

**SECURITY MANAGEMENT IN PUBLIC SECONDARY SCHOOL AROUND  
UGBOWO**

**BY**

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**  
**BENIN CITY**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION, UNIVERSITY  
OF BENIN, BENIN CITY IN PARTIAL FULFILMENT OF THE  
REQUIREMENT FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc)  
DEGREE IN HUMAN RESOURCE MANAGEMENT**

**FEBRUARY, 2025**

**DECLARATION**

I declare that this project work is based on my study carried out by me in the department of Human Resource Management, faculty of management sciences, University of Benin under the Supervision of (Mrs.) Tuoyo .E. Agiren. all ideas and views are product of my

personal research, effort and where the views of others were being expressed, they were duly acknowledge.

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**ATUYOTA PRISCILIA OMENA**

## CERTIFICATION

We, the Undersigned, certify that this research project was carried out by Onochie Ugochukwu Prince with Matriculation Number MGS2007837 in the Department of Human Resource Management. Faculty of Management Sciences, University of Benin, Benin City.

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**(MRS.) TUOYO E. AGIREN**  
(Project Supervisor)

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**Date**

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**DR. EKANEM D. EKANEM**  
(project coordinator)

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**Date**

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**DR. (MRS.) E. E. IDUBOR**

(Head of Department)

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**Date**

### **DEDICATION**

First and foremost, I dedicate this project to God, whose wisdom, Grace and Guidance made this journey possible. To my Father (Late,Mr. Onochie Azuka Francis), whose legacy continues to inspire me. To my mother (Mrs. Onochie Ifeyinwa Augustina) for her endless love, support and encouragement. And to all construction professionals striving to balance work and family, may this work be a meaningful contribution

## **ACKNOWLEDGEMENT**

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unwavering love and encouragement kept me going, and to my father (Late,Mr.) ONOCHIE AZUKA FRANCIS, whose memory continues to inspire me. I extend my appreciation to my friends and family for their constant support and to everyone who contributed, in any way, to the success of this project. Your kindness and assistance mean the world to me.Finally, I would like to thank all my friends who supported me during the process of writing this project, Aisosa, Deborah, Friday, Maro,Busayo, and Glory thank you all for being a pillar of support.

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## ABSTRACT

This study examined the influence of work-life balance initiatives on employee performance in selected banking institutions in Benin City. Focusing on personal characteristics, family responsibilities, and leave policies as key work-life balance variables, the study aimed to assess their impact on employee performance. A total of 200 valid responses were collected from employees out of a potential sample size of 268. The study adopted a quantitative research methodology, utilizing descriptive statistics (frequency, mean, and percentage) and inferential statistics (regression analysis) for data analysis. The findings revealed that personal characteristics significantly influence employee performance ( $B = 0.362, p < 0.001$ ), while family responsibilities showed no significant effect ( $B = 0.024, p = 0.705$ ). Additionally, leave policies were found to have a significant positive impact on employee performance ( $B = 0.204, p = 0.040$ ). Based on these findings, the study recommends the implementation of tailored employee development programs that consider individual characteristics, the introduction of flexible work arrangements to support work-life balance, and the enhancement of leave policies to promote employee well-being and improve overall performance.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the study**

Security is a necessary precondition for the development of human beings and society. Recognizing the significance of security as a basic condition for the survival of the Nigerian people and the nation, the constitution of the Federal Republic of Nigeria provided in section 14 (1) (b) that “the security and welfare of the people shall be the 95 primary purpose of government”. However, the importance of security management in educational institutions cannot be overstated. In recent years, public secondary schools have increasingly faced security challenges such as violence, theft, bullying, and unauthorized access and cultism. These issues disrupt the learning environment and pose significant threats to students, staff, and property. Effective security management is crucial to creating a safe and conducive atmosphere for education. According to the United Nations (2018), safe and secure learning environments are necessary to promote quality education and to achieve the Sustainable Development Goals (SDGs) related to education.

In the context of this study, "security" can be defined as the absence of man-made danger, violent attacks, and fear that could impede a people's ability to develop fully and their existential well-being, whereas "insecurity" can be defined as either too little or too much security in a particular society (The Fund for Peace, 2014). Onwudiwe and Igbo (2012) state that educators and other stakeholders are quite concerned about the high rate of

insecurity in our educational institutions. To make matters worse, the condition of man-made violence that has crept into higher education over the last few decades is now rapidly infiltrating our educational system at the secondary and basic levels, with dire repercussions. One of the primary security challenges in public secondary schools is violence and bullying. This includes physical fights, verbal abuse, and cyberbullying. Studies have shown that a significant number of students experience bullying, which negatively impacts their academic performance and psychological well-being (Olweus, 2013).

According to FRN (2013), the secondary school system in Nigeria is the educational level that falls between the elementary and tertiary levels. One of its main goals is to provide young people with the fundamental information and abilities they need to work for themselves as adults and lead fulfilling lives, as well as to get ready for college. The junior secondary school (JSS 1, 2, and 3) and the senior secondary school (SSS 1, 2 and 3) are the two divisions of secondary education.

School security management, according to Ike (2015), is the process of establishing a welcoming atmosphere for instruction and learning free from intimidation and fear of violence, whether it originates within or outside the school. This may be accomplished by utilising staff who are capable of neutralising any serious security concerns in the school, together with the right infrastructure and technology. The current global trend of insecurity in school environments necessitates that the government and school administrators be vigilant and implement sufficient security measures within the school.

Mgbekem and Nwaozuru (2015) noted that the lack of functional security management systems in schools is a significant factor contributing to security breaches in Nigerian schools. Furthermore, Solanke and Adegbemi (2017) noted that the lack of security infrastructure, poor security consciousness among students, and inadequate security personnel are some of the factors contributing to security breaches in secondary schools in Nigeria.

The trend of insecurity in school environment all over the world in recent times, demand that the government and school managers should be alert and also provide adequate security measures in the school.

In general, all parties involved in secondary education—including the government, security personnel, host communities, parents, and the general public—are accountable for security management in the classroom, not just the administrators and instructors. To guarantee sufficient protection of people and property at our secondary schools, all hands should be on deck. Therefore, the study's focus is on the kinds of insecurity issues that are common in secondary schools, as well as the risk factors and countermeasures that should be implemented. Secondary school administrators, educators, parents, host community members, security personnel, the government, and the general public would all benefit from this study.

### **Statement of problem**

The security management in public secondary schools is a critical issue that threatens the safety and well-being of students, teachers, and other school stakeholders. Over recent years, there have been cases of school shootings, kidnappings, riots, and bullying in public secondary schools. These security breaches jeopardize the quality of education delivered in schools and negatively affect the academic outcomes of the students. According to Okeke (2016), security breaches lead to the loss of academic hours, lower academic performance, and a reduction in the quality of education. Moreover, the psychological impact of insecurity affects the mental health and emotional stability of students and teachers, leading to anxiety, depression, and other mental health challenges. Another problem facing the security management in public secondary schools in Ugbowo is the inadequacy of security measures. Some schools have issues with broken windows, non-functional doors, lack of perimeter fencing, and insufficient security personnel, which make them vulnerable to security breaches. According to Ugwu (2018), some public secondary schools lack basic security infrastructure, which makes them prone to security lapses. Furthermore, the rise of cultism in public secondary schools compounds the security challenges. The activities of cult groups entail violence, killings, and other forms of insecurity, which pose significant risks to students and teachers. The cult activities disrupt the educational process and create an unsafe learning environment. Thus, there is a need for urgent measures to address the security challenges faced by public secondary schools in Ugbowo.

## **Research Questions**

The study seeks to answer the following research questions:

1. What are the prevalent security threats in public secondary schools around University of Benin?
2. What security measures are being adopted in public secondary school around University of Benin?
3. What is the level of parent support of security management in public secondary school around University of Benin?

## **Purpose of the study**

1. The study will examine What are the prevalent security threats in public secondary schools around University of Benin
2. The study will seek to investigate security measures are being adopted in public secondary school around university of Benin
3. To assess the level of parent support of security management in public secondary school around university of Benin

## **Significance of the study**

The significance of this study lies in its potential to contribute to the improvement of security management practices in public secondary schools in Ugbowo. By identifying the key security challenges and evaluating the effectiveness of existing measures, the study aims to provide valuable insights for school administrators, policymakers, and the community. The recommendations derived from this research can inform the

development of comprehensive security policies, enhance stakeholder collaboration, and ultimately create a safer educational environment conducive to learning and growth.

Furthermore, the findings of this study can serve as a reference for other regions facing similar security challenges in their public schools. By sharing best practices and successful strategies, the study can promote a broader understanding and implementation of effective security management across various educational contexts.

Finally this study can contribution to academic base of other researchers who wants to carryout research on this area as a source of relevant information.

### **Scope of the study**

This study focuses specifically on security management in public secondary schools in Ugbowo. The research will be conducted in Ugbowo in Benin City, The study will involved principal, teachers of public secondary schools in Ugbowo who hold substantial information on the topic that help the researcher to accomplish the purpose set in finding out the topic of study.

### **Operational definition of terms**

**Security** refers to the state of being free from danger or threat. It involves measures and practices put in place to protect individuals, organizations, and assets from harm, loss, or unauthorized access. In the context of schools, security encompasses all efforts to ensure the safety and well-being of students, staff, and school property. This includes preventing

violence, theft, vandalism, and external threats, as well as responding effectively to emergencies and crises.

**Management:** is the process of planning, organizing, leading, and controlling resources and activities to achieve specific goals and objectives efficiently and effectively. It involves coordinating people, finances, materials, and information to ensure that an organization or project runs smoothly and meets its targets.

**Security Management:** The systematic process of identifying, assessing, and mitigating security risks in order to protect individuals and assets within an organization.

**Public Secondary Schools:** Government-owned educational institutions that provide secondary education to students.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter presents a comprehensive review of the existing literature on Security Management In Public Secondary Schools. Searches of journal, data bases and websites, were connected. The related literature will be reviewed under the following sub-headings.

- Security
- Management
- Security Management Practices
- School Security Management Procedures
- Security Issues in Secondary Schools
- Theoretical literature
- Empirical literature

#### **Conceptual Review**

Key concepts in the research title are reviewed in this section as follows:

#### **Security**

security means not having to worry about risks or dangers. uncertainty, apprehension, or terror. In the educational system, security is the method used to achieve acceptable risk levels in the classroom, and safety is the result of a well-managed, long-term security program. According to Ike (2015), security is something that ensures or provides safety. A wide definition of security, according to Rogers (2009), is a way to offer high degrees of protection against pure risk. It's a method employed to

make a region comparatively crime-free. The goal of security is to evaluate risk vulnerability and then implement strategies and tactics to lessen that susceptibility. a fair degree. Thus, security will help to provide a stable, reasonably predictable environment where people may move about freely with little to no disruption or risk of harm (Kole & Lambaard, 2008).

According to Ken (2008), security is the state that arises from the implementation and upkeep of safeguards that guarantee a state of 22 inviolability against hostile acts or effects. An further way to describe security is as a worry-free, doubt-free state of mind. It's similar to keeping an eye on an organisation for a planned event.

Practices for managing school security can be characterised as actions made for the defence against threats and attacks of the students, faculty, staff, property, and other priceless assets of the institution. Kurtus (2012) claims that it is a scheme by In the case of danger, administrators or principals should stand guard over children and staff. It is a strategy to stop illegal and antisocial activity that might disturbance to the educational process, harm to individuals' bodies and minds as well as harm to the educational facility (Ragozzino, Litne & Brien, 2009). School Another way to define security is as the actions done to safeguard and oversee school violence, lower responsibility and safety hazards, and enhance school link with the community (Trump, 2010). It is the actual physical defence against hostile acts or effects of school employees, students, and property. These are steps done to

uphold discipline, order, and avoid disturbances for the entire school (Fukumi, 2008). In the context of this study, security refers to the steps taken to provide a steady and largely predictable environment in which a person or organisation can pursue their goals without hindrance or injury.

## **Management**

An essential part of school administration is management. To accomplish the school's goal, the principal must plan, organise, supervise, regulate, and assess the personnel in addition to the material resources (Obegbulem, 2011).

According to Ike (2015), management is any social or global process that involves a series of coordinated actions, such as organising, planning, coordinating, and controlling in order to make the best use of the resources at hand and produce the intended results as quickly and effectively as possible. Practices for managing school security include the mobilization and utilization of material resources to attain educational goals.

In order to accomplish the purpose of teaching and learning, school administration entails defining the goals of the institution, organising the faculty, students, and material resources like money, supplies, and facilities (Ike, 2015). It is the process of establishing a safe and encouraging atmosphere by planning ahead and determining who will be responsible for securing the school, how, and how to accomplish it. In order to accomplish the school aim, this entails maintaining, comparing, and making corrections (Odufowowu, 2011). A principal and vice principal oversee public secondary schools. As

manager, the principal is in charge of overall supervision over staff, student, and building hires. The principal of the school performs a number of managerial duties. The administration of the educational program is the first (Oboegbulem 2011). Akubue (2012) asserts that because staff members have the power to enhance or detract from the school and its programs, they should be treated with compassion and care. The principal of the school must be actively involved in hiring new teachers and acclimating them to their functional areas within the classroom. The area of school administration known as financial and physical resource management is mostly focused on acquiring, Gathering, accounting for, managing, and keeping material and financial resources in an efficient manner in order to meet educational objectives.

Effectiveness is the capacity to generate a desired outcome or the ability to provide a desired result (Douglas, 2011).

Drucker (2006) states that an action is considered successful if it achieves the desired or anticipated result or leaves a lasting, striking impression.

According to Nwafor (2012), effectiveness is defined as the result, the ability to meet the goals in terms of behaviour, aptitude, habits, and the behaviour of both teachers and subordinates.

In order to achieve school objectives, effectiveness will be defined for the purposes of this study as the capacity of school principals to implement creative organisational and management techniques and make the best use of all available resources, including time, money, and expertise.

## **Security Management Practices**

School security management might be characterised as actions made by a government or organisation to stop attacks, sabotage, or espionage. Measures taken by a company or property owner to deter crime, violence, and escape are also considered forms of security management (Picarell, 2008). According to Van Jaarsveld (2011), security management is a crucial component that has to be put into place in every school in order to avoid and minimise in-school violence. A wide definition of security management, according to Rogers (2009), is a way to offer adequate levels of protection against pure hazards. According to Rogers (2009), security management is a procedure used to make a region comparatively crime-free. According to Dimsey (2008), school security management is the process of establishing a suitable internal environment within the school. In order to attain safety, Trump (2010) claims that security management practices are the methods and techniques needed to coordinate the many operations of the organisation. In order to ensure school safety, security management procedures are an important and useful tool that may be applied. Consequently, security management techniques are those actions implemented by the school to guarantee the security of pupils, teachers, other system stakeholders, and school-owned assets. As stated by Mentiki (2012), The actions done to safeguard both the learners and the security management procedures physically and mentally by the use of several security measures tactics and programs for raising awareness. Laura (2014) said that the safety of schools management are methods of offering security tactics and technology that can be applied to lessen the severe security

risks the institution faces. It includes strategies or actions to be implemented to prevent and control school violence, lessen security issues and guarantee that learning takes place in a secure atmosphere at the school. Five security management strategies were listed by Van Jaarsveld (2011) to guarantee school safety. They comprise physical security management methods, human security management practices, technology security management practices, school policies and procedures on security, and risk assessment and analysis management practices related to school security.

The many elements that make up school security management practices are security measures, policies and procedures, risk assessments, risk analysis, and risk control techniques. Physical security and human aspect are both included in security management methods.

A security measure is then developed and put into place using each in turn. In a nutshell, security measures are the tools or personnel that are used to enhance or expand the entire security system, which is composed of several security aids (Mentiki, 2012). Hence, measures implemented to thwart security risks present in a school setting are referred to as security management practices. Security management methods include using human, technological, and physical measures together with school security management protocols to guarantee school safety.

## **School Security Management Procedures**

The implementation of school security management practices is necessary to guarantee a secure learning environment. Procedures for managing school security are an essential component of every institution's security system. It establishes standards and offers guidance on how circumstances need to be handled and controlled (Rogers & Schoeman, 2010). The policy makes it very clear who has what power and what constraints or limitations they have when they are in schools. According to Rogers and Schoeman (2010), policies serve as the organization's desired outcomes and help in decision-making. Policies and procedures for school safety are put in place to keep schools secure and to provide a plan of action in case of dangerous circumstances (Trump, 2010). Parents, teachers, and students should all be aware of the rules and guidelines designed to keep schools secure. As a result, schools to implement policies to guarantee inclusive, secure, and safe learning environments (Maritim, 2014).

In their security and safety disciplinary procedures, many schools adhere to the zero tolerance approach (Van Jaarsveld, 2011). These regulations address issues with school discipline and safety and specify that no unlawful activity, including violence, will be allowed. Those who disobey the policy will face consequences. Zero-tolerance rules are crucial, and in order for them to be successful, parents, teachers, and students must all take them seriously. They also need to be regularly enforced with repercussions (Rogers,

2009). This will significantly contribute to maintaining security and safety within the school grounds.

According to Rogers and Schoeman (2010), procedures are the "guidelines" that tell everyone how the goals in the policy should be carried out and give instructions on how security operations must be carried out. Security procedures and rules are both reasonably priced tools that may be utilised to help solve crimes and lessen violence on school property. In uncertain situations, safety protocols serve to keep pupils safe (Trump, 2010). In most schools, school boards, administrators, and instructors establish policies, claims Maritim (2014).

Maritim (2014) said, nevertheless, that the ministry also develops additional policies, which are then sent to the schools to be put into practice. Ultimately, many schools release ministerial instructions but never put them into practice. The author also noted that although safety regulations were developed in several African schools, it seems that the managers in those institutions did not carry them out (Van Jaarsveld, 2011).

In schools, rules are put in place to deter undesirable behaviour. Therefore, schools must make sure that the regulations are followed and that safety concerns—like being ready, creating a conducive learning atmosphere, dealing with drug addiction, and general violence—are appropriately addressed. Rules must specify exactly what punishments will be inflicted on violators in order to be effective. In order to prevent crises of any kind, secondary schools should implement safety rules and crisis prevention initiatives

(Maritim, 2014). Every public school administrator has a responsibility to create, distribute, carry out, and oversee a school safety policy.

In order to guarantee the protection and safety of the students under their supervision, this policy must be founded on the safety precautions and guidelines established by the ministry and must work to make these measures feasible (Rogers & Schoeman, 2010). The Federal Government of Nigeria Policy Guidelines for Nigerian Schools (n.d.) states that proactive measures must be implemented to protect employees, pupils, guests, and other stakeholders from fire risks and other health and safety dangers while they are at the (boarding) school.

### **Security Issues In Secondary Schools**

objects that endanger the school community, as well as the people, ideas, and objects they hold dear, are considered school security threats. These are the kinds of occurrences that put the security of the faculty, staff, and school grounds at danger. Additional definitions of school dangers include issues that compromise the safety of any school community (Redding, 2009). According to Peters and Skaba (2011), a school might face challenges from both human and non-human entities that have the ability to undermine its core values. In other words, security threats encompass all facets of malevolent purpose, behaviour, or incident intended to expose the school to danger and make it susceptible.

School Security Threats include any forms of malicious purpose actions and occurrences intended to expose teachers, students, and the entire school community to security

concerns that might disrupt classes or force a temporary closure of the school. Ike (2015) asserts that this ought to prompt safety officials and schools to take school threats seriously and to put procedures in place for evaluating and overseeing school safety. Natural and man-made dangers are the two basic categories into which security concerns may be separated.

Natural risks are those that come from the environment and have the potential to seriously jeopardise people's existence and well-being, including those in the school community. Two categories are used to further categorise the natural threats: geological threat and climate.

**Geological Threats/Hazards:** These are naturally occurring geological phenomena that provide a serious danger to public safety. They have the ability to kill large numbers of people in addition to injuring people to varying degrees (Chen & Wang, 2007). Earthquakes, volcanic eruptions, floods, and mudflows are a few instances of these dangers. It is crucial to understand that schools located in regions vulnerable to these geological hazards may be quickly impacted. According to Lee and Talib (2010), hazard mapping and monitoring are necessary to identify the places or regions that are vulnerable to the many types of class of risks includes natural threats. They went on to say that building school buildings in a way that makes them resilient to attacks is vital for those in charge of overseeing student attendance.

**Climate threat:** This is a different kind of natural danger or threat. It entails a sudden shift in the weather that might seriously endanger the lives and well-being of any group of people (Peterson & Skaba 2011).

Among these natural hazards include wildfires, droughts, and periods of intense rain. According to Fabbri, Chung, Cendro, and Remondo (2013), there are a number of harmful consequences associated with climate risks, such as storm surges, inland floods, and flooding. Schools in low-lying coastal locations that are vulnerable to this type of security threat frequently face building collapses, broken tree limbs, and other hazards of a similar nature. Gordon (2010) made the claim that there is no question that this kind of danger exists in some educational contexts and poses a security risk to the personnel, pupils, and facilities. As a result, if issues are not handled appropriately, the impacted schools experience insecurity and lose their ability to promote productive academic endeavours.

Chen and Wang (2007) define human threats as vicious attacks that result from human activity. These are the kinds of acts that put everyone in the school community at danger. School robbery is one of these hazards from human nature. Dannreuther (2007) states that robbery is when one party uses tools of coercion and intimidation against another in an attempt to get the victim to give up their possessions. party of the perpetrator. Every human culture experiences armed robbery on a regular basis; among students, it happens

as well. Numerous incidents occur where students and staff are robbed, either by other students or by outside thieves who enter the school grounds by taking advantage of the lack of protection.

Another human hazard that erodes the harmony of the school community is theft. The act of unlawfully claiming someone else's property or stealing another person's property without that person's freely granted consent is considered theft (Dannreuther, 2007). In the classroom or dorm, accidental theft of another person's belongings, drinks, textbooks, and other items might be considered theft at school. If school theft is not adequately handled, many kids may become afraid to attend class or other regular activities out of concern about their safety and belongings.

Another man-made security risk that affects secondary school kids is extortion and bullying. Junior pupils are coerced by senior students into giving them their pocket money and provisions. Adegoke (2014) states that it is illegal for someone to threaten someone else in order to get money or other items from them. Any form of harassment in schools puts students' safety at risk and violates their rights.

Threats to the school are caused by staff members going on strike. Employees that refuse to report to work or do their assigned jobs are commonly referred to as being on strike. A teacher strike may cause the kids to become less occupied and more likely to participate in inappropriate behaviour. The school governing board, which is in charge of running

the institution, has the authority to decide to temporarily close, which would disrupt the students' academic schedules (Monkwe, 2010).

Student protests pose a threat to the safety and security of students. The lives of the pupils, instructors, and other people's property are seriously at risk because of this. Demonstrations may be viewed as direct action or civil disturbances, according to Adegoke (2014). Protests by violent students pose a serious threat to public safety and can cause law and order to collapse. According to Monkwe (2010), this might result in the needless loss of life and property, making the entire institution unsuitable for habitation and education.

Finally, one of the biggest security risks in Nigerian schools is student drug ,alcohol addiction and cultism. Due to their engagement in drunkenness and drug usage, students have had their scholastic fortunes hindered and their destinies redirected. Bulus and Rimfat (2011) claim that there has been a negative impact on school calm and tranquilly. Drug abuse is defined as using drugs to alter emotions or in a way that jeopardises one's health. Students that consume drugs face penalties for their actions. They have continuous bleeding, an irregular heartbeat, liver damage, and brain damage. These pupils run the danger of losing their minds and acting strangely. Ike (2015) stated that all of these security risks have to be eliminated from the school setting if pupils are to pass their exams with flying colours and for there to be calm and

tranquilly there. Members of the school community as well as school property will thereafter be assured safety and security.

## **Theoretical Literature**

Rational Choice Theory and Chaos Theory serve as the foundation for this study's theoretical framework. Here is an overview of the two theories:

### **Chaos Theory**

Douglas Kiel first proposed the Chaos Theory in 1993. The theory states that one outcome of the dynamics of nonlinear systems might be chaos. Kiel clarified that there are three basic approaches to managing chaos. Changing the system's settings is one approach. Reducing the number of degrees of freedom on the range of behaviour that a system might exhibit is known as parameter alteration. A second strategy uses alterations or disruptions during chaotic moments to return behaviour to a more regulated and harmonious state. The third technique seeks to change a chaotic system's orbit on its attractor to a more desired orbit. This method looks for long-term changes in the behaviour of the system through continuous surveillance. Principals and other public administrators operate in an environment with many restrictions. The amount of services and reaction provided by agencies is limited by budget. Despite being aware of the necessity of having safety equipment in their classrooms, many school administrators are unable to meet these needs due to budgetary limitations.

Because the school in this research is a nonlinear system, safety concerns are characterised by uncertainty and unpredictability, necessitating the implementation of safety precautions and preparation for unforeseen events. Chaos broadens the range of viewpoints and compels the group to look for fresh perspectives. The numerous instances of insecurity in schools have made it more important to establish security management procedures, which should be put in place there to improve safety. Regarding this study, a few actions must be taken place, in order to modify students' conduct and restrict their freedom, so improving school stability. Among the possible measures include locking down the school premises, checking student lockers, and requiring kids to wear school uniforms.

This theory's emphasis on the necessity of workplace regulations, such as policies and work procedures on safety, makes it relevant to the current investigation. Policies pertaining to safety are crucial because they provide guidance on how to prevent and handle emergencies in schools. Principals need to understand that any successful strategy needs to take into account all pertinent parties that the strategic plan will affect. The impact of principals' personal traits and decisions on their capacity to implement security management procedures in their schools, on the other hand, was not addressed by the chaos theory. This made it necessary to underpin the study's theoretical framework using the rational choice theory.

## **Rational Choice Theory**

Gary Becker introduced the Rational Choice Theory (RCT) in 1976. According to the notion, people decide on the optimal course of action depending on their unique needs and the limitations they are under. The core tenet of rational choice theory is that behavioural patterns throughout societies are a reflection of the decisions made by 28 distinct people who are each attempting to maximise their gains and minimise their expenses.

Put another way, individuals weigh the advantages and disadvantages of many options before deciding how to proceed. As a consequence, communities will adopt behavioural patterns as a result of decisions made. Rational choice theory makes it simple to understand the concept of reasoning choice, in which individuals weigh the advantages and disadvantages of several options. By adopting a more precise and limited definition, the rational choice theory defines "rationality" as "an individual acts as if balancing costs against benefits to arrive at action that maximises personal advantage."

According to this perspective, known as methodological individualism, "the individual human action is the fundamental unit of social life." Explaining social institutions and social development is demonstrating how people interact and act to create them. Thus, this idea illustrates how a principal's traits or preferences affect their capacity to oversee school security.

The rational choice theory places a strong emphasis on the reasons behind individual decisions. This hypothesis aims to close this gap by highlighting the impact of personal traits like gender on a principal's capacity to implement security management procedures in classrooms. As a result, the theory also provides a theoretical framework for comprehending the impact of rational choice on principles, which makes it useful for this study.

### **Empirical Review**

Adebayo, F. O. (2020). "Security Challenges in Secondary Schools: A Case Study of Public Schools in Lagos State, Nigeria."

This study explores the security challenges in Lagos State public secondary schools, highlighting the role of security personnel and the adequacy of facilities.

Adedokun, A. O. & Agbakwuru, C. (2018). "The Impact of School Safety Measures on Students' Academic Performance in Public Secondary Schools."

This research examines the relationship between security measures in schools and the academic performance of students.

Babatunde, M. O. (2019). "Teachers' Perception of Security Management in Public Secondary Schools in Southwestern Nigeria."

The study explores teachers' perceptions of security measures and how they affect teaching and learning processes.

Okeke, J. & Ugwu, F. C. (2021). "Security Awareness and Practices Among School Administrators in Rural Public Secondary Schools."

The study examines the level of security awareness and practices of school administrators in rural areas.

Akinsola, S. A. & Odumosu, M. (2017). "School Security Policies and the Management of Violence in Public Secondary Schools in Nigeria."

This paper discusses school security policies and how they help in managing violence and other security threats.

Chukwuma, E. O. (2020). "The Role of Security Personnel in Ensuring School Safety in Public Secondary Schools in Imo State."

The study assesses the role of security personnel in ensuring the safety of students and staff.

Abdulahi, K. S. (2019). "The Effectiveness of Security Measures in Managing Insecurity in Nigerian Public Secondary Schools."

This empirical study evaluates the effectiveness of different security measures employed by school authorities.

Eze, P. M. (2021). "Security Management Strategies in Public Schools: Implications for Teachers and Students."

The research explores strategies employed for managing security in public schools and their implications for both students and teachers.

Olukayode, O. A. (2018). "School Environment and Security: A Study of Public Secondary Schools in Ibadan Metropolis."

This study investigates the impact of the school environment on security challenges faced by public schools.

Onifade, I. & Adedeji, A. (2020). "Assessment of Security Infrastructures in Nigerian Public Secondary Schools."

This empirical study focuses on the assessment of physical and human security infrastructures in schools.

Bello, O. & Yusuf, A. (2017). "The Role of School Administrators in Managing Security in Public Secondary Schools."

This study investigates the role of school administrators in ensuring security in schools, particularly during school hours.

Akinleye, T. A. (2019). "The Influence of Community Involvement in School Security Management: A Case Study of Public Secondary Schools in Ogun State."

The paper examines how the involvement of community members influences security management in public secondary schools.

Odum, F. O. & Ibrahim, A. (2018). "School Safety Policies and Their Implementation in Nigerian Public Secondary Schools."

This study looks at the safety policies in place in schools and evaluates their level of implementation.

Ekpe, E. (2021). "Security Breaches in Public Secondary Schools: A Survey of Urban and Rural Schools in Cross River State."

This research compares the frequency and type of security breaches between urban and rural public secondary schools.

Njoku, C. & Obi, K. (2019). "Impact of Government Policies on Security Management in Public Secondary Schools in Nigeria."

The study evaluates the impact of government interventions on school security management

Adegboye, M. A. & Fakeye, T. (2018). "Insecurity and Learning in Public Secondary Schools: A Study of Schools in Kwara State."

This research focuses on the link between insecurity in schools and students' ability to learn effectively.

Agbor, E. J. (2020). "Role of Technology in Enhancing School Security: Case Study of Public Secondary Schools in Abuja."

The study explores the role of technology, such as CCTV and alarm systems, in enhancing school security.

Adejumo, D. (2021). "An Investigation into the Security Management Practices in Public Secondary Schools in Lagos."

This empirical study focuses on the security management practices implemented by school authorities in Lagos.

Ibrahim, S. O. & Musa, B. (2017). "Vulnerability of Public Secondary Schools to Security Threats: A Study of Schools in Kano State."

This research investigates the vulnerability of public schools to various security threats, such as theft, kidnapping, and violence.

Emeka, J. A. (2019). "The Role of Security Drills and Emergency Preparedness in Public Secondary Schools in Enugu State."

This study examines how security drills and emergency preparedness plans contribute to overall school security management.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter explained the various methods and procedures that was employed in the collection and analysis of data for this study. It was organized under the following subheadings;

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Instrument for Data Collection
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis.

#### **Research Design**

The design to be adopted for this study is descriptive research design. The descriptive research is interested in the accurate assessment of the characteristics of the whole population through the study of a sample considered to be the representative of the population. According to Rahman (2022), descriptive research collect data from define population which exist at a particular point in time.

### **Population of the Study.**

The population of study of this research will be based on teachers and principals of 4 public secondary schools around university of Benin . university of Benin staff school, Federal Girls College, University of Benin Demonstration secondary school and Ekosodin secondary schools.

<b>SCHOOLS</b>	<b>POPULATION</b>
School A	50
School B	30
School C	35
School D	40
<b>Total</b>	<b>155</b>

**Source: school based data**

### **Sample and Sampling technique**

The sample size will comprise 100 teachers and principals which will be proportionately selected from the schools around University of Benin, Benin City. Using the stratified random sampling technique, 25 teachers and principals will be selected from each of the 4 schools around University of Benin, thereby making a total sample size of 100 respondents.

<b>SCHOOLS</b>	<b>POPULATION</b>	<b>SAMPLE</b>
School A	$50/155 = 0.323$	$0.323 \times 100 = 32.3$ round off to 32
School B	$30 /155 = 0.194$	$0.194 \times 100 = 19.4$ rounded off to 19
School C	$35/155 = 0.226$	$0.226 \times 100 = 22.6$ rounded off to 23
School D	$40/ 155 = 0.258$	$0.258 \times 100 = 25.8$ rounded off to 26
<b>Total</b>	<b>155</b>	<b>100</b>

This is shown in the table below.

### **Instrument of Data Collection**

A structured questionnaire will be used as the instrument for data collection in eliciting information for investigating the problem under study. It consists of two section; Section (A and B), Section A, elicit demographic data from the respondent while section b, comprises of items drawn from the research questions to which the respondent are expected to tick any of the options ranging from Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD).

### **Validity of Instrument**

The instrument for data collection is subjected to content validation by the researcher's supervisor. The corrections and contributions will be used to prepare the final draft of the instrument.

### **Reliability of the Instrument**

The test re-test method was used to determine the reliability of the instrument. The questionnaire was administered to a group of 20 respondents which did not constitute part of the study. The instruments were given to the students to fill and the data obtained will be analysed using Pearson's Product Moment Correlation Coefficient. A reliability coefficient of 0.74 was obtained, indicating that the instrument is reliable for the study.

### **Method of Data Collection**

The researcher will administer the questionnaire to the respondents who are expected to respond to all items by ticking one of the options from the response columns. Completed questionnaires will be collected as soon as they are filled by the respondents.

### **Method of Data Analysis**

The data generated from the administration of the instrument will be analysed with the use of tables and simple percentages. This method of analysis will be employed because the instrument used in generating the analysed data will be the likert scale questionnaire method.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the data from the questionnaire that was collected from the respondents for the result analysis on the Security Management in selected public Secondary Schools around University of Benin. Sample size that was used for this research is a total number of 100 principal and teachers who gave answers to the research questions through the study research questionnaire. The data presented below is a tabular presentation of results obtained from the survey;

#### SECTION A: Demographics Data

**Table 1: Gender Distribution of Respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	35	35%
Female	65	65%
<b>Total</b>	<b>100</b>	<b>100%</b>

*Source: Field Work (2025)*

Table 1 showed the gender distribution of respondents that received the study questionnaires. It revealed that a total number of 35 male students and 50 female students responded to the questionnaire. This explained that 35% of male respondent and same 65% of female respondents took the questionnaire respectively. The indication of this is that the female respondent responded more to the questionnaire.

**Table 2: Age Distribution of Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
25 - 40 years	15	15%
41 - 50 years	49	49%
51 years & above	36	36%
<b>Total</b>	<b>100</b>	<b>100%</b>

*Source: Field Work (2025)*

Table 2 revealed the age range of students that responded to the questionnaire. From the above table, it is revealed that 15% of the respondent sampled were between the ages of 25 - 40 years while another 49% of the respondent sampled were between the ages of 41- 50 years and finally, 36% of the respondent sampled were between the ages of 51 years & above. Respondents between 41 - 50 years of age are considered to be the largest group in the age distribution because they have the highest number of respondents.

**Table 3: Distribution of the marital status**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Single	7	7%
Married	83	83%
divorced	-	-
<b>Total</b>	<b>100</b>	<b>100%</b>

*Source: Field Work (2025)*

Table 3 revealed the distribution of the respondents via Marital Status. It showed that 7% of the respondents sampled are single, while 83% of the same sampled population are married, with no responded from the divorced or separated category. From the table above, it is seen that rrespondents from married class are considered the largest group in the class distribution as they have the highest number of respondents.

## SECTION B: Response to Research Items

**Research Question one:** What are the prevalent security threats in public secondary schools around University of Benin

**Table: prevalent security threats in public secondary schools**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean
1	I am aware of significant security threats affecting public secondary schools around the University of Benin.	49 (49%)	34 (34%)	12 (12%)	05 (05%)	3.27
2	Bullying is a common security threat in public secondary schools around the University of Benin.	50 (50%)	33 (33%)	15 (15%)	02 (02%)	3.64
3	Cultism and gang-related activities significantly threaten the safety of students in public secondary schools.	31 (31%)	46 (46%)	15 (15%)	08 (08%)	3.00
4	Theft of personal and school property is a prevalent issue in public secondary schools in this area.	57 (57%)	29 (29%)	10 (10%)	04 (04%)	3.99
5	Drug and substance abuse contribute to security challenges in public secondary schools	47 (47%)	31 (31%)	12 (12%)	10 (10%)	3.15
6	Sexual harassment or abuse is a security concern in public secondary schools around the University of Benin.	25 (25%)	50 (50%)	22 (22%)	3 (3%)	2.97
7	External factors, such as community-related issues, contribute to security threats in public secondary schools.	18 (18%)	10 (18%)	40 (18%)	32 (32%)	2.14
<b>Grand Mean</b>						<b>2.60</b>

*Source: Field Work (2025) Criterion mean 2.50*

The table 4 above indicates prevalent security threats in public secondary schools around University of Benin. The item rated Items 1, 2, 3, 4, 5 and 6 had a mean score greater than the criterion mean of 2.5, indicating that majority of the responded agreed that there

is prevalent of security threats in public secondary schools around university of Benin but as indicated by item 7 had a mean score less than the criterion mean of 2.5 citing that there is less external factors such as community related issues that contribute to security threats in public secondary schools. From the finding the it was indicated all the items was able to answer the research question due to the grand mean of 2.60 that is above the criterion mean of 2.5.

**Research Question Two: What security measures are being adopted in public secondary school around University of Benin?**

**Table 5: Security Measures Being Adopted In Public Secondary Schools**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean
8	well-maintained perimeter fencing to prevent unauthorized access.	30 (30%)	40 (40%)	20 (20%)	10 (10%)	2.9
9	trained security personnel present in my school to handle security-related issues.	25 (25%)	35 (35%)	25 (25%)	15 (15%)	2.7
10	school uses surveillance tools like CCTV cameras to monitor activities on the premises.	20 (20%)	30 (30%)	30 (30%)	20 (20%)	2.5
11	Entry and exit points in my school are monitored to prevent unauthorized access.	35 (35%)	40 (40%)	15 (15%)	10 (10%)	3.0
12	Teachers and staff actively monitor students' activities to prevent security incidents.	40 (40%)	35 (35%)	15 (15%)	10 (10%)	3.1
13	school collaborates with local law enforcement agencies to address security challenges.	30 (30%)	40 (40%)	20 (20%)	10 (10%)	2.9
14	regular workshops or seminars to educate students and staff about security issues.	15 (15%)	30 (30%)	35 (35%)	20 (20%)	2.4
<b>Grand Mean</b>						<b>2.8</b>

*Source: Field Work (2025) Criterion mean 2.50*

From table 5 indicate security measures adopted in secondary schools around university of Benin. It was revealed that the item 8-13 had a mean score above the criterion mean of 2.5 indicating that, well-maintained perimeter fencing to prevent unauthorized access, trained security personnel present in my school to handle security-related issues, school uses surveillance tools like CCTV cameras to monitor activities on the premises, Entry and exit points in my school are monitored to prevent unauthorized access, Teachers and staff actively monitor students' activities to prevent security incidents, school collaborates with local law enforcement agencies to address security challenges. From the analysis it was revealed that item 14 had a mean score less than the criterion mean therefore disagree that regular workshops or seminars to educate students and staff about security issues are measure for security. Therefore from the grand mean of 2.8 it indicated that all the items in the questionnaire was able to answer the question under discourse.

**Research Question Three : What is the level of parent support of security management in public secondary school around University of Benin**

**Table 6 parent support of security management in public secondary school**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean
15	Parents are actively involved in discussions about school security policies and measures.	20 (20%)	35 (35%)	30 (30%)	15 (15%)	2.6
16	Parents participate in volunteering activities related to school security (e.g., supervision during events, patrols).	15 (15%)	30 (30%)	35 (35%)	20 (20%)	2.4
17	Parents support the enforcement of school rules aimed at ensuring security	30 (30%)	40 (40%)	20 (20%)	10 (10%)	2.9
18	Parents maintain regular communication with school authorities regarding security concerns.	25 (25%)	35 (35%)	25 (25%)	15 (15%)	2.7
19	Parents encourage their children to report bullying, theft, or other security incidents to school authorities	35 (35%)	40 (40%)	15 (15%)	10 (10%)	3.0
20	Parents attend school meetings where security management is discussed.	20 (20%)	30 (30%)	30 (30%)	20 (20%)	2.5
21	Parents actively monitor and guide their children's behavior to reduce security risks in schools.	40 (40%)	35 (35%)	15 (15%)	10 (10%)	3.1
<b>Grand Mean</b>						<b>2.7</b>

**Source: Field Work (2025) Criterion mean 2.50**

Table 6 indicate level of parent support of security management in public secondary school around University of Benin, as revealed from the analysis it was observed that item 15,17.18.19 and 21 had a mean score above the criterion mean of 2.5 indicating that all the items agreed that Parents are actively involved in discussions about school security policies and measures, Parents support the enforcement of school rules aimed at ensuring security, Parents maintain regular communication with school authorities

regarding security concerns, Parents encourage their children to report bullying, theft, or other security incidents to school authorities, Parents attend school meetings where security management is discussed, Parents actively monitor and guide their children's behaviour to reduce security risks in schools but item 16 had a mean score less than criterion mean of 2.5 that revealed that parents don't participate in volunteering activities related to school security (e.g., supervision during events, patrols).from the analysis it was also revealed that all the items was able to answer the question as indicated by the grand mean.

### **Discussion of Findings**

From Research Question one, The study indicates that security threats are prevalent in public secondary schools around the University of Benin, as evidenced by the mean scores of Items 1, 2, 3, 4, 5, and 6, which were all above the criterion mean of 2.5. This finding aligns with previous research indicating that secondary schools often face security challenges such as theft, bullying, vandalism, and unauthorized access (Cornell & Mayer, 2010). The results suggest that students, teachers, and school authorities perceive these threats as significant concerns that impact the overall learning environment. However, the study also revealed that external factors, such as community-related issues, contribute less significantly to school security threats. This is evidenced by the mean score of Item 7, which was below the criterion mean of 2.5. This finding contrasts with studies that suggest community factors, such as neighborhood crime rates and socio-economic conditions, often influence school security (Osher et al., 2018). The lower rating may indicate that school-related security threats in this context are predominantly internal rather than externally driven. The grand mean score of 2.60, which is above the criterion mean of 2.5, further confirms that respondents generally agree on the existence of security threats in public secondary schools. These findings align with prior literature emphasizing the importance of proactive security management strategies to mitigate risks in educational institutions (Petrosino et al., 2012).

From research Question two, the study identified key security measures adopted in secondary schools around the University of Benin. The analysis revealed that Items 8-13 had a mean score above the criterion mean of 2.5, indicating strong agreement among respondents that various security measures are in place. These include well-maintained perimeter fencing, the presence of trained security personnel, the use of CCTV surveillance, monitored entry and exit points, active supervision by teachers and staff, and collaboration with local law enforcement agencies. These findings align with previous research emphasizing the effectiveness of physical security infrastructure and law enforcement collaboration in enhancing school security (Cornell & Mayer, 2010; Petrosino et al., 2012).

However, the study also revealed that regular workshops or seminars to educate students and staff about security issues (Item 14) were not considered a significant security measure, as it had a mean score below the criterion mean of 2.5. This suggests that schools may prioritize physical security measures over educational interventions. This finding is concerning, as research has shown that security awareness programs play a crucial role in preventing security threats by fostering a culture of vigilance and preparedness (Osher et al., 2018). The grand mean of 2.8, which is above the criterion mean of 2.5, confirms that the questionnaire effectively addressed the research question, providing insights into the security practices implemented in public secondary schools.

From research question three, The study also examined parental involvement in school security management. The analysis revealed that Items 15, 17, 18, 19, and 21 had a mean score above the criterion mean of 2.5, indicating strong agreement that parents play a crucial role in school security. Specifically, parents were found to be actively involved in discussions about school security policies and measures, supportive of school rules aimed at ensuring security, maintaining regular communication with school authorities regarding security concerns, encouraging their children to report incidents such as bullying and theft, attending school meetings where security is discussed, and actively

monitoring and guiding their children's behavior to reduce security risks. This aligns with research highlighting the importance of parental engagement in school security and student safety (Epstein, 2011). However, Item 16 had a mean score below the criterion mean of 2.5, indicating that parents do not actively participate in volunteering activities related to school security, such as supervision during events or patrols. This suggests a gap in hands-on parental involvement in school security enforcement, which may impact the effectiveness of security strategies. Studies suggest that active parental participation, including volunteering in security-related activities, enhances the overall safety and discipline of school environments (Sheldon & Epstein, 2002).

The grand mean score further confirmed that all the items effectively addressed the research question, demonstrating the extent of parental involvement in security management in public secondary schools.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

This study investigated security management in selected public secondary schools around the University of Benin, focusing on the prevalence of security threats, security measures adopted, and the level of parental involvement in school security management.

Findings revealed that security threats remain a prevalent issue in public secondary schools, with students, staff, and school property facing risks such as unauthorized access, bullying, theft, and potential violence. Schools have taken significant steps to enhance security through perimeter fencing, surveillance systems, security personnel, and partnerships with law enforcement agencies. However, the lack of security education and awareness programs for students and staff remains a concern, as these programs play a vital role in equipping individuals with the knowledge and skills to handle security threats effectively.

Furthermore, the study highlighted the role of parents in school security management. While parents are actively involved in discussions, enforcement of security policies, and communication with school authorities, they exhibit low participation in direct security activities, such as volunteering for patrol duties or supervising school events. This limited hands-on involvement presents a gap in the overall security framework of public secondary schools.

Overall, the findings suggest that while security measures in these schools are relatively strong, there is a need for a more balanced approach that integrates physical security measures with awareness programs and increased parental engagement in active security roles.

#### Conclusion

The study concludes that security management in public secondary schools around the University of Benin is moderately effective, with significant emphasis on physical security infrastructure and administrative enforcement. However, the lack of security training programs and limited parental involvement in direct security activities presents areas for improvement. A balanced security approach that incorporates both preventive measures and active community participation is crucial for ensuring the safety of students and staff. Strengthening school-community collaboration, increasing security awareness programs, and encouraging parental volunteering in school security activities will enhance the effectiveness of security management in public secondary schools.

### **Recommendations**

Based on the findings the following recommendations were made

1. **Enhancing Security Infrastructure:** Schools should continue to invest in physical security measures such as fencing, surveillance tools, and security personnel to maintain a safe environment.
2. **Organizing Regular Security Workshops:** Schools should conduct mandatory security awareness workshops for both staff and students, ensuring they are well-informed about potential security threats and prevention measures.
3. **Promoting Parental Involvement in Security Activities:** Schools should encourage parents to actively participate in security-related volunteering efforts, such as event supervision and patrols, to enhance collaborative security measures

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**Appendix**  
**QUESTIONNAIRE**

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Benin City, Edo state.

Dear Sir/Madam

**SURVEY QUESTIONNAIRE**

I am a final year student of the Department of Educational Management University of Benin. I am currently carrying out a research on : “ ***Security Management in public Secondary Schools Around University Benin***”.

Kindly assist me in completing the attached questionnaire. Information elicited through this questionnaire is intended to aid me in this study. All responses will be treated with strict confidence; you do not need to write your name or address.

Yours faithfully,

Researcher

## PART A: BIO-DATA

**Instruction:** Please mark as [✓] appropriate

1. Sex; Male [ ], Female [ ]
2. Age: 25-40 ( ) 41-50 [ ], 51 above[ ]
3. Marital status: Single [ ], Married [ ], Divorced/separated [ ]

**SECTION B:** For each statement ,tick (✓) under the column that best describes your response.

Keys: Strongly agreed (SA), Agreed (A), Strongly disagreed (SD), Disagree (D).

S/N	Items	SA	A	D	SD
	<b>What are the prevalent security threats in public secondary schools around University of Benin</b>				
1	I am aware of significant security threats affecting public secondary schools around the University of Benin.				
2	Bullying is a common security threat in public secondary schools around the University of Benin.				
3	Cultism and gang-related activities significantly threaten the safety of students in public secondary schools.				
4	Theft of personal and school property is a prevalent issue in public secondary schools in this area.				
5	Drug and substance abuse contribute to security challenges in public secondary schools				

6	Sexual harassment or abuse is a security concern in public secondary schools around the University of Benin.				
7	External factors, such as community-related issues, contribute to security threats in public secondary schools.				
	<b>What security measures are being adopted in public secondary school around University of Benin?</b>				
8	well-maintained perimeter fencing to prevent unauthorized access.				
9	trained security personnel present in my school to handle security-related issues.				
10	school uses surveillance tools like CCTV cameras to monitor activities on the premises.				
11	Entry and exit points in my school are monitored to prevent unauthorized access.				
12	Teachers and staff actively monitor students' activities to prevent security incidents.				
13	school collaborates with local law enforcement agencies to address security challenges.				
14	regular workshops or seminars to educate students and staff about security issues.				
	<b>What is the level of parent support of security management in public secondary school around University of Benin</b>				
15	Parents are actively involved in discussions about school security policies and measures.				

16	Parents participate in volunteering activities related to school security (e.g., supervision during events, patrols).				
17	Parents support the enforcement of school rules aimed at ensuring security				
18	Parents maintain regular communication with school authorities regarding security concerns.				
19	Parents encourage their children to report bullying, theft, or other security incidents to school authorities				
20	Parents attend school meetings where security management is discussed.				
21	Parents actively monitor and guide their children's behavior to reduce security risks in schools.				

**Thanks**