is happening within the school environment will be faster as the right kind of radio system available.

In view of this, Spragne and Walker (2005) suggest that schools should go for "Cisco physical security system, which uses a Cisco IP video surveillance camera to detect motions near the fence and automatically send alert to the school security officer's mobile phone or pager. Another security device is the access control device. According to Matt cited in Spragne and Walker (2004), the device helps to prevent unauthorised access to school buildings, enables remote controlled lockdown to isolate safety incident and reduces personnel requirement for entering and monitoring. One other security device is the incident response device which provides communications interoperability among people using practically any analogue or digital radio system and consolidates all information relating to an incident. More still, there are other security devices which can be used to ensure safety and security in the school environment. There are self-defence networks, mobility and wireless, unified communications, digital signage, smart connected buildings, desktop videos, notification services, visitor management systems and school transportation.

School security is important as they relates to students and their ability to concentrate and learn (Yell and Rozalski, 2000). Learning requires a positive atmosphere in which students feel not just physically safe, but emotionally safe as well. Creating such environment means ensuring students safety throughout the school day and keeping them free from both physical and social or emotional bulling. Mbia (2003) states that students cannot learn if they do not feel safe and that a safe school environment is essential for students of all ages. This is corroborated by Kennedy

(2004) when he says that if students and staff do not feel safe, education often takes a back seat. Dodd (2005) posits that school safety includes ensuring the safety and well-being of teachers and school administration so that they can feel safe and effectively do their jobs. Teachers who have their safety and security cannot concentrate on teaching; thus, the students lack qualified teachers needed for their successful academic pursuit the issue of school security has become a major concern at all levels of government from local to federal. School boards should meet with the teachers and students to listen to their concerns and suggested solution to improve school security (Hurley, 2012).

In the words of Stevens (2001), priorities regarding school security have increased drastically and something needs to be done to prevent and to ensure that violent acts such as harassment, statutory rapes, possession and use of drugs, weapons, formation of gangs and shooting in schools can be controlled. To Stevens, security should be properly managed in the school so as to have the school environment free of danger and threats. Another measure to prevent security threats and to ensure the safety of the school environment is by adopting clear safety rules and procedures known to staff, students and parents. Noguera and Pedro (1995) opined that all the stakeholders must be responsible for the safety procedures and manage them. Scaring (2010) supported what other scholars maintained about the security procedures that are to be implemented in schools to ensure security in school settings. Scaring stated that in order to ensure students' rights to attend safe, secure and peaceful schools, schools need to undertake planning efforts. He further provides suggestions for general safety procedures to prevent crime and violence as well as intervention strategies that need to be implemented immediately. Bullying is another security threat which requires serious attention of both educators and parents and so, rules surrounding bullying should be developed in school. In the opinion of Yell and

Rozalski (2000), there should be programmes that can prevent tolerance approach to bullying. To them, this should involve creating a policy and set of rules around bullying Another one is the issue of gangsterism which Paine (2006) suggested that a school which experience gangsterism should work in partnership with other departments like police, churches and parents when trying to curb it. Another way of improving school security is by involving students in the arrangement of keeping the school environment safe.

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) suggests that other ways of improving school security will be by publication of school safety policies. Training of staff members and pupils; actualization with safety representatives, allocation of safety responsibilities, hazard spotting and risk analysis. Among other strategies, there should be procedures for dealing with accident, illness and emergencies when they occur. Cohen (2010) posits that all these procedures should be made known to all staff members and students as appropriate and should be practised. The procedures are alarm procedures, evaluating the building, assembling for roll calls the use of emergency equipment, first aid and in the event of accidents, summoning emergency services and controlling the scene of the accident by one staff member (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 school safety (Trump, 2010). There should also be a special in-service training programme for teachers, non-academic staff and principal. The skill and techniques which they will acquire will help them to know how to deal with different learners'

behaviour, their educational effectiveness and personal safety. Schools should also establish security teams that are composed of teachers, learners, parents and the school governing board who will volunteer to assist in terms of safety.

According to Henry (2000), the schools should ensure that the teams are acquainted with conflict resolution, anger management, blinking up fights, mediation and first aid. There should also be discipline in management in schools which should emanate from the code of conduct for educators, staff and learners (Bucher & Manning, 2003).

2.5.2 Knowledge of Teachers on Safety and Security

Communication has become one of the most widely used methods in school safety. An emergency mass notification and communication system is not only helpful in the event of a school emergency, but also for any other reason the school community needs to be alerted (Johnson, 2013). With technology as advanced as it is, some institutions created text message alert systems, email mailing lists, and digital message boards (Fox & Savage, 2009).

Other lower-tech methods include the use of sirens or signals that indicate an emergency on campus. The text-message alert system is limited in that often teachers do not wish to provide their personal cell-phone numbers to the school notification system. Teachers might also fail to get important text messages due to poor network service. In order for mass notification systems to work effectively, information relayed must be accurate and timely to avoid unnecessary panic (Johnson, 2013). Technology is great until it fails. Schools that rely on technology to notify the campus community must also have backup methods of communication or use several methods at once. Some schools in developed nations recently began a programme that allows students to carry special cell phones that signal campus police if something is wrong (Murr, 2013). Teachers set a code for a certain amount of time, if they do not turn off the code within an allotted time

alarms go off and police can track students where about using the phone's GPS locator. This unique programme requires resources that many schools do not have; special phones and the manpower to respond to alarms. Some campuses prefer a more intrusive use of technology, such as screening students and applicants before welcoming them on campus. Screening potential students is the recent use of criminal background checks (CBCs) on the incoming student population (Hughes, White, & Hertz, 2012). While criminal background checks may help school avoid enrolling students with criminal records, they do not prevent students from committing crimes after they are enrolled. One prominent obstacle in the use of CBCs at many campuses is opposition. While the background checks can be used as a preventative measure, this method of security cannot be used on its own. Other schools have installed cameras to keep eyes on their campuses 24/7. John Hopkins School recently installed 101 surveillance cameras to combat burglaries on a street where most student dormitories are located (Hilton, 2009).

The security cameras are hooked up to computer software that can recognize a person with their arms in the air, or a vehicle moving suspiciously slowly, and send an alert to campus security (Van Der Werf, Fischman, & Foster, 2006). These cameras can not only catch a criminal after a crime is committed, but also recognize suspicious activity as it happens. Campus dormitories are also protected from crime through restricted access practices (Foster, 2010). Dauda (2012) stressed that, teachers and Student ID cards are often also used to gain access to school buildings. The swipe card not only provides security through restricting access to buildings, but when an incident does occur, the system can also show who entered the building at what time. Dauda (2010) added that, technology has advanced school security in great ways; person-to-person contact is also used in preventing school crime and violence. Such person-to-person contact includes counseling and other mental health services, which are valuable in giving

help to students who may be at risk for committing violent acts on campus. Holt (2010) pointed out that, many students who commit crimes against their peers show a history of mental illness. Teachers, students and other school personnel to recognize signs of emotional distress could aid in preventing a rampage shooting or other act of violence. Communication lines between mental-health professionals and school safety officials have been created to identify troubled students early (Murr, 2013). Student affairs professionals should also work closely with school safety officials to help adjust to the changing nature of the student population (Rund, 2012). Monitoring student behavior is an important tool in intervening in possible threats to school safety and security. Counseling and technology are both tools in which public safety officials at educational institutions use in providing safety and security of students and prevention of school crime.

Nancy (2012) stressed that, school is known for producing knowledge, educating students, and encouraging the overall advancement of society. Unfortunately crime is also commonplace on school campuses in the form of theft, vandalism, burglary, hazing, and rioting. Threats to the campus environment include students‟ high-risk of drinking, mental illness, suicide, and various forms of violence against (U.S. House of Representatives, 2013). Schools have a responsibility to keep their students safe. Controlling campus crime is not only important to protect students, but also the reputation of the institution. Many schools in developed world have an Office of Public Safety and some larger institutions even have their own Police Departments with arresting powers on school (Rogers, 2009).

In addition to professional safety officers, schools often hire student officers to help patrol school buildings. Safety and security awareness programs, safe partying campaigns, and self-defense classes are staples on school campuses to help educate and protect students against preventable crimes (Doggs, 2013). School safety is twofold: prevention and intervention.

Prevention involves education and communication of possible risks on campus. Policies and procedures are in place to prevent crime and also include plans of action once an incident occurs. An all hazards emergency response plan (ERP) involves an institution's procedures and designated responsibilities during an on-campus emergency. Currently, 90% of school surveyed by Reader's Digest said they had ERPs in place at their institution (Fox & Savage, 2011). It is imperative to have an emergency response plan, because in the midst of an emergency there is no efficient method to delegate roles and responsibilities.

Doggs (2013) further stressed that, in addition to action plans after an incident occurs, campuses create policies in order to reduce the risk of crime on campus. The key to campus safety is "not to create fear or diminish freedom, but rather to keep resources available, raise awareness that threats exist and maintain open lines of communication" (Franzosa, 2013). Students should be made aware of possible risks and how to get help if they need it. According to Nicoletti, Spencer-Thomas, and Bollinger (2011), school campuses are relatively easy targets for crime for several reasons. One unique characteristic that makes them an easy target is the "open" campus policy. School campuses also provide a protective veil of anonymity; there is no such thing as an outsider and a stranger's presence is rarely questioned. School campuses are vulnerable to crimes committed by outsiders, but crimes are more often committed by students themselves (Fozy, 2014).

The impact of crime on school campuses goes beyond the victim and incident. Crimes require investigations which involve the use of resources. Crime also brings media attention, often negative, to school campuses. Campus safety and security is important to ensure students feel safe and have a positive school experience (Venthor, 2009).

2.5.3 Attitude of Teachers towards School Safety and Security

Bracy (2011) asserted that public schools have changed considerably over the last 40 years in response to student safety. Currently, public schools are high-security environments in which police officers, security cameras, metal detectors, and strict discipline policies are used to keep students in line and to maintain safe campuses. These changes undoubtedly influence the social climate of schools, yet very little is known about how students experience and perceive these measures. Through ethnographic research in two contemporary public high schools, Bracy (2011) examined teacher's perceptions of high-security school environments, including perceptions of their SROs, their schools' discipline policies and punishments, and the schools' fairness-in-rule application. Teachers further expressed feelings of powerlessness as a result of the manner in which their schools enforced rules and handed down punishments (Bracy, 2011).

Lindle (2008) suggested that students' perceptions of the likelihood of violence on school campus is increased with the visibility of security measures such as SROs, surveillance cameras, fences, and security doors. According to Gastic (2011), metal detectors may stigmatize the school and cause students, parents, and teachers to experience a higher level of fear. Metal detectors are "negatively correlated with students' sense of safety at school" (Gastic, 2011). The measures designed to make students feel secure actually have the opposite effect (Reddy & Nartty, 2013). Actions taken by schools to augment security measures and student safety are the weakest methods of increasing students' perceptions of safety (Kitsantas, Ware, & Martinez, 2014).

According to Hantman (2008) a school's discipline and safety practices can significantly impact a students' perceived safety at school, and significantly impact their academic performance. According to the authors, 6% of students skip school each day for fear of physical harm coming to them. However, Hantman et al. reaffirmed that, "Just as safe and healthy school

climates contribute to effective teaching and learning, disruption, violence, and threats of violence greatly impede learning". Hantman (2009) added that, schools must initiate effective discipline policies and safety practices in a proactive manner to increase students' perceptions of safety at school. Additionally, Goldstein, Young, and Boud (2011) maintained that student achievement is dramatically reduced when students perceive their school as unsafe. When students experience fear, intimidation, or bullying, they are less likely to focus on academics. Additionally, Wolf (2009) suggested that students' abilities to solve cognitive problems are hampered, and they are more likely to fail in the classroom environment when they are fearful. Freiberry (2012) asserted that an atmosphere of safety and peace at school can have a positive impact on the academic and social success of students and can greatly enhance their experience and attitude toward school.In another study, Allen (2010) discovered that classroom management had a high degree of correlation to bullying. Bullying is more likely to occur in classrooms. Although many of these random video game-like acts of violence tend to soak up media spotlight, administrators are more worried about everyday behavior infractions. Over the past decade, Americans have equipped their schools with preventative and proactive measures. Schools all over the country are assessing individual school safety needs. Data were collected and studied to give education administrators a baseline for safety programs. School administrators have continued trying to balance what is effective and right for their schools as well as the community and school district as a whole. Many of these security audits not only identified security risks and needs but also helped to identify gaps or weak points in security systems. Many school systems are choosing prevention programs, and some districts even develop individual programs to fit their purposes (Argon & Anderson, 2010). where burned-out or novice teachers allow student behavior to get out of control. Research has shown that teasing,

harassment, and bullying, which are factors in many school shootings, begin in the classroom setting. Successful classroom management establishes "rules and procedures, organizing groups, monitoring and pacing classroom events, and reacting to misbehavior" (Allen, 2010).

Classroom rules are an important part of maintaining control of the school climate and culture. Rules should be "simple, clear, measurable, limited in number, and should be created with student input (Allen, 2010). However, classroom rules are not the only line of defense against misbehavior. According to Allen (2010), the best defense against student bullying and discipline issues is effective instruction. Engaging students in lessons that differentiate instruction and utilizing strategies they can relate to in their own lives eliminates many behavior issues that teachers have in class and helps establish relationships with students in which they feel like partners in the learning process (Allen, 2010). The final analysis of this study suggested that, "when teachers care about students, when they organize classrooms such that positive student relationships develop, and when they manage learning and behavioral issues in positive educative ways, students are far less likely to engage in or experience bullying" (Allen, 2010). Pohillips, Pack, and Linney (2010) established that a student-centered approach to school safety is needed to foster relationships with adults and to reduce, if not eliminate, school violence. Pollack, Modzeleski, and Rooney (2011) found that school teachers and administrators that were visible and approachable helped to create trust and respect which in turn led to increased safety at school. Additionally, Kate (2010) revealed that "Simple and genuine measures, such as regularly greeting students, talking to students, and addressing students by name, help make students feel connected and part of the school". Phillips, (2013) also revealed that positive, trusting relationships between students and adults on campus were the key to having students report inappropriate behavior that reduces criminal activity and fights on campus. Trust

encouraged students to share information with responsible adults concerning threats, bullying, or violence (Pollack, 2012). Furthermore, students submitted that having teachers and administrators whom they trusted encouraged them to report suspicious activity, fights, sexual or physical harassment, dangerous situations, bullying, and weapons at school (Wood & Huffman, 2010).

Further research has shown that teachers have an impact on students' feelings of safety on school campuses. Hammond (2012) asserted that students consistently felt more secure in a school where teachers were perceived to have greater control over classroom discipline and student behavior. Even teachers who were considerably stricter than others were viewed favorably in terms of increasing student safety. A firm, fair, consistent teacher was a powerful key to students' perceptions of safety within the school (Hammond, 2012). Moreover, Hong and Eamon (2011) asserted that students recognize their school as a safe place when they have teachers who are willing to take time to build relationships of trust and understanding with them. Building trust between students and adults takes time but is imperative in order for students to obtain the feeling of well-being at school, which enables them to focus on their academic and personal success. A study that was carried out in Chicago during the 2009–2010 school year concluded that "school safety depends far less on the poverty and crime surrounding the campus than on the academic achievement of its students and their relationships with adults in the building" (Sparks, 2011). The Consortium on Chicago Schools Research discovered that students' academic achievement plays a larger role in school safety than the neighborhood in which a school resides, and trusting relationships between students and staff is more important to safety than the rate of crime in the community where the school is located. Through the study of 120,000 student surveys and 12,500 teacher responses, the researchers found three factors that students and

teachers agreed on. Sparks (2011) suggested that "schools were safer when its students came from safer neighborhoods". Additionally, students with higher levels of academic achievement had a higher perception of school safety than those students who exhibited lower test scores and grades. Last, the most significant element in the perception of school safety is the trusting relationships that students have with their teachers.

Varnham (2012) suggested that students should be given more responsibility upon entering secondary school, allowing them to assist in problem solving and in participating in student safety and school security issues. Student who contribute to school policymaking develop communication skills that are essential to success in life, and they acquire self-confidence and learn responsibility and independence (Varnham, 2012). This type of student empowerment can lead to improved school policies and practices and can strengthen the democratic processes within the school, not to mention increasing students' perceptions of their own safety (Varnham, 2012). Students need to have meaningful involvement in their schools; school rules cannot feel like something being forced upon the students. They must accept rules on the basis of citizenship, values, and participation in society even though secondary school is a microcosm of the larger American society (Stevens, 2012). Stevens (2012) asserted that students' opinions need to be heard and valued, as their participation builds self-esteem and confidence and leads to improved student behavior. Edmondson (2013) found that students wanted more leadership roles that could positively impact the safety and security of their schools.

Varnham (2012) stated that, school officials have the responsibility of maintaining a safe and secure environment that is free from any harm and negative hostility.

Many teachers have the misconception that their students are safe among their peers and are immune from harm while at school. That idea is not correct, thus theft occurs most often in

student residence halls (Robinson & Roh, 2013). Students may feel safe on school until they or someone they know are a victim of a crime. Students should know the risks of their school environment and make daily decisions based on their own comfort level. While safety is important for all students, college campuses are especially dangerous for female students; therefore it is important that institutions take measures in order to make them feel safe and secure on campus (Wilton, 2012). Studies pay particular attention to safety and security and their perceptions of teachers and students in schools.

According to Hantman (2013) knowledge, attitude and practices of teachers on safety can significantly impact a students' perceived safety at school, and significantly impact their physical, social, mental and emotional feelings of students. However, Hantman (2013) further reaffirmed that, "Just as safe and healthy school climates contribute to effective teaching and learning, disruption, violence, and threats of violence greatly impede learning". Hantman (2013) maintained that schools must initiate effective discipline policies and safety practices in a proactive manner to increase students' perceptions of safety at school.

2.6 Empirical studies on knowledge and Attitude of Teachers towards Safety and Security

Ratti (2010) conducted a study on knowledge, attitude and practices of school security in public secondary schools. The main purpose of the study was to find out the knowledge, attitude and practice of security devices in the secondary schools and the level of difference between students in the school that have security devices and the ones that do not have security devices. Five research questions were posed to guide the study and three hypotheses were formulated. The design of the study was a descriptive survey. Stratified random sampling technique was used to select 276 public secondary schools. Teachers, students and principals were the respondents and the total numbers of the respondents were 1104. Questionnaire was the major instrument for data

collection .The data was analysed with Pearson Correlations while Mean and Standard deviation were used to answer the research questions. The researcher observed that many public secondary schools teachers do not have adequate knowledge on safety and security devices needed to keep school safe. Shannon also found out that, the attitude of the teachers towards schools safety and security devices was negative. Also the study found that, students lack knowledge about safety and security and they are not security conscious.

The study is related to the present study as it tries to ascertain the knowledge, attitude and practice of security devices in the public secondary schools.

Another study was conducted by Rippetoe (2009) on ‘’knowledge and perceptions of teachers and students on safety regulations in secondary schools in North West zone Nigeria . The purpose of the study was to find out theknowledge and perceptions of teachers and students on security and safety regulations in secondary schoolsin North West zone Nigeria. Six research questions were posed and three null hypotheses were formulated to guide the study. The study was a case study and purposive random sampling technique was used to select four target schools. The respondents were students and teachers which gave rise to 112 respondents. The instruments for data collection were questionnaires; Mean and standard deviation were used to answer the research questions while t-test statistics was used for the hypotheses at 0.05 level of significance. The researcher found that many of the teachers and students of public secondary schools in North West zone Nigeria have low knowledge about safety and security devices. Rippetoe also pointed out that, teacher’s perceptions was negative towards safety and security. The researcher found out that there was no emergency equipment visible in any outside area of the school. The study is related to the present study as it noted that there is poor knowledge about the perceptions of safety and security.

Jaarvveld (201) had a retrospect study on the perceptions of teachers on the safety condition in secondary schools in South West Nigeria. The purpose of the study was to examine the perceptions of teachers on safety conditions in the schools studied. Four research questions were posed and three hypotheses were formulated to guide the study. The researcher adopted descriptive survey design .Simple random sampling technique was used to select 960 respondents which were made up of students, teachers and principals. The design was a descriptive survey and the instruments for data collection were questionnaires and the method of data analyses was Multivariate Analysis of Covariance (MANCOVA). It was found that most of the teachers have negative perceptions about safety conditions of the schools and have no planned security policies, have no planned way of resolving student's conflicts and have no safety plans on ground to check emergency occurrences. The study is related to the present study as it tries to find out the safety and security conditions in the high schools which he discovered was too poor. This is the gap the present study wants to fill.

Another study was conducted by Omebe (2010) on knowledge and practices of safety precautions in science laboratories among teachers of secondary schools in Enugu state, Nigeria. The purpose of the study was to investigate the knowledge and practices of safety precautions in the science laboratories among teachers of secondary schools in Enugu state, Nigeria. Three research questions were posed and tow hypotheses were formulated. The design for study was descriptive survey and simple random sampling was used to select 200 science students which consisted of 120 females and 80 male students. The instrument for data collection was questionnaire and the method of data analysis was mean and standard deviation for the research questions while t-test was used for testing the hypotheses. The findings of the study show that

there is low level of knowledge about the safety precautions in the laboratories and their practices are also not proper with the standard precautions.

A study was conducted by Williams (2008) Knowledge and perceptions of teachers on school safety in North East zone Nigeria. The purpose of the study was to find out the level of emergency preparedness, prevention, mitigation and awareness in schools. The study was guided by six research questions and three hypotheses. The design of the study was case study. Stratified random sampling technique was used to select 87 secondary schools and simple random sampling technique was used to select 680 respondents from among the students, principals and the teachers. The instrument for data collection was questionnaire. The data was analysed with Statistical Package for Social Scientists (SPSS). Mean and Standard deviation were used to answer the research questions. In the findings, it was observed that there was no level of awareness of policy and emergency equipment in many public secondary schools. Again, there was no culture of maintenance of school facilities in the school. There was also lack of sound educational facilities found in most of the schools.

Ducan and Enose (2010) conducted a study on assessment of Knowledge and attitude of teachers towards safety and security policy in public secondary schools in Kisumu. The study investigated the availability and implementation of certain emergency response strategies in public secondary schools. Five research questions were posed to guide the study and three null hypotheses were formulated. Stratified random sampling was used to select 54 head teachers and 54 quality assurance and standard officers. The instruments used for data collection were questionnaires. Mean and standard deviation were used to answer research questions while t-test was used test the hypotheses. The findings of the study showed that there is low level of knowledge on safety and security policies among teachers. The study also revealed that the

perceptions of teachers towards safety and security policy was to a large extent satisfactory in the schools studied as evidenced by the following: fire extinguishers, emergency team members available in the schools, dormitories in many schools had emergency doors. Again, most of the dormitories in the schools were fitted with emergency doors.

Furthermore, a study was conducted by Amanchukwu, (2012) Attitude of teachers on secondary school safety and security in Rivers state. The purpose of the study was to examine the perception of teachers and students in the application of safety and security measures in secondary schools in Rivers state. Two research questions were posed and two hypotheses were formulated for the study. The design of the study was descriptive survey and simple random sampling was used to select 280 students and 80 teachers. The instrument for data collection was questionnaire. The method of data analysis was mean and standard deviation for the research questions while t-test was used to test the hypotheses. The study found that, there was negative attitude towards safety and security in secondary schools in Rivers state. The study also found out that if stringent measures are not put in place to ensure safety in schools, Nigeria risk not producing men and women it needs to guide the country in the coming years. This study is related to the present study because it emphasized that school safety and security determines the end product of the school and the society at large.

Millar (2011) conducted a research on the exploration of safety and security in township secondary schools in Free Town. The purpose of the study was to examine the safety and security of teachers and learners in township secondary schools. Four research questions were posed and two hypotheses were formulated. The design of the study was exploratory, simple random technique sampling was used to select four out of five education districts all of which 44 secondary schools were selected. The respondents were 44 principals' and 352 teachers which

amount to 396 respondents. The instruments for data collection were questionnaires and the data was analysed using mean and standard deviation to answer the research questions while t-test was used to calculate the hypotheses. The findings revealed that there was low level of awareness among teachers and students. The study also found that, the attitude of the teachers and students towards safety and security is poor.

A study was conducted on knowledge and attitude towards safety and security of learners in South African public secondary schools by Prinsloo (2010). The purpose of the study was to determine the knowledge and attitude towards safety and security of learners in South African public secondary schools. Four research questions were posed and two hypotheses were formulated. The design of the study was descriptive survey and simple random sampling technique was used to select 64 public secondary schools. 968 persons were the respondents which are made up of principals and teachers. The instruments for data collection were questionnaires and the data was analysed with Mean and Standard deviation to answer the research questions and t-test statistics was used to test the hypotheses. The study found that, there low level of knowledge among teachers, students and school administrators on safety and security and they have negative attitude towards safety and security. He also found out that school management have not shown much interest to protect the safety rights of the learners by providing some security devices and rebuilding of school fences.

A similar study was conducted by Hasten (2006) on knowledge and attitude of teachers towards safety and security in secondary schools in South East, Nigeria.The purpose of the study was to find out the knowledge and attitude of teachers on the school safety and security of the learners. Three research questions were posed and two hypotheses were formulated to guide the study. The design of the study was descriptive survey. Simple random sampling technique was

used to select the teachers and the head teachers of the schools sampled. The total number of respondents was 98. The instruments for data collection were questionnaires; Mean and Standard deviation were used to answer research questions while t-test statistics was used to test the hypotheses. The findings indicated that, public secondary schools of South West, Nigeria lack adequate knowledge on the safety and security. There was no proper maintenance of the school buildings, grounds, fences and school facilities. Another discovery was that the general attitude of the teachers and the students' exhibit contribute to school security threat in the school environment.

Dewet (2007) conducted a research on Attitude and awareness of teachers towards safety and security in public secondary schools in Kogi state, Nigeria. The purpose of the study was to find out the attitude and awareness of teachers on safety and security. The study was guided by six research questions and four hypotheses. The study was a case study. Simple random sampling technique was used to select the teachers, the learners and the principals who were the respondents and the total number of respondents was 520. The instrument for data collection was questionnaire. The data was analysed using Mean and Standard deviation for the research questions and ANOVA for the hypotheses. It was discovered that, students and their teachers lack adequate knowledge on school safety and security. It was also revealed that the teachers and students attitude towards safety and security is merely very poor. They were not effectively implemented and there was no disciplinary management in the schools.

A similar study was conducted by Solomon (2007) Awareness and perceptions of teachers on school safety and security in public secondary schools in osun state, Nigeria. The purpose of the study was to find out the level of awareness and perceptions of teachers on school safety and security. Two research questions were posed and two null hypotheses were

formulated. The study was a case study and simple random sampling technique was used to select the respondents. A total number of 1240 respondents which was made up of the learners, teachers and their principals were used for the study. The instruments for data collection were questionnaires. Mean and Standard deviation were used to answer the research questions while ANOVA was used to test the hypotheses. The researcher discovered that teachers and students in the public schools are not aware of school safety and security. The researcher also observed that perceptions of teachers and learners were very poor and this may subject the learners to security threats. This study is related to the present study because it revealed the weakness of the management in keeping the school environment free of safety and security threats for the learners.

2.7 Summary

The literature reviewed has recognized and identified safety and security in schools. Experts have shown that school safety and security is the responsibility of teachers, students and parents. The learners have a legal right to study in a safe environment and that makes it the legal duty of teachers to provide an environment in which students are protected from various hazards. For the sake of safety and security in schools, schools are now forced to implement 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 safety, concept of school security, safety and security of secondary school students, knowledge and attitude toward safety and security in Nigeria, knowledge of teachers on safety and security, attitude of teachers towards safety and security. For this study, safety is the process

or means, physical or human, of delaying, preventing, and otherwise protecting against external or internal, defects, dangers, loss, criminals, and other individuals or actions that threaten, hinder or destroy an organization's "steady state," and deprive it of its intended purpose for being while 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, three related theories were reviewed, namely: Risk perceptions theory, crisis, and casualty Theory of safety and security. It was established from the invitational theory that schools should be made socially appealing to students by providing safe and healthful school living. This was corroborated by the risk perceptions theory which describes an individual's negative or positive perceptions of his or her vulnerability to victimization in the school environment. It also emphasises that positive state of mind creates feeling of safety and security among students. This was further strengthened by risk Theory which specifies that safety is a pre-condition for attaining higher needs. In all, it was evident that a safe and secured school environment. Several empirical studies were reviewed. Although, most of the reviewed empirical studies have some relevance with the current study, virtually all of them were conducted within and outside Nigeria, suggesting a dearth of empirical literature on the local scene. This should be expected because it is only of recent that security issues, particularly in our educational institutions have become a major challenge. Apart from the fact that studies on improving security situations in public

secondary schools in Nigeria are very scanty, no known work has been carried out on assessment of knowledge and attitude of teachers towards safety and security of secondary school students in Northern states of Nigeria. Again, the prevalence of security threats in most of our public schools, suggest that urgent measures should be articulated to address the menace. These gaps inform the researcher's interest to carry out this study on assessment of knowledge and attitude of teachers towards safety and security of secondary school students in Northern states of Nigeria.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

The purpose of this study was to assess the knowledge and attitude of teachers towards safety and security of secondary school students in Northern states of Nigeria. To achieve this purpose, the research design, population of the study, sample and sampling techniques, research instrument, validation of instrument, administration of questionnaire, and statistical techniques employed in this study were described in this chapter

3.1 Research Design

An ex-post facto (After the fact) research design was used in this study. This is because the information required is already available with the respondents. Ex-post facto design is a systematic empirical inquiry in which the researcher does not have direct control of the independent variables because their manipulations have already occurred or because they are inherently not manipulated (Sharma, 2012). Asika (2009) stressed that, ex-post facto research design is systematic empirical study in which the researcher does not control or manipulate the independent variables; this is because they cannot be manipulated and the data for the study already exist. Therefore, this design was found suitable for this study because attempts were made to assess the knowledge and attitude of teachers towards safety and security of secondary school students in Northern states of Nigeria.

3.2 Population of the Study

The population of this study comprised of all teachers of secondary school in Northern states of Nigeria. The total number of teachers as per 2015/2016 academic session is 315,982 teachers (Federal Ministry of Education, 2016).

3.3 Sample and Sampling Techniques

The sample for this study was drawn from the population of the study using Multi-stage sampling procedure. The population of the study comprised 315,982 teachers. The selection is in accordance with Krejcie and Morgan (1970) who suggested that, if the population is above 100,000 the required sample size is 384 (see appendix B). Based on this authority, the sample size of this study was 384. Stratified sampling procedure was used in the selection of the states using the three existing geo-political zones, namely North-west, North-central and North-east as strata. Random sampling technique was used to select two states per zone. This involves that, all the names of the existing states were written on pieces of paper including Federal capital territory Abuja folded and put in a container. After vigorously shaking to ensure randomization, two states were picked from the container until the required number of states in the three geo-political zones was picked in order to have a total number of six states. The selection of the local Government Areas wasdone by simple random technique to select four local Government Areas from each state given a total of 24 LGAs. In the selection of the secondary schools the researcher used cluster sampling technique in which the schools are grouped into two, that is, male and female secondary schools. Two male and two female secondary schools were randomly selected from each of the cluster in each LGAs in order to have a total number of 24 schools. Proportionate sampling procedure was used in the selection of the respondents (teachers). This was done by dividing the population of teachers in each sampled school by the total population of teachers and multiplied by the sample size. Purposive sampling procedure was also used to distribute the questionnaire to the teachers in their respective schools. The summary of sampling procedure is contained in table 3.2 (see appendix A).

Table 3.1 shows the summary of states from the Geo-political zone from which the sample was drawn

GEO-POLITICAL ZONES	SAMPLED OF STATE PER GEO POLITICAL ZONE	SAMPLED STATES SELECTED	SAMPLE OF MALE TEACHERS	SAMPLE OF FEMALE TEACHERS	TOTAL SAMPLE OF TEACHERS
North –West	Kaduna, Kano, Katsina, Jigawa, Sokoto and Zamfara	Kaduna	37	23	60
		Jigawa	36	24	65
North –East	Adamawa, Bauchi, Borno, Gombe, Tatraba and Yobe	Gombe	32	29	66
		Bauchi	35	34	59
North – Central	Benue, Koji, Kwara, Nasarawa, Niger and FCT Abuja	Plateau	34	36	70
		Niger	37	27	64
		TOTAL 205 179384			

3.4 Instrument for Data Collection

To achieve the purpose of the study a modified four points Likert's scale; questionnaire were developed for Knowledge and attitude of teachers towards safety and security of secondary school students in Northern states, Nigeria for data collection in this study. The questionnaire was divided into four sections namely A-D. Section A sought information on the demographic characteristics of the respondents; section B1 contains information on the knowledge of the teachers on safety; section B2 contain information on the attitude of teachers towards safety; section C1 sought information on the knowledge of teachers on security; section C2 deals with the information about the attitude of teachers towards school security; section D1 contains information on the availability of safety measures and section D2 contains information on the

availability of security measures . The questionnaire was scored as follows; strongly agree 4 points; agree 3points; disagree 2 points and strongly disagree 1 point.

3.5 Validation of the Instrument

In order to establish the face and content validity of this instrument, the draft of this questionnaire was given to five experts in the field of Health Education, community medicine and sociology to vet the questionnaire. Their suggestions and corrections were effectedand incorporated in the final draft of the questionnaire.

3.6 Pilot study

In order to ascertain the reliability of the research instrument, a pilot study was conducted. The sample of pilot study consisted of 100 teachers drawn from two secondary schools in Kano and Yobe states. Kano and Yobe states that were not part of the sample states were randomly selected from among the three geopolitical zones of northern Nigeria. 50 copies of questionnaire were distributed toteachers in Kano and Yobe states respectively. Thus, a total of 100 copies of questionnaire were administered and retrieved by the researcher. The data collected were analysed using Statistical Package for Social science (SPSS) version 21 to determine the reliability of the research instrument. A Cronbachs alpha reliability coefficient test was used and the reliability index of 0.961 was obtained. Sharma (2012) pointed out that, alpha value of reliability test lies between 0.5 to 1. Therefore any value less than 0.5 indicate low reliability. On the basis of the above result (0.961) the instrument was considered adequate and reliable to be used for data collection in this study.

3.7 Procedure for Data Collection

Introductory letter was collected from the Head of Department, Human Kinetics and Health Education, Ahmadu Bello University, Zaria and submitted to the sampled schools in the study

area. The researcher administered the questionnaire to the respondents (teachers) with the help of research assistants who were trained on how to fill the various sections of the questionnaire. The required copies of the questionnaire for each sampled school were given to the research assistants by the researcher. Transport allowance was provided to the research assistants to reach the respective schools. The respondents were met at the school during break time so that the process will not interfere with the academic activities of the respondents. The respondents were required to fill the various sections of the questionnaire and returned immediately. The period of three weeks were used to complete the data collection. All duely completed questionnaires were retrieved and subjected to statistical analysis.

3.8 Procedure for Data Analysis

To achieve the purpose of this study, Information collected from the respondents through the use of the questionnaire were analysed statistically using statistical package for social sciences (SPSS) version 21. The following statistical tools were used:

1. Descriptive statistics of frequency counts and percentages were used to compute the demographic information of the respondents.
2. Mean score and standard deviation were used to answer the research questions on knowledge and attitude of teachers.
3. While inferential statistics of one sample t-test was used to test the major hypothesis and sub-hypotheses one, two, three andfour.
4. One-way analysis of variance (ANOVA) and independent t-test were used to test sub-hypotheses five and six.All tests of hypotheses were carried out at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

The purpose of this study was to assess the knowledge and attitude of teachers towards safety and security of secondary school students in Northern states of Nigeria. A total of 384 copies of the questionnaire were administered to the respondents. But a total of 372 representing 96.8% of the questionnaire were accurately filled and returned which was used for data analysis. To achieve this purpose, data collected were statistically analysed using statistical package for social sciences (SPSS) version 21. The item scores were based on four (4) points modified likert's scale. The relative mean for each of the item were calculated with four as the highest and one being the lowest score. Thus the criterion or acceptance mean of 2.5 was used in making decisions. If the relative means of an item is equal to or greater than 2.5, it is considered that the respondents are in agreement with the suggested item, while any mean less than 2.5 imply disagreement. The demographic variables were presented in frequencies and percentages while other responses were presented by their mean score and standard deviation as expressed by the respondents. t-test and one-way analyses of variance (ANOVA) were used to test the hypotheses at 0.05 level of significance.

4.1 Results

Table 4.1 Demographic Information of the Respondents

S/N	Variable	Category	Frequency	Percentage (%)
1.	Gender	Male	205	53.4
		Female	169	46.6
		TOTAL	**372**	**100**
2.	Age range (in years)	20-25	65	16.9
		21-30	102	26.6
		31-35	116	30.2
		36-40	85	22.6
		40-above	16	4.2
		TOTAL	**372**	**100**
3.	Educational Qualification	NCE	62	16.2
		First Degree	280	72.9
		Master Degree	42	10.9
		Doctorate Degree	0	0
		TOTAL	**372**	**100**

Table 4.1 contained information on the demographic characteristics of the respondents. The table revealed that, 203 (53.4 %) of the respondents were male while 169 (46.6%) were female. The table also shows that, 65 (16.9%) of the respondents were between the ages of 20-25, 102 (26.6%) were between the age of 21-30, 116(30.2%) were within the age of 31-35, 85(22.6%) were within the age of 36-40 and 16 (4.2%) were between the age range of 40 and above. The table also revealed that, 62 (16.2%) of the respondents had NCE, 280 (72.9%) had first degree and 42 (10.9%) had master degree.

Research Question I

What is the knowledge of teachers about safety of secondary school students in Northern states of Nigeria?

Table: 4.2 Mean Score and Standard Deviation of Responses of Teachers Knowledge about School Safety

S/N	Statement	$\bar{\bar{X}}$	SD
1	Threat with weapons such as knives and gun in school can result into safety problem to both teachers and students.	3.01	1.17
2	Attempted murder is one form of school safety problem	3.45	.53
3	Existence of school emergency preparedness plan helps the teachers and students to deal with the school safety.	3.57	.69
4	The use of identification card for both teachers and students before entering the school will help to maintain safety of the school.	3.33	.68
5	The existence of fire marshal (an individual in charge of operation in case of fire out break) helps in maintaining safety of the school.	2.92	1.08
6	School resource officer is an essential part of school safety.	3.26	.75
7	Sexual harassment among teachers and students is one of the safety issues in schools	2.05	1.01
AGGREGATE MEAN		**3.08**	**.85**

Table 4.2 above shows that, item number 3, had the highest mean score (3.57), which indicates that, Existence of school emergency preparedness plan helps the teachers and students to deal with the school safety. Next to item 3, is item number 2, with mean score of 3.45 which indicates that, attempted murder is one form of school safety problem; item 4 with mean score of 3.33, which indicates that, the use of identification card for both teachers and students before entering the school will help to maintain safety of the school; this is followed by item number 6 with mean score of 3.26, which indicates that, School resource officer is an essential part of school safety; item 1, had the mean score of 3.01 which indicates that, Threat with weapons such as knives and gun in school can result into safety problem to both teachers and students; item 5, had

mean score of 2.92 which indicates that, The existence of fire marshal (an individual in charge of operation in case of fire out break) helps in maintaining safety of the school. Item number 7, has the mean score of 2.05 which is less than the accepted mean score of 2.5. Therefore, the respondents were in disagreement with the statement in item 7, which indicates that, Sexual harassment among teachers and students is one of the safety issues in schools. The aggregate mean score of 3.08 is greater than 2.5. This implies that, the respondents have adequate knowledge on school safety.

Research Question 2

What is the attitude of teachers towards safety of secondary school students in Northern states of Nigeria?

Table: 4.3 Mean Score and Standard Deviation of Responses of Teachers Attitude towards Safety

S/N	Statement	$\bar{\bar{X}}$	SD
1.	I feel knives and guns should be allowed in the school premise in the possession of teachers.	2.19	1.14
2.	Students should be allowed to fight within the school to claim gang leader.	2.03	1.19
3.	Drug use increase fear for my safety at school.	2.59	1.17
4.	I feel safe from social and cyber bullying when iam in school.	2.79	.88
5.	I want fire extinguishers to be popularized in my school in order to prepare for possible fire outbreak.	3.20	.82
6.	I feel my school should operate on the principle of zero tolerance to safety.	2.87	.98
7.	I belief teachers and students in my school are free from any form of attempted murder.	3.01	1.03
AGGREGATE MEAN		**2.67**	**1.03**

Table 4.3 shows that, item number 5, has the highest mean score of 3.20, which stated that, I want fire extinguisher to be popularized in my school in order to prepare for possible fire

outbreak. The next item is item 7, with mean score of 3.01, which stated that, I want fire extinguisher to be popularized in my school in order to prepare for possible fire outbreak. Item 6, has the mean score of 2. 87, which stated that, I feel my school should operate on the principle of zero tolerance safety; item 4, has the mean score of 2.79, which stated that, I feel safe from social and cyber bullying when iam in school; item 3, has the mean score of 2.59, which stated that, Drug use at increase fear for my safety at school. The rest of the items have mean score less than the accepted mean score of 2.5. Item 1, has the mean score of 2.19, which stated that, I feel knives and guns should be allowed in the school premise in the possession of teachers; item 2, with mean score of 2.03, which stated that, Students should be allowed to fight within the school to claim gang leader. The aggregate mean score of 2.67 was obtained which is greater than the accepted mean score of 2.5. This implies that, the attitude of the respondents towards safety is positive.

Research Question 3

What is the knowledge of teachers about security of secondary school students in Northern states of Nigeria?

Table: 4.4 Mean Score and Standard Deviation of Responses of Teachers Knowledge about School Security

S/N	Statement	$\bar{\bar{X}}$	S D
1.	CCTV is a security measure that can be placed in secondary schools.	3.30	.77
2.	Stationary guards at the entrance(s) of the school controlling the access and movement of people and vehicles into and outside the school, helps in maintaining high level of security to teachers and students.	3.48	.73
3.	Hand-held detector is security measure that can be used in secondary schools.	3.09	.59
4.	Metal detector is a security measure that can be used in secondary schools to maintain security to both teachers and students	3.12	.89
5.	Visitors to sign in (access control) to the school premises can reduce the risk of insecurity among teachers and students	3.45	.56
6.	Fencing the school premises ensure security to teachers and students.	3.46	.69
7.	Limited number of access entry points to the school ground and buildings helps to maintain security of teachers and students	3.27	.94
AGGREGATE MEAN		**3.31**	**.74**

Results in table 4.4 above revealed that, item number 2, has the highest mean score of 3.48, which indicate that, Stationary guards at the entrance(s) of the school controlling the access and movement of people and vehicles into the school help in maintaining high level of security to teachers and students; this followed by item number 6, with mean score of 3.46, which stated that, fencing the school premises ensures security to teachers and students. Item 5, has the mean score of 3.45, which indicate that, Visitors to sign in (access control) to the school premises can

reduce the risk of insecurity among teachers and students; item 1 has the mean score of 3.30 which stated that, CCTV is a security measure that can be placed in secondary schools; item 7, has the mean score of 3.27, which indicate that, limited number of access entry points to the school ground and buildings helps to maintain security of teachers and students; the next item is item number 4, which stated that, Metal detectors is a security measure that can be used in secondary school to maintain security to both teachers and students. The last item is item number 3 with mean score of 3.09 which indicate that, Hand-held detector is security measure that can be used in secondary schools. All the items above have mean score higher than the accepted mean score of 2.5 which indicate that, all the respondents agree with the suggested items. Therefore, the aggregate mean score of 3.30 was obtained and is greater than 2.5. This implies that, the respondents have adequate knowledge about school security.

Research Question 4

What is the attitude of teachers towards security of secondary school students in Northern states of Nigeria?

Table: 4.5 Mean Score and Standard Deviation of Responses of Teachers Attitude towards Security

S/N	Statement	$\bar{\bar{X}}$	SD
1.	I feel that, CCTV cameras and alarm system should be used to ensure effective security measures in my school.	3.01	.78
2.	I believe that, stationary guards at the entrance of my school controlling movement of people and vehicles into and out of the school premises ensure security to the teachers and students.	3.35	.63
3.	I feel that, placing an intruder alarm in sensitive areas such as principal's office, reception and computer room can provide security to the school.	3.29	.67
4.	I feel that, metal detectors should be use in my school to ensure effective security.	2.92	1.01
5.	I feel Visitors should not be allowed to enter the school premises without signing the visitor's register.	3.12	1.01
6.	I believe that, fences and wall to the school provide security to teachers and students.	3.43	.79
7.	I feel limited number of access entry points into the school premises maintain security for teachers and students	3.32	.75
AGGREGATE MEAN		**3.21**	**.81**

Table 4.5 revealed that, item 6, has the highest mean score of 3.43, which stated that, I believe that, fences and wall to the school provide security to teachers and students. This is followed by item 2, with mean score of 3.35, which shows that, I believe that, stationary guards at the entrance of my school controlling movement of people and vehicles into the school premises ensure security to the teachers and students; item 7, has the mean score of 3.32, which stated that, I feel limited number of access entry points into the school premises maintain security for teachers and students; item 3, has the mean score of 3,29, which shows that, I feel that, placing an intruder alarm in sensitive areas such as principal's office, reception and computer room can

provide security to the school; item 5, has the mean score of 3.12, which stated that, I feel Visitors should not be allowed to enter the school premises without signing the visitor's register. The last item is item number 4, with mean score of 2.29, which shows that, I feel that, metal detectors should be used in my school to ensure effective security. All of the above items have mean score higher than the accepted mean score of 2.5, which show that, the respondents were in agreement with the stated items. The aggregate mean score of 3.21 was obtained which is greater with the accepted mean score of 2.5. Therefore, it implies that, the respondents have positive attitude towards security.

Research Question 5

What is the difference in knowledge and attitude of teachers about safety of secondary school students in Northern states of Nigeria based on the demographic variables (age, gender and educational qualifications).

Table: 4.6 Mean score and standard deviation of teachers' knowledge and attitude towards safety of secondary school students based on theirdemographic variables (age, gender and educational qualifications)

Variables	N	Mean	Std deviation
Gender			
Male	205	2.05	.337
Female	169	2.21	.320
Aggregate mean		**2.13**	**.328**
Age (in years)			
20-25	65	2.12	.339
26-30	99	2.30	.305
31-35	118	2.10	.351
36-40	81	2.07	.318
40-above	20	2.24	.244
Aggregate mean		**2.16**	**.311**
Educational qualifications			
NCE	62	3.13	.319
First Degree	280	2.08	.335
Master Degree	42	2.12	.316
Aggregate mean		**2.44**	**.323**

The results in table 4.6 are the mean score and standard deviation on difference in thedemographic variables of teachers in their knowledge and attitude towards safety of secondary school students.The results revealed that, gender has aggregate mean score of 2.13, age has mean score of 2.16 and educational qualifications with mean score of 2.44. All the variables above have mean score lower than the acceptable mean score of 2.5. Therefore, it implies that, teachers do not differ in their knowledge and attitude towards safety of the secondary school students based ondemographic variables.

Research Question 6

What is the difference in knowledge and attitude of teachers about security of secondary school students in Northern states of Nigeria based on their demographic variables (age, gender and educational qualifications)

Table: 4.7 Mean score and standard deviation of teachers' knowledge and attitudeabout security of secondary school students based on their demographic variables (age, gender and educational qualifications)

Variables	N	Mean	Std deviation
Gender			
Male	205	2.23	.327
Female	169	2.30	.300
Aggregate mean		**2.26**	**.313**
Age (in years)			
20-25	65	2.02	.329
26-30	99	2.40	.315
31-35	118	2.30	.300
36-40	81	2.00	.332
40-above	20	3.14	.344
Aggregate mean		**2.41**	**.324**
Educational qualifications			
NCE	62	3.06	.331
First Degree	280	2.20	.345
Master Degree	42	2.12	.326
Aggregate mean		**2.46**	**.334**

The results in table 4.7 are the mean score and standard deviation on difference in the demographic variables of teachers in their knowledge and attitude towards security of secondary school students. The results revealed that, gender has aggregate mean score of 2.26, age has mean score of 2.41 and educational qualifications with mean score of 2.46. All the variables above have mean score lower than the acceptable mean score of 2.5. Therefore, it implies that,

teachers do not differ in their knowledge and attitude about security of the secondary school students based on demographic variables.

Table: 4.8 Mean Score and Standard Deviation of Responses of Teachers on the Availability of School Safety Measures

S/N	Statement	$\bar{\bar{X}}$	SD
1.	My school conducts weapon search periodically to ensure safety of teachers and students.	2.69	.75
2.	In my school, all electrical appliances are put off immediately after school hours in order to ensure safety.	3.26	.73
3.	My school provides fire extinguishers in order to prepare for possible fire outbreak.	3.18	.91
4.	All buildings in my school are in good condition and do not constitute danger to teachers and students.	2.79	.94
5.	My school has guidelines and procedures explaining safety measures.	2.83	.86
6.	In my school all flammable liquids are stored in a safe place such as a room well ventilated, with notices indicating no smoking or open flames away from the building	3.04	.84
7.	My school provides emergency escape routes clearly marked with exit route signs , visible and legible for both teachers and students in case of emergency	2.90	.89
AGGREGATE MEAN		**2.46**	**.85**

The data in table 4.8 shows that, 2, has the highest mean score of 3.26, which indicate that, in my school, all electrical appliances were put off immediately after school hours in order to ensure safety; item 3, has the mean score of 3.18, which stated that, My school provides fire extinguishers in order prepare for possible fire outbreak; item 6, has the mean score of 3. 04, which indicate that, in my school all flammable liquids are stored in a safe place such as a room well ventilated, with notices indicating no smoking or open flames away from the building. Item 4, with the mean score of 2.79, state that, all buildings in my school are in good condition and do not constitute danger to teachers and students; item 5, with the mean score of 2.83, which states that, my school has guidelines and procedures explaining safety measures; item 1, with mean

score of 2.69, which states that, my school conducts weapon searches periodically to ensure safety of teachers and students. The mean score of 2.46 was obtained which is less than the accepted mean of 2.5. This implies that, safety measures were not available.

Table: 4.9 Mean Score and Standard Deviation of Responses of Teachers on the Availability of School Security Measures

S/N	Statement	$\bar{\bar{X}}$	SD
1.	My school premises is completely surrounded by a barrier to ensure security to both the teachers and the students	2.90	.80
2.	Always there is stationary guards at the entrance of my school controlling the access and movement of people , vehicles, and goods to ensure security of the school	3.06	.85
3.	Every day in my school there is a teacher and a student on duty to ensure safety and security of teachers and students especially during break times	3.25	.74
4.	My school liaise with policemen that will respond if an alarm is triggered or if an incident occurs	3.28	.74
5.	Gates are closed during school hours in order to maintain security of the school.	3.17	.78
6.	In my school all windows and doors are kept closed and locked after school hours to ensure security.	2.95	.99
7.	There is graffiti (electric wire) on the walls of my school	2.36	.98
AGGREGATE MEAN		**2.99**	**.84**

The data in table 4.9 above shows that, item 4, with mean score of 3.28, which indicates that, my school liaise with policemen that will respond if an alarm is triggered or if an incident occurs; item 3, has the mean score of 3.25, which indicates that, Every day in my school there is a teacher and a student on duty to ensure safety and security of teachers and students especially during break times; item 5, has the mean score of 3.17, which states that, gates were closed during school hours in order to maintain security of the school; item 2, has with the mean score of 3.06, which indicates that, items 6, has the mean score of 2.95, which states that, In my school all windows and doors are kept closed and locked after school hours to ensure security; Always there is stationary guards at the entrance of my school controlling the access and

movement of people , vehicles, and goods to ensure security of the school. The last item is item 7, with mean score of 2.36, which states that, there is graffiti (electric wire) on the walls of my school. The aggregate mean score of 2.99 was obtained which is greater than the accepted mean score of 2.5. This implies that, there is availability of security measures.

4.2 Test of hypotheses

Major hypothesis

There is no significant difference in the knowledge and attitude of teachers towards safety and security of secondary schools in northern states of Nigeria. To test this hypothesis, one sample t-test was used. The results of which are in table 4.10

Table 4.10: Summary of one Sample t-test analysis on knowledge and attitude of teachers towards safety and security

Variable	N	$\bar{\bar{X}}$	SD	Std. Err	Df	t-cal	t-crit.	P
Knowledge	372	3.20	.32	.016	371	13.4	1.96	0.000
Attitude	372	2.94	.34	.018				

t (371)= 13.4, P < 0.05

The result in table 4.10 showed that the calculated t-value (13.4, df = 371, P < 0.05) is statistically lower than the t-critical value of 1.960. The outcome of the study shows that significant knowledge and attitude exist among teachers towards safety and security of secondary school students. This means that, the null hypothesis which stated that, there is no significant knowledge and attitude of teachers towards safety and security of secondary schools students in Northern states of Nigeria is hereby rejected.

Sub-hypothesis I

There is no significant knowledge of teachers about safety of secondary school students in Northern states of Nigeria. To test this hypothesis, one sample t- test was used. The results of which are in table 4.11

Table 4.11: Summary of one sample t-test analysis on teacher's knowledge on safety

VARIABLES	N	$\bar{\bar{X}}$	SD	Std. Error	Df	t-cal	t-crit.	P
KNOWLEDGE	372	3.08	.413	.021	371	145.9	1.96	0.000

t (372)= -145.9, P < 0.05

Table 4.11 is a summary of one sample t-test on knowledge of teachers on safety. The results shows that the calculated t-value (145.9, df = 371, P < 0.05) is statistically higher than the t-critical value of 1.96. Therefore, the null hypothesis which stated that, there is no significant knowledge of teachers about safety of secondary school students in Northern states of Nigeria is hereby rejected.

Sub-hypothesis 2

The attitude of teachers towards safety of secondary school students in Northern states of Nigeria is not significant. To test this hypothesis, one sample t- test was used. The results of which are in table 4.12

Table 4.12 summary of one sample t-test analysis on attitude of teachers towards safety

Variable	N	$\bar{\bar{X}}$	SD	Std. Err.	Df	t-cal	t-critical	P
Attitude	372	2.67	.602	.031	371	86.9	1.95	0.000

t (372)= 86.9, P < 0.05

The results in table 4.12 are summary of one sample t-test on the attitude of teachers towards safety. The results shows that the calculated t-value (86.9, df = 371, P < 0.05) is statistically higher than the t-critical value of 1.96. Therefore, the null hypothesis which stated that, the attitude of teachers towards safety of secondary school students in Northern states of Nigeria is not significant is hereby rejected.

Sub-hypothesis 3

There is no significant knowledge of teachers about security of secondary school students in Northern states of Nigeria. To test this hypothesis, one sample t- test was used. The results of which are in table 4.13

Table 4.13: Summary of one sample t-test analysis on teacher's knowledge on security

VARIABLES	N	$\bar{\bar{X}}$	SD	Std. Error	Df	t-cal	t-critical	P
KNOWLEDGE	372	3.31	.40	.021	371	160.9	1.96	0.000

t (372)= -160.9, P < 0.05

Table 4.13 is a summary of one sample t-test on knowledge of teachers towards security. The results shows that the calculated t-value (160.9, df = 371, P < 0.05) is statistically higher than the t-critical value of 1.960. Therefore, the null hypothesis which stated that, there is no significant knowledge of teachers on security of secondary school students in Northern states of Nigeria is hereby rejected.

Sub-hypothesis 4

The attitude of teachers towards security of secondary school students in Northern states of Nigeria is not significant. To test this hypothesis, one sample t- test was used. The results of which are in table 4.14

Table 4.14 summary of one sample t-test analysis on attitude of teachers towards security

Variable	N	$\bar{\bar{X}}$	SD	Std. Err.	Df	t-cal	t-critical	P
Attitude	372	3.21	.41	.020	371	154.1	1.95	0.000

t (372)= -154.1, P < 0.05

The results in table 4.14 are summary of one sample t-test on the attitude of teachers towards security. The results shows that the calculated t-value (154.1, df = 371, P < 0.05) is statistically higher than the t-critical value of 1.96. Therefore, the null hypothesis which stated that, the attitude of teachers towards safety and security of secondary school students in Northern states of Nigeria is not adequate is hereby rejected.

Sub-hypothesis 5

There is no significant difference in teachers' knowledge and attitude towards safety of secondary school students in Northern states of Nigeria based on theirdemographic variables (age, gender and educational qualifications).To test this hypothesis, one-way analysis of variance (ANOVA) and independent t-test was used. The results of which are in table 4.15a, 4.15b and 4.15c

Table 4.15aSummary of one-way analysis of variance (ANOVA) on difference inteachers' knowledge and attitude towards safety of secondary school students based on their age

variable	Sourceof variance	SS	MS	Df	F-value	P
Age	Between group	.155	.077	2	**1.351**	**.494**
	Within group	41.548	.109	370		
	Total	41.742		372		

F(372) =1.351, p< 0.05

Table 4.15a is a summary of one-way analysis of variance (ANOVA) on the difference in age of the teachers on safety of secondary school students. The results showed that the calculated F-value (1.351, df = 371, P < 0.05) is statistically lower than the F-critical value 2.62. Therefore, the null hypothesis which stated that, there is no significant difference in teachers' knowledge and attitude towards safety of secondary school in northern states of Nigeria based on age is hereby retained.

Table 4.15b Summary of independent sample t-test analysis on difference in teachers' knowledge and attitude towards safety of secondary school studentsbased on gender

Variable	N	$\bar{\bar{X}}$	SD	Std. Err	Df	t-cal.	t-crit.	P
Male	196	2.96	.444	.031	371	**-6.69**	**1.95**	**0.136**
Female	176	3.22	.321	.024	371			

t (372)= -6.69, P < 0.05

A result in table 4.15b is a summary of independent sample t-test on difference in teachers' knowledge and attitude towards safety of secondary school students based on gender The outcome revealed that, the calculated t-value (-6.69, df=371, P<0.05) was statistically lower than the critical value of 1.95. Therefore, the null hypothesis is hereby retained.

Table 4.15cSummary of one-way analysis of variance (ANOVA) on difference in knowledge and attitude of teachers towards safety of secondary school studentsbased on theireducational qualification.

variable	Source of variance	SS	MS	Df	F-value	P
Age	Between group	.274	.294	1	**1.006**	**.694**
	Within group	41.548	.109	370		
	Total	41.742		372		

F (372) = 1.006, p< 0.05

Table 4.15c is a summary of one-way analysis of variance (ANOVA) on the difference in knowledge and attitude of teachers towards safety of secondary school students based on their educational qualification. The results showed that the calculated F-value (1.006, df = 371, P < 0.05) is statistically lower than the F-critical value 2.62. Therefore, results in tables 4.15a, 4,15b and 4.15c showed that, the F-value is statistically lower than the F-critical. The null hypothesis which stated that, there is no significant difference in the knowledge and attitude of teachers

towards safety of secondary school students in Northern states based on their educational qualification is hereby retained.

Sub-hypothesis 6

There is no significant difference in teachers' knowledge and attitude towards security of secondary school students in Northern states of Nigeria based on theirdemographic variables (age, gender and educational qualifications).To test this hypothesis, one-way analysis of variance (ANOVA) and independent t-test was used. The results of which are in tables 4.16a, 4.16b and 4.16c

Table 4.16aSummary of one-way analysis of variance (ANOVA) on difference in knowledge and attitude of teachers towards security of secondary school students based on their age.

variable	Source of variance	SS	MS	Df	F-value	P
Age	Between group	.276	.138	2	**1.149**	**.478**
	Within group	71.053	.186	370		
	Total	71.329		372		

F (372) = 1.149, p< 0.05

Table 4.16a is a summary of one-way analysis of variance (ANOVA) on the difference in the knowledge and attitude of teachers towards security of secondary school students based on theirage. The results showed that the calculated F-value (1.149, df = 371, P < 0.05) is statistically lower than the F-critical value 2.62. Hence the null hypothesis hereby retained.

Table 4.16b Summary of independent sample t-test analysis on difference inteachers' knowledge and attitude towards security of secondary school studentsbased on gender

Variable	N	$\bar{\bar{X}}$	SD	Std. Err	Df	t-cal.	t-crit.	P
Male	196	3.23	.386	.027	371	**-4.29**	**1.95**	**0.135**
Female	176	3.40	.403	.030	371			

t (372)= -4.29, P < 0.05

A result in table 4.16b is a summary of independent sample t-test on difference inteachers' knowledge and attitude towards security of secondary school students based on gender. The outcome revealed that, the calculated t-value (**-4.29**, df=371, P<0.05) was statistically lower than the critical value of 1.95. Hence the null hypothesis is retained.

Table 4.16cSummary of one-way analysis of variance (ANOVA) on difference in teachers' knowledge and attitude towards security of secondary school students based on their educational qualification

variable	Source of variance	SS	MS	Df	F-value	P
Age	Between group	5.597	5.597	1	**1.114**	**.824**
	Within group	65.732	.172	370		
	Total	71.742		372		

F (372) = 1.114, p< 0.05

Table 4.16c is a summary of one-way analysis of variance (ANOVA) on the difference in knowledge and attitude of the teachers towardssecurity of secondary school students based on their educational qualification. The results showed that the calculated F-value (1.006, df = 371, P < 0.05) is statistically lower than the F-critical value 2.62. Therefore, the null hypothesis which stated that, there is no significant difference in the teachers' knowledge and attitudetowardssecurity of secondary school students in Northern states of Nigeria based on their educational qualification is hereby retained.

4.3 Discussions

This research work was specifically designed to assess the knowledge and attitude of teachers towards safety and security of secondary school students in northern states of Nigeria. The major hypothesis of this study tested for significance of the expressed knowledge and attitude of teachers towards safety and security of secondary school students in Northern states of Nigeria. The results of overall test with aggregate mean score revealed that, teachers have high knowledge and positive attitude towards safety and security of secondary school students. The null hypothesis was therefore rejected. This finding is contrary to the study conducted by Dewet (2007) who found that, teachers and their students lack adequate knowledge on school safety and security and their attitude towards safety and security is merely very poor. The findings of this study is also in disagreement with the study of Hasten (2006) who opined that, public secondary schools teachers of South West, Nigeria lack adequate knowledge on the safety and security. Also he found out that, the general attitude of the teachers and the students' contributes to school security threat in the school environment. In the same vein Ratti (2010) conducted a study who also found out that, many public secondary schools teachers do not have adequate knowledge on safety and security devices needed to keep school safe. Ratta also found out that, the attitude of the teachers towards schools safety and security devices was negative. Also the study found out that, students lack knowledge about safety and security and they are not security conscious. The researcher observed that, some of reasons why this finding is not in agreement with the previous studies is that, the area under investigations is a security compromised area which is affected by the insurgency resulting from the activities of Boko Haram. That is what makes most of the teachers in the secondary school become more security conscious.

Sub-hypothesis I, was tested for significant knowledge of teachers on safety of secondary school students. The result obtained using one sample t-test revealed that, there is significant knowledge of teachers on safety of secondary school students. The null hypothesis was therefore, rejected. This finding is consistent with the study conducted by Rippetoe (2009) on ‘’knowledge and perceptions of teachers and students on safety regulations in secondary schools in East Tennesse. The study found out that, many of the teachers and students of public secondary schools in East Tennesse have high knowledge about safety and devices. The finding of the study is contrary to the study conducted by Williams (2008) on Knowledge and perceptions of teachers on school safety in Virginia state university. The study found that, there was low level of awareness among teachers and students on safety and security in many public secondary schools. This finding is not suprising because of the serious security challenges experiencing in northern states of Nigeria particularly the north –eastern region. This is supported by Mijah (2014) who reported that, between 2011 to 2014, educational institutions, most of them secondary schools have been attacked.The events in schools in Nigeria attest to the university of this finding: Government Secondary School, Mamudo (42 students killed), College of Agriculture, near Damaturu (40 students killed), Federal Government College, Buniyadi (over 20 students killed), Government Girls Secondary School, Chibok (over 200 female students were abducted; some regained freedom while others still in captivity), Federal Polytechnic, Mubi, (over 30 students killed), School of Hygiene, Kano, (at least five students killed), and many more. This is what makes the findings of this study not in line with the above findings because of the persistent threats which resulted into death of students and their teachers. Therefore, this increases the knowledge and awareness of safety and security of the teachers and students may have increased by the threats.

Sub-hypothesis 2 was tested for significant attitude of teachers towards safety of secondary school students. The outcome of this study shows significant attitude of the teachers towards safety of secondary school students. The null hypothesis was therefore, rejected. This finding is contrary to the study conducted by Jaavveld (2011) who conducted a retrospective study on the perceptions of teachers on the safety condition in secondary schools in South Africa. Jaavveld posited that, most of the teachers have negative perceptions about safety conditions of the schools and have no planned safety policies, have no planned way of resolving student's conflicts and have no safety plans on ground to check emergency occurrences. It could be inferred from the study that, developing a positive attitude towards safety of the students is an important measureto be put into practice in order to maintain positive and healthy school environment. The finding of the study is in line with what Ducan and Enose (2010) who carried out a study on assessment of Knowledge and attitude of teachers towards safety and security policy in public secondary schools in Kisumu found. Ducan and Enoserevealed that, the perceptions of teachers towards safety and security policy were to a large extent satisfactory in the schools studied as evidenced by the following: fire extinguishers, emergency team members available in the schools, dormitories in many schools had emergency doors. Again, most of the dormitories in the schools were fitted with emergency doors. The researcher attributed the agreement of findings of this study with the former, because they all observed safety as priority in their schools and maintained positive attitude towards safety in school.

Sub-hypothesis was tested for significant knowledge of teachers on security of secondary school students. The finding of the study shows significant knowledge of teachers on security of secondary school students. The null hypothesis was therefore, rejected. This finding is not in agreement with the study conducted by Sandari (2011). On an investigation of security measures

at public schools in Minna, Niger state. The study found out that, majority of the teachers have little or no knowledge about the security measures in their respective schools. In addition, most of the teachers do not have adequate preparation on how to conduct dormitory and locker searches to seize the weapons with which some students use to threaten the lives of others.

Sub-hypothesis 4 was tested for significant attitude of teachers towards security of secondary school students. The outcome of this study shows significant attitude of the teachers towards security of secondary school students. The null hypothesis was therefore, rejected. This finding is not in agreement with the study conducted by Amanchukwu, (2012) on attitude of teachers on secondary school safety and security in Rivers state. The study found out that, there was negative attitude towards safety and security in secondary schools in Rivers state. The finding is in line with the study conducted by Musa (2010) on teacher's attitude towards campus security at the public secondary school in North-Eastern Nigeria. The results of this study indicate that in general, teachers have positive attitude towards campus security. This agreement of findings might be as a result of the study been conducted at the region mostly affected by the insurgency. This makes most teachers develop positive attitude towards security.

Sub-hypothesis 5 was tested for significant difference in thedemographic variables of teachers on safety of secondary school students. The result of study revealed that, a demographic variable of teachers have no significant difference in their knowledge and attitude towards safety of secondary school students based o their demographic vaiables. The null hypothesis was therefore retained. The finding here is in line with Millar (2011) who conducted a research on the exploration of safety and security in township secondary schools in Free Town. Miller found out that, age, sex, educational background and work experience of teachers does not influence their ability to maintain safety of students in secondary school of free town. The study also found

outthat, the educational qualifications of the teachers is not an influential factor to safety of students. The outcome of this study is contrary to what Prinsloo (2005) who conducted a study on knowledge and attitude towards safety and security of learners in South African public secondary schools found. The study found that, there was an influence of demographic variable on the knowledge and attitude of teachers towards safety of secondary school students. He also found out that educational qualification and experience of the teacher influences their knowledge and attitude towards safety of students in public secondary schools. Similarly, the finding of the study is not in agreement with Hasten (2006) who carried out his study on knowledge and attitude of teachers towards safety and security in secondary schools in South East, Nigeria. Hasten found that, there is significant influence of demographic variables of teachers on safety of students in public secondary schools in South West. Another discovery was that there is influence of age, gender and socioeconomic status on knowledge and attitude of the teachers on the safety of the students.This finding is not in line with the study conducted by Omebe (2010) on attitude of teachers towards safety precautions in public secondary schools in Enugu state, Nigeria. The findings of the study show that, there are differences in attitude towards safety precautions between male and female teachers in public secondary schools in Enugu state. Males have higher attitude about the safety in school especially with regards to the use of proper techniques of using equipment, proper storage of the equipment, and active supervision of students during practical, safety screening during experiments and fire extinguishers. This might be as a result of growing threat at various degree which is been posed by the insurgent group known as Boko Haram that operate in the northern region of the country. The researcher also observed that, since most of the teachers have knowledge about safety that is why it reflects in their attitude.

Sub-hypothesis 6 was tested for significant difference in teachers' knowledge and attitudeon security of secondary school students based on the demographic variables. The result of study revealed that,teachersdo not significantlydiffer in their knowledge and attitude towardssecurity of secondary school students based on their demographic variables. The null hypothesis was therefore retained. The finding here is contrary to the study conducted by Bello (2015) who conducted a study on perceived attitude of teachers towards safety and security in public secondary schools in North-central zone. Bello found out that, demographic variables such as gender, age, educational qualification and experience have higher influence on the knowledge and attitude towards security of students in public secondary schools. The study also found out that, the attitude of the teachers and students towards safety and security is positive and teacher's knowledge has significant influence on their attitude. The outcome of this study is in line with the finding of Lake, (2015) in his study on student's fears on secondary school campuses and their perceptions of policies and procedures that increase feelings of safety and security. The outcome of the study revealed that, there was no influence on demographic variables of the knowledge and attitude of teachers in secondary school. He also found out that knowledge has no influence on the attitude of students, teachers and school administration on safety and security of the public secondary schools. Similarly, the finding of the study is contrary to Kayode (2006) who carried out a study on knowledge and attitude of teachers towards safety and security in secondary schools in Ondo state, Nigeria. Kayode found out that, sex and educational background of public secondary school teachers of Ondo state has significant influence on their knowledge and attitude towards safety and security of their students. Study also found out that, there was significant influence of demographic variables on knowledge and the general attitude of the teachers on the safety and security of students. This might be as a

result of growing threat at various degrees which is been posed by the insurgent group known as Boko Haram that operate in the northern region of the country. The researcher attributes the finding to lack of security measures placed in most of the schools in northern states of Nigeria. This finding is consistent with Dewet (2007) who conducted a research on Attitude and awareness of teachers towards safety and security in public secondary schools in Kogi state, Nigeria. Dewet found out that, educational background of the teachers has significant impact on safety and security of students. The result also shows that male respondents differ in their level of awareness on the use of safety and security devices in the school campuses. Similarly this finding is in line with Solomon (2007) who conducted a study on awareness and perceptions of teachers of school safety and security in public secondary schools in Osun state, Nigeria. He found out that, perception of teachers and learners were very poor and this may subject the learners to security threats and also that, gender difference in knowledge and attitude of the respondents were the major issues identified. The researcher attributed the agreement of this finding with the previous findings because both studies were conducted in security conscious areas. It is also indicated that teachers have adequate knowledge and positive attitude towards safety of their students.This finding is in line with Rabbe (2010) who conducted a study on Attitude and awareness of teachers towards safety and security in public secondary schools in Benue state, Nigeria. Rabbe found out that, students and their teachers lack adequate knowledge on school safety and security. The result also shows that male respondents differ in their level of awareness on security devices in the school campuses. The result of the study revealed that, there is significant difference between male and female teachers in their attitude towards security of secondary school students. The null hypothesis was therefore, retained. This finding is contrary

to that of Okonko (2011) who carried out a study on awareness and perceptions of teachers on school safety and security in public secondary schools in Enugu state, Nigeria.

He found out that, perception of teachers and learners were very poor and this may subject the learners to security threats and also that, there is a difference in attitude between male and female respondents. The researcher attributed the disagreement of this finding with the previous findings because the present study was conducted in security conscious areas. It is also indicated that the teachers have adequate knowledge and positive attitude towards safety of their students.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the summary, conclusion, recommendation and suggestion for further studies were presented.

5.1 Summary

The study was carried out to assess the knowledge and attitude of teachers towards safety and security of secondary school students in Northern states of Nigeria. In order to achieve the purpose of the study, six specific objectives were stated, six research questions were raised and seven null hypotheses were formulated. An ex-post facto research design was adapted for this study. Multistage sampling procedure were used to select 384 respondents from the total population of 315,982 teachers in Northern states of Nigeria. Data collected on demographic characteristics of the respondents were presented in tables and analysed using frequencies and percentage. Mean score and standard deviation were used to compute the various items of the questionnaire while t-test and one -way analysis of variance (ANOVA) were used to verify the hypotheses at 0. 05 level of significance. From the above, the following were the findings of this study:

1. The knowledge of teachers on safety of secondary school students in Northern states of Nigeria is adequate.
2. The attitude of teachers towards safety of secondary school students in Northern states of Nigeria ispositive.
3. The knowledge of teachers on security of secondary school students in Northern states of Nigeria is adequate.

4. The attitude of teachers towards security of secondary schools student in Northern states of Nigeria ispositive.
5. Significant difference does not exist in knowledge and attitude of teachers towards safety of secondary school students in Northern states of Nigeria based on their demographic variables (age, gender and educational qualification)
6. Significant difference does not exist in knowledge and attitude of teachers towards security of secondary school students in Northern states of Nigeria based on their demographic variables (age, gender and educational qualification)

5.2 conclusions

Based on the findings of this study the following conclusions were drawn:

1. Teachers in Northern states of Nigeria have adequate knowledge on safety of Secondary school students.
2. Teachers in Northern states of Nigeria have positive attitude towards safety of secondary school students.
3. Teachers in Northern states of Nigeria have adequate knowledge on security of Secondary school students.
4. Teachers in Northern states of Nigeria have positive attitude towards security of secondary school students.
5. Teachers in Northern states of Nigeria do not differ in knowledge and attitude towards safety of secondary school students based on their demographic variables (age, gender and educational qualification)

6. Teachers in Northern states of Nigeria do not differ in knowledge and attitude towards security of secondary school students based on their demographic variables (age, gender and educational qualification)

5.3 Implications of the findings

The findings of this study have implications on knowledge and attitude of teachers towards safety and security of secondary school students. The implications boarder on how to ensure that, teachers consistently have adequate knowledge and positive attitude towards the protections of their students within the school premises. The implication is that, teachers should always put into action what they knew about safety and security of the students. Another implication is that, the schools need to be safe not only to protect the students, teachers and other school staff from harm, but also to prevent harm from occurring. The school management needs to be prepared to allocate money for purchasing the relevant security preventive devices in other to respond quickly and effectively for potential crises.

5.4 recommendations

Based on the findings of this study, the following recommendations were made;

1. The school management in collaboration with the ministry of education should organize seminars, conferences and workshops for teachers in order to update their knowledge on safety and security which will reflect in their attitude.
2. Since security is paramount for maintaining healthy state of the school environment,the school management needs to constantly utilize teachers' knowledge and attitude to adopt threat preventive strategies to keep the school environment safe. The reason for this is to increase the ability to monitor and prevent delinquent behavours.

3. The school management should make arrangements for improving student's security by establishing such measures as having constant students briefing and drills based on teachers' knowledge and attitude especially on security matters. Also measures such as constant searches of students lockers to seize weapons and dangerous objects. Should be employed.
4. The school management should also provide the list of contraband materials which should not be found with the students, having constant audit and supervision of both students in hostel and classrooms so as to ensure adequate safety and security in the school.
5. In view of the fact that, the security devices were not generally available in the public secondary schools in Northern states of Nigeria, the school management should take the issue of security as matter of priority and so allocate money for the purchase of such safety and security building equipment such as video surveillance (CCTV), sprinkler system to control fire damage, metal detectors, iron doors, employ armed response services and secured parking.

5.5 Limitations of the study

The main limitations lies on the location of the schools since many schools were situated in remote areas with no access roads. This made the work difficult for the researcher and assistants. However, effort was made to overcome these limitations by employing the services of local guides and standby means of transportation to help locate the schools.

5.6 Suggestions for Further Studies

Based on findings and limitations of this study the following suggestions were made;

1. A research could be done on assessment of knowledge and attitude of teachers towards safety and security of secondary school students in Southern states Nigeria.
2. This study can be replicated using private secondary schools in the Northern states of Nigeria.
3. Another study could also be conducted on the assessment of knowledge, attitude and practice of security and safety measures in public primary schools in Eastern states of Nigeria.

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Appendix A

TABLE: 3.2 show the respondents based on the school population

S/N	State	LGAs	Sampled Schools	Population of Teachers	Sample of Teachers
1.	Kaduna	Zaria	Barewa college zaria	120	17
		Saba	GGSS Pambeguwa	94	13
		Kudan	GDSS Makarfi	98	14
		Jama'a	GGSS Kafanchan	120	17
2.	Jigawa	Kiyawa	FGC Kiyawa	152	21
		Dutse	Model Int. Dutse	132	18
		Hadejia	GGSS Hadejia	104	14
		K/Hausa	GDSS Balangu	86	12
3.	Gombe	Gombe	GSSS Gombe	124	17
		Kaltungo	GGSS Kaltungo	132	18
		Akko	GDSS Kumo	86	12
		Funekaye	FGGC Bajoga	142	20
4.	Bauchi	Katagum	FGC Azare	144	20
		Bauchi	GGC Bauchi	162	22
		Giade	GDSS Giade	50	7
		Dass	GDSS Dass	58	8
5.	Plateau	Jos-south	FGC Jos	180	25
		Jos-North	GDSS Jos-North	102	14
		Barikin ladi Jos East	GGSS Bukur	108	15
			GSSS Gindiri	122	17

6.	Niger	Bida	Govt. Coll. Bida	120	17
		Rijau	GGSS Rijau	111	15
		Lapai	GDSS Lapai	106	15
		Kontagora	GGSS Kontagora	134	18
TOTAL				**2,787**	**384**

Appendix B

TABLE 1

Table for Determining Sample Size from a Given Population

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

APPENDIX C

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA.
(OFFICE OF THE HEAD OF DEPARTMENT)

VICE CHANCELLOR: **Professor Ibrahim Garba** *(B.Sc., M.Sc. (A.B.U.); Ph.D. (London) D.I.C.)*
HEAD OF DEPARTMENT: **Professor T. N. Ogwu** *(B. Sc., (Missouri); M. Ed., Ph.D. (A.B.U.)*

P14EDPE9016 25th October, 2016

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Dear Sir/Madam,

REQUEST TO VET A QUESTIONNAIRE

The bearer, **YUSUF Mohammed** with Registration Number P14EDPE9016 is a postgraduate student (Health Education) of this Department. He is currently conducting a research on **"Knowledge and Attitude of Teachers and Students towards Safety and Security in Secondary Schools in Northern States, Nigeria."**

On the basis of your professional expertise and experience, you have been selected to serve as a juror to critically vet the questionnaire and make necessary corrections and suggestions for its improvement.

Please kindly return it to the researcher`

Thanking you.

Yours faithfully,

Prof. (Mrs.) M.A. Suleiman
Major Supervisor

Appendix D

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N0. of Items
.961	.936	20

Item Statistics

	Mean	Std. Deviation	N
A5	3.360000	.4824182	100
A7	2.360000	.4824182	100
A8	2.960000	1.0042335	100
A10	3.360000	.4824182	100
A11	2.640000	.4824182	100
A13	3.480000	.5021167	100
A14	2.980000	.1407053	100
AV1	2.630000	.4852366	100
AV3	2.980000	1.0048368	100
AV4	2.960000	1.0042335	100
AV5	2.960000	1.0042335	100
AV6	2.960000	1.0042335	100

AV7	2.960000	1.0042335	100
AV8	2.960000	1.0042335	100
AV9	2.960000	1.0042335	100
AV10	2.960000	1.0042335	100
AV11	2.960000	1.0042335	100
AV12	2.960000	1.0042335	100
AV13	3.470000	.5213619	100
AV14	3.470000	.5213619	100

Appendix E

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA

(OFFICE OF THE HEAD OF DEPARTMENT)

VICE CHANCELLOR: **Professor Ibrahim Garba,** *B.Sc., M.Sc., (ABU); Ph.D. (London); D.I.C.*
HEAD OF DEPARTMENT: **Professor M. A. Suleiman,** *N.C.E. (OYSCE); B.Sc. (UNICAL); M.Sc, Ph.D, (ABU)*

Our Ref. No. P14EDPE9016 Date: ----------

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Dear Sir/Madam,

LETTER OF INTRODUCTION FOR DATA COLLECTION

The bearer **Yusuf Mohammed** with Reg. No. P14EDPE9016 is a Ph.D Student of the above named Department. He is currently conducting a research on "**Assessment of Knowledge and Attitude of Teachers Towards Safety and Security of Secondary School Students in Northern States, Nigeria"** as part of the requirement for obtaining his Doctorate Degree.

In view of the above, your school has been selected for his Data collection. You are therefore kindly requested to give him the necessary cooperation and assistance required to enable him to collect adequate information for his research work.

Thank you.

Prof. Mariam A. Suleiman

Chairman Supervisory Team.

APPENDIX F

QUESTIONNAIRE ON ASSESSMENT OF KNOWLEDGE AND ATTITUDE OF TEACHERS TOWARDS SAFETY AND SECURITY OF SECONDARY SCHOOLS STUDENTS IN NORTHERN STATES OF NIGERIA

The purpose of this study is to assess the knowledge and attitude of teachers towards safety and security of secondary schools students in northern states of Nigeria. To achieve this purpose, this questionnaire is prepared and divided into four sections. Section A-D.

Tick (√) the column against each statement of various sections of the questionnaire that best represent your opinion. All your responses will be treated strictly confidential.

Your cooperation in this regard will be highly appreciated.

Please tick (√) the status that best fit you.

Key

Strongly agree – 4

Agree- 3

Disagree-2

Strongly Disagree-1

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

1. **Gender** Male [ ]
   Female [ ]

2. **Age range (in years)**
   20-25 [ ]
   26-30 [ ]
   31-35 [ ]
   36-40 [ ]
   40-above [ ]

3. Educational Qualification

(a) NCE [ ]

(b) First Degree [ ]

(c) Master Degree [ ]

(d) Doctorate Degree [ ]

SECTION B1; KNOWLEDGE OF TEACHERS ON SAFETY

	STATEMENT	SA	AG	DA	SD
1.	Threat with weapons such as knives and gun in school can result into safety problem to both teachers and students.				
2.	Attempted murder is one form of school safety problem				
3.	Existence of school emergency preparedness plan helps the teachers and students to deal with the school safety.				
4.	The use of identification card for both teachers and students before entering the school will help to maintain safety of the school.				
5.	The existence of fire marshal (an individual in charge of operation in case of fire out break) helps in maintaining safety of the school.				
6.	School resource officer is essential part of school safety.				
7.	Sexual harassment among teachers and students is one of the safety issue in schools				

SECTION B2; ATTITUDE OF TEACHERS TOWARDS SAFETY

S/N	STATEMENT	SA	AG	DA	SD
1.	I feel knives and guns should be allowed in the school premise in the possession of teachers.				
2.	Students should be allowed to fight within the school to claim gang leader.				
3.	Drug use at increase fear for my safety at school.				
4.	I feel safe from social and cyber bullying when iam in school.				
5.	I want fire extinguisher to be popularized in my school in order to prepare for possible fire outbreak.				
6.	I feel my school should operate on the principle of zero tolerance safety.				
7.	I belief teachers and students in my school are free from any form of attempted murder.				

SECTION C1; KNOWLEDGE OF TEACHERS S ON SECURITY

S/N	STATEMENT	SA	AG	DA	SD
8.	CCTV is a security measure that can be placed in secondary schools.				
9.	Stationary guards at the entrance(s) of the school controlling the access and movement of people and vehicles into the school help in maintaining high level of security to teachers and students.				
10.	Hand-held detector is security measure that can be used in secondary schools.				
11.	Metal detectors is a security measure that can be used in secondary school to maintain security to both teachers and students				
12.	Visitors to sign in (access control) to the school premises can reduce the risk of insecurity among teachers and students				
13.	Fencing the school premises ensure security to teachers and students.				
14.	Limited number of access entry points to the school ground and buildings helps to maintain security of teachers and students				

SECTION C2; ATTITUDE OF TEACHERS TOWARDS SECURITY

S/N	STATEMENT	SA	AG	DA	SD
15.	I feel that, CCTV cameras and alarm system should be use to ensure effective security measures in my school.				
16.	I belief that, stationary guards at the entrance of my school controlling movement of people and vehicles into the school premises ensure security to the teachers and students.				
17.	I feel that, placing an intruder alarm in sensitive areas such as principal's office, reception and computer room can provide security to the school.				
18.	I feel that, metal detectors should be use in my school to ensure effective security.				
19.	I feel Visitors should not be allowed to enter the school premises without signing the visitor's register.				
20.	I belief that, fences and wall to the school provide security to teachers and students.				
21.	I feel limited number of access entry points into the school premises maintain security for teachers and students				

SECTION D1; AVAILABILITY OF SAFETY MEASURES

S/N	STATEMENT	SA	AG	DA	SD
22.	My school conducts weapon searches periodically to ensure safety of teachers and students.				
23.	In my school all electrical appliances were put off immediately after school hours in order to ensure safety.				
24.	My school provides fire extinguishers in order prepare for possible fire outbreak.				
25.	All buildings in my school were in good condition and do not constitute danger to teachers and students.				
26.	My school has a guidelines and procedures explaining safety measures.				
27.	In my school all flammable liquids are stored in a safe place such as a room well ventilated, with notice indicating no smoking or open flames away from the building				

28.	My school provide emergency escape routes clearly marked with exit route signs , visible and legible for both teachers and students in case of emergency				

SECTION D2; AVAILABILITY OF SECURITY MEASURES

S/N	STATEMENT	SA	AG	DA	SD
29.	My school premises was completely surrounded by a barrier to ensure security to both the teachers and the students				
30.	Always there is stationary guards at the entrance of my school controlling the access and movement of people , vehicles, and goods to ensure security of the school				
31.	Every day in my school there is teacher and student on duty to ensure safety and security of teachers and students especially during break times				
32.	My school liaise with policemen that will respond if an alarm is triggered or if an incident occurs				
33.	Gates were closed during school hours in order to maintain security of the school.				
34.	In my school all windows and doors are kept closed and locked after school hours to ensure security.				
35.	There is graffiti (electric wire) on the walls of my school				