

**SECURITY MEASURES AND SCHOOL EFFECTIVENESS IN UNIVERSITY  
OF BENIN, BENIN CITY**

**BY**

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**UNIVERSITY OF BENIN**

**BENIN CITY, NIGERIA**

**FEBRUARY, 2023**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
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## CERTIFICATION

We, the undersigned names hereby certify that this research work was carried out by Evbusogie Jennifer EDIGUE of the Department of Educational Management, Faculty of Education, University Of Benin, Benin City.

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## **DEDICATION**

I dedicate this work to my one and only Dr. Godwin Orukpe who has encouraged me in all the ways and whose encouragement has made sure that I give it all, it takes to finish what I have started. Words will fail me to express my sincere appreciation to him.

## ACKNOWLEDGMENT

Thanks to God Almighty for the successful completion of this project work, I acknowledge and appreciate His goodness and kindness. Going through a project is not an easy task, I would like to express my gratitude to Dr. Udom Idongesit David for encouragement and friendly critique.

My special thanks and gratitude goes to my wonderful and lovely guardians who took me as their daughter Bar. & Engr. Prof. (Mrs.) P. Orukpe and Dr. Godwin Orukpe who ensured that I acquired Bachelor of Science (B.Sc.(Ed) in Education Management.

My profound gratitude goes to my siblings, the Edigues and JJJ-Guys for their love, support and encouragement and also in memory of my beloved Late mother Mrs. Eghe Edigue, thank God for keeping my Daddy alive.

I wish to express my deepest sense of appreciation to those who also supported me throughout my six (6) years of studies in school. The person of Dr. Godwin Orukpe, Bar. & Engr. Prof. (Mrs. P. Orukpe, Engr. & Prof. (Mrs.) N. Ihimekpen and Uncle Nosa Osemwota.

Finally, I am very grateful to my beloved Lecturer who turned my friend that supported me for this project work Dr. Nkechi Obiweluzor and to my great Department, Department of Educational management, I am also thankful to all the

Lecturers in Educational Management whom I pass through their teaching throughout my studentship in the university. May the good Lord bless you all.

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## **ABSTRACT**

This study investigated security measures and school effectiveness in University of Benin, Benin City. To achieve the purpose of the study, four research questions were raised and examined. The sample for the study is 150 undergraduates. With the aid of the simple proportionate sampling technique, 10 students each were selected from each of the 15 faculties thus making a total sample size of 150 respondents. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted in carrying out the study. An analysis of data was done using mean and standard deviation.

The findings from the study include there is a high level of security consciousness among students in University of Benin, Benin City. It was concluded that there is a significant impact of security measures on school effectiveness in University of Benin, Benin City. The study recommended among others that the University should develop and maintain a comprehensive emergency response plan for natural disasters, accidents, and security incidents.

## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

Security measures are vital in the administration of tertiary institutions in order to promote school effectiveness and the safety of human and material values. The provision of efficient security measures is a necessary strategy towards providing a secured and peaceful school environment that will enhance the realization of the fundamental goals of teaching, research, and community service (Aliyu, 2018). Security measures connotes the measures adopted to ensure people are free from anxiety, hazard, risk, threats, injuries and loss of property. It is a state of keeping the school environment free of hazardous situations that could put at risk the lives of students and staff. Security measures refers to measures adopted by security management to ensure that teachers and learners feel at home, develop confidence, maintain a positive state of mind, and do not show any signs of withdrawal from the school, but, work towards the achievement of tertiary effectiveness (Ocho, 2019).

The concept of security is synonymous with feelings of being safe, freedom from attacks and protection from physical harm. Security of students implies presence of factors in the school environments that enhance peace and happiness so as to spur the students to effectively function in their hostels and classrooms

(Akinbade, 2020). Security is the protection of life and property of a person'. It is a high degree of protection against danger, damage, loss, and criminal activity. It also refers to a situation in which individuals in an environment live in peace and enjoy the protection of fundamental rights. Security of students underlines a safe school environment that encourages peaceful co-existence, positive school climate and cordial interactions among teachers and students devoid of internal and external threats. According Adibe, (2019) security is the state of being free from danger or injury, the freedom from apprehension, anxiety, or care; confidence of power of safety; hence, assurance and certainty. To have security is to be safe, secured, protected and to enjoy peace of life; that is, the state of being or feeling secure; freedom from fear, anxiety, danger, doubt; something that gives or assures safety, tranquility, certainty, protection and safeguard. In an objective sense, security means the absence of threats to acquired values and in a subjective sense, it means the absence of fear that such values will be attacked.

Security measures are essential in all ramifications for efficient and effective academic pursuit, because teaching and learning cannot take place in situations of fear, anxiety and suppression (Ronoh, 2018). Schools that are safe and responsive have plans and procedures in place to deal with violent and disruptive behaviours that may occur. Security measures is put in place to ensure that both staff and students within school is being protected from psychological and physical dangers.

It is a means of preventing crisis, and reacting to violations of existing rules that prohibits unruly behaviours which are likely to cause security and safety risks.

Establishment of security guards constitute a major example of security measure which could be adopted by schools to promote school effectiveness. Establishment of security guards headquarters and guards shelters usually located near main gate to serve as terminal for installation of Closed Circuit Television (CCTV); determine techniques and modalities for excursion of guards' duties and for easy detection of security lapses, identification of violators and writing comprehensive security reports; determine of guard's recruitment criteria so as to ensure the employment of security guards who are honest, intellectually alert, meticulous, open minded, articulate and resourceful; planning of training and re-training of security guards to ensure that they are able to perform their routine duties competently and to meet emergencies speedily and effectively (Qudus, 2019).

Compulsory provision and use of identity card constitute another major example of security measure which could be adopted by schools to promote school effectiveness. All schools should be mandated to take it as point of responsibility to provide identity cards to every member of the school (Amoko, 2021). Also, when there is a visitor, such a person should also be given an identity card indicating he or she is a guest. When there is crime in the school, this will make it

easier to recognize and apprehend crime dealers there. This also includes patrolling of school premises, regulating parking and traffic control, access control and apprehension of criminals. Access control has to do with ensuring that only persons with legitimate business in the premises are allowed to enter in an orderly manner-after due checking, verification and identification. Identification involves checking and verifying person requesting entrance into the premises to confirm who they say they are, and who they wish to see before being given approval or clearance to proceed (Jenije, 2020). Authorizing is the permission to pass through the gate or reception area into the premises or building after verification and approval from the person to be visited. Escorting or guiding the authorized visitors to the place of his/her visits to prevent him/her from wandering into in approval areas. A member of staff visited should escort the visitor to exist to complete exist formation.

Technological security measures constitute another vital components of security measures adopted to enhance school effectiveness. Technological security measures are methods and procedures of applying machines, tools and technical knowledge for the furtherance of security and promotion of safety in school system (Adjikpono, 2021). It involves the application of security technologies to prevent and reduce violence, crimes, and risks in order to promote security and safety. When security technology are applied in the form of physical security measures

can function as excellent tools and a great contribution to the safety of schools and staff in schools and in reducing violence in schools. Security technological tools are expected to be applied correctly within the school environment and be maintained after installation, otherwise they will not be effective (Otaru, 2020). 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. The provision of security technologies such as CCTV surveillance system, protective lighting, alarm, security gate e.t.c in schools in Nigeria, especially in areas where insurgents are operating in order to deter them from easily attacking schools. The introduction of technological security tools in schools will help to reduce a good number of threats, risks and crimes that often occurred for better operations of schools in Nigeria.

Security policy guidelines is another important part of security measures. Where there are no policies to guide the ways the measures are conducted and implemented, the security facilities provided may become a problem instead of a protective device in schools. Policy sets guideline and provides direction as to how situations should be effectively managed and handled (Adegoke, 2021). Policy security measures help to show the direction and limitation of what should be done, how things should be done, when they should be done and where they should be

done for orderliness to reign in the system. The effectiveness of other security measures depend on the policies put in place to regulate their usage and operational patterns. One of the major problems in Nigeria is poor or no implementation of all security policy guidelines. The supposed taskforce officers who are government representatives to ensure full compliance are also usually found in the act of compromising standard when offered bribe by the offenders. It is important to ensure thorough application of all policy directives pertaining to the security and safety of staff and students. This effort according to Uzuegbu (2019) must include regular risk assessment audits, standby emergency preparedness plans, emergency response teams and command systems, and regular drills to ensure an effective and efficient operational system. For instance, the zero tolerance policy operational in schools will help to enhance the achievement of safety which is the target of every security measure. Security and safety policies should be developed in schools to guide and drive other measures, for effective regulation of unwanted behaviours and also to discourage intruders from having access to schools easily in the region.

Provision of central and up-to-date database constitute another major example of security measure which could be adopted by schools to promote school effectiveness. One of the important measures that can be used to eradicate security threat and guarantee a hitch free academic atmosphere in schools in Nigeria is the setting-up of a central database system for schools and other institutions or

government and o-government agencies (Adigwe, 2020). Recently, the ministry of communication and digital economy ably led by Professor Isa Pantami gave an order for the compulsory registration of National Identification Number (NIN). The minister went further to all institutions including banks, telecommunication companies among others to ensure the link of the NIN to individual account and bar those who fail to provide it from enjoying their services. This gesture must be extended to all schools in Nigeria, both the private schools and the public schools, without fear or favour.

Planning of security operation is constitute another major indices of security measures According to Manga (2018), planning of security operations is the first step towards effective performance of security duties by the security guards. Vital issues in planning of security operations in schools include: establishing posts and patrols for security guard after careful examination of existing security risks in the area; determining time requirements for posts and patrols giving consideration to the number of hours, per day, and number of days per week when that each post or patrol must be manned. This is to done taking into consideration operational hours of school facilities, peak hours of reduction and human traffic, periods when employees are not present in buildings or activity areas such as closing hours, weekends, and national holidays; planning for patrol logistics in terms of manpower, financial and material requirements for effective performance of

security operations; preparation of guards instructions in terms of general, specific and temporary orders carefully worded to include all necessary phases of rains assignment, wearing of uniforms, reporting far duty, handing over and record keeping.

School effectiveness connotes the creation and sustenance of a conducive school environment that is consistently alert to security threats and is capable of defending staff and protecting students from criminal activities. It is the ability of a school to maintain a peaceful environment for smooth running of academic and non-academic activities in tertiary educational institutions (Okogbe, 2020). School effectiveness connotes the effective use of resources within the school system. It means the school effort to make changes toward improving the students' level of achievement. Essentially, an effective school is one which is conducted in a safe environment by qualified teachers. School effectiveness also has to do with creation of awareness of security operations especially by school security guards as well as the planning of school security operations. All these are essential prerequisites for a healthy and peaceful environment that could engender educational development. A secure school environment embodies all facilities (human and non-human) provided to ensure safety of lives and properties and guarantee a peaceful atmosphere for students and teachers to pursue their legitimate learning activities without fear of threats or hindrances.

The relationship between security measures and school effectiveness cannot be overstated. Peace, security and serenity are important factors for successful teaching and learning. In the absence of these factors, teaching and learning becomes distorted (Ichipi, 2021). Under these extreme circumstances of fear and uncertainty, teachers cannot impart knowledge fully and effectively to their students, and students cannot learn either with full concentration and attention. Keeping academic environment safe and secure for educational activities is very important. The worsen state of insecurity has led to a rapid decline in the quality of education, as performances in internal and external examinations begin to hit the rock bottom (Okebola, 2022).

### **Statement of the Problem**

In contemporary time, common observation has shown that many of the Nigerian tertiary educational institutions are finding it increasingly difficult to achieve the goals because of the problems of lack of effective security measures. Tertiary educational institutions are expected to champion the course of providing sound education for rapid socio-economic growth. But for schools to perform their academic functions effectively there must be adequate security.

A cursory look at security service delivery in tertiary institutions in recent time gives a desperate and gloomy inference of governments' failure in providing the statutory responsibility and core interest of safeguarding the citizens. In the

same way school administrators and the security agencies had remained helpless and overwhelmed by the restive and incessant terror attacks, kidnapping and abduction of innocent students in our schools to the agony and disillusionment of parents and wards. Preliminary observation has shown that the institutions of higher learning has become death zones and unsafe in the hands of cult groups. The existence of cultist groups on campuses has made life unsafe and meaningless to both staff and students as non-members are bullied and opposing groups of cultists are constantly at war with each other. The aforementioned problems which occurs as a result of lack of security measures may have impacted on school effectiveness. It is in light of the above that the researcher wishes to carry out an investigation on security measures and school effectiveness in University of Benin, Benin City.

### **Research Questions**

The following research questions were raised to guide this investigation:

1. What is the quality of planning of security operations in University of Benin, Benin City?
2. What is the level of security consciousness among students in University of Benin, Benin City?
3. What is the prevalent security measures adopted by security management in University of Benin, Benin City?

4. What are the impact of security measures on school effectiveness in University of Benin, Benin City?

### **Research Hypothesis**

Research questions 1-3 will be answer directly while research question 4 will be hypothesized and tested at 0.05 significant levels.

- There is no significant impact of security measures on tertiary effectiveness in University of Benin, Benin City.

### **Purpose of the Study**

The purpose of this study is to examine security measures and school effectiveness in University of Benin, Benin City. Specifically the study intend to:

1. Find out the quality of planning of security operations in University of Benin, Benin City.
2. Determine the level of security consciousness among students in University of Benin, Benin City.
3. Examine some of the prevalent security measures adopted by security management in University of Benin, Benin City.
4. Ascertain the impact of security measures on tertiary effectiveness in University of Benin, Benin City.

## **Significance of the Study**

The study would benefit students, school management, Ministry of Education and future researchers. The study would benefit students as it would help create awareness and security consciousness among students. It would help them see their roles in the maintenance of security in campus. The study would benefit the school management as it would help them see the very impact of security measures on tertiary effectiveness. This would help them come out with effective and adequate security measures needed to ensure tertiary effectiveness.

The study would benefit the Ministry of Education as it would help them come up with relevant policies needed to ensure that there is adequate security among staffs and students in tertiary institutions. It would help them see the need to ensure proper security among staff and students. The study would benefit future researcher as findings from the study would serve as a source of reference point to prospective researchers.

## **Scope and Delimitation of the Study**

The study focused on security measures such as establishment of security guide, compulsory provision and use of identity card, technological security measures, security policy guidelines, provision of central and up-to-date database, planning of security operation and indices of school effectiveness such teachers' qualification, availability of school facilities, conducive working environment.

The study was delimited to the University of Benin, Benin City.

### **Operational Definition of Terms**

The following terms were operationally defined in the study:

**Security Measures:** Security measures as used in the study include establishment of security guide, compulsory provision and use of identity card, technological security measures, security policy guidelines, provision of central and up-to-date database, planning of security operation.

**Teachers' Qualification:** Teachers' qualification as used in the study refers to teachers' educational and professional credentials that demonstrate their competence and expertise in teaching.

**Availability of School Facilities:** Availability of school facilities as used in the study refers to adequate provision of materials used in teaching and learning activities.

**Conducive Working Environment:** Conducive working environment as used in the study refers to a setting or conditions that are favorable, supportive and helpful for teaching and learning activities.

**Establishment of Security Guards:** This involved the establishment of security guards headquarters and guards shelters usually located near main gate.

**Compulsory Provision and Use of Identity Card:** This entails provision of students' identification card as measures of security operation.

**Technological Security Measures:** It involves the application of security technologies to prevent and reduce violence, crimes, and risks in order to promote security and safety.

**Security Policy Guidelines:** This include regular risk assessment audits, standby emergency preparedness plans, emergency response teams and command systems.

**Provision of Central and Up-To-Date Database:** This entails the provision of central system which contains information regarding staffs and students within the school.

**Planning of Security Operation:** This involved establishing posts and patrols for security guard after careful examination of existing security risks in the area.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter contained the review of related literature on security measures and school effectiveness. The review was done under the following sub-headings:

- Theoretical Framework
- Concept of Security
- Concept of School Effectiveness
- Concept of Security Measures
- Impact of Security Measures on School Effectiveness
- Summary of Literature Reviewed

#### **Theoretical Framework**

This study is anchored on School climate theory propounded by Halphin and Croft in 1963. It is a theory that posits that safe school climate has its significant influence on school effectiveness. School climate theory posits that positive school

encourages interpersonal relationship and optimal learning opportunities for all students and reduce disruptive behaviour. School climate that is secured according to the theory can play a significant role in providing a healthy, safe and positive school atmosphere. The theory posits that the interaction of various school and classroom climate factors can provide safe and security threats, free environment that can enable all members of the school community to teach and learn at optimum levels.

The theory also posits that a positive, safe and secure educational environment enhances psychological outcomes for students and school personnel. Similarly, a negative school climate that is full of security threats can prevent optimal learning and development. A safe school environment that promotes pro-social student behaviour, has high expectation and standard for effective management of schools which could constitute academic achievement and behaviour, and engages students in positive relationships with adults. This support successful learning and reduce negative, anti-social behaviours which disrupt school safety. It is important to understand that, within the school system, the school principal plan, organise, direct, control and evaluate the staff and material resources to achieve the objectives of the school. The relationship between a positive school climate and the improvement of school security is that, a positive school climate has been associated with fewer behavioural problems and has less

of security threats. Furthermore, a healthy and safe climate implies a welcoming school environment. This component incorporates a broad spectrum of issues from the physical environment of the school building to the mutual wellbeing of students and staff. It is based on patterns of school life experience and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structure. It can be seen as the quality of the school life. School climate can be explained as the “feel” of a school; the tone, ambience or atmosphere of a school organization. The school climate theory posits that without effective security measures put in place, school effectiveness cannot be guaranteed.

According to the proponents of school climate theory, a safe school environment can be a relatively enduring quality of the internal environment of the school that is experienced by the members, influences behaviour and can be described in terms of values, norms and beliefs of a particular set of attributes of the school. According to the theory, a sustainable positive school climate fosters youth development and makes learning necessary for a productive, contributory and satisfying life in democratic society. The theory identifies many factors that influence schools, these are: number and quality of interaction between adults and students, students and teachers' perception of their school's personality environment, or the school's personality, environmental factors (such as the physical building and classrooms and the materials used for instruction), academic

performances, feeling of safeness and school size, feeling of trust and respect for students and teachers. The breath of elements can seem overwhelming but it is not to show that even the smallest details can have an impact on students' ability to achieve academically.

The theory is relevant and related to the study as it help shed light on the impact of security measures on school effectiveness. The theory help provides explanation that a positive, safe and secure educational environment enhances psychological outcomes for students and school personnel. Similarly, a negative school climate that is full of security threats can prevent optimal learning and development. A safe school environment that promotes pro-social student behaviour, has high expectation and standard for effective management of schools which could constitute academic achievement and behaviour, and engages students in positive relationships with adults. The theory help provide explanation that the interaction of various school and classroom climate factors can provide safe and security threats, free environment that can enable all members of the school community to teach and learn at optimum levels.

### **Concept of Security**

The concept of security is synonymous with feelings of being safe, freedom from attacks and protection from physical harm. Security of students implies presence of factors in the school environments that enhance peace and happiness

so as to spur the students to effectively function in their hostels and classrooms (Akinbade, 2020). Security is the protection of life and property of a person'. It is a high degree of protection against danger, damage, loss, and criminal activity. It also refers to a situation in which individuals in an environment live in peace and enjoy the protection of fundamental rights. Security of students underlines a safe school environment that encourages peaceful co-existence, positive school climate and cordial interactions among teachers and students devoid of internal and external threats. According Adibe, (2019) security is the state of being free from danger or injury, the freedom from apprehension, anxiety, or care; confidence of power of safety; hence, assurance and certainty. To have security is to be safe, secured, protected and to enjoy peace of life; that is, the state of being or feeling secure; freedom from fear, anxiety, danger, doubt; something that gives or assures safety, tranquility, certainty, protection and safeguard. In an objective sense, security means the absence of threats to acquired values and in a subjective sense, it means the absence of fear that such values will be attacked.

According to Oni (2020), security can be described as stability and continuity of livelihood (stable and steady income), predictability of daily life (knowing what to expect), protection from crime (feeling safe), and freedom from psychological harm (safety or protection from emotional stress which results from the assurance of knowing that one is wanted, accepted, loved and protected in

one's community or neighbourhood and by people around. It focuses on the emotional and psychological sense of belonging to a social group which can offer one protection.

The task of providing security in schools is a collective responsibility involving individuals, organizations and government. But, as it is provided for by the laws of the land, the primary goal of government is to protect and defend the state and its territorial integrity (Morgan, 2020). This is because government has been a central actor in security affairs as it was considered the main concern of government to protect lives and properties. Security as a concept embraces all aspects of societal prospects and human endeavour geared towards promoting freedom and safety of people and their properties. Therefore, guaranteeing safety of social institutions and individual properties is physical security and as such school security relates more to personal and physical security, this is basically because the school has both human and material resources.

Igbodo (2019) investigated on nature of security in public junior secondary schools in Owerri metropolis, Imo state, Nigeria. The researcher examined the nature of security in the public junior secondary schools in Owerri metropolis. Seven research questions was raised by the researcher to guide the study. The simple random sampling technique was used to randomly select 135 respondents which made up the sample size used by the researcher for the study. The structured

questionnaire on the on nature of security in public junior secondary schools was used as the instrument for data collection. The data gotten from the field was analyzed by the researcher using descriptive statistics such as mean, frequency count and percentages. It was found out in the study that there is poor security level in the public junior secondary schools in Owerri metropolis, Imo state, Nigeria.

Donatus and Udebunu (2020) examined security and safety management and level of security consciousness among students in public secondary schools in Enugu State. Two research questions guided the study. The study employed a descriptive survey design. The study was carried out in public secondary schools in Enugu State. Two instruments were used for data collection in the study namely, Check list and Questionnaire on Safety and Security Management in Public Secondary Schools. A sample size of 351 respondents was used for the study. This sample was drawn using multi stage sampling technique. Research questions 1 & 2 were answered using frequency and percentage while research question 3 was answered using mean and standard deviation. Results obtained from the study showed that the security devices for improving security in public secondary schools are not generally available, the emergency responses plans for managing safety threats in public secondary schools in Enugu State are not adequately

available. The study also found out that there is low level of security consciousness among students in public secondary schools in Enugu State.

Edo, Umanah & Uzogara (2020) examined the level of security consciousness among students and roles of principals and teachers in the management of safety and health for service delivery in selected senior secondary schools in Rivers State. Three Research questions and two hypotheses were drawn for the study. The population of the study consists of 88 principals and 1677 teachers from forty four (44) senior secondary schools in three selected local government areas (Obio/Akpor, Port-Harcourt and Ikwerre) in Rivers State. The sample size was 526. Sampling technique was based on random sampling technique in which 30% of the total population was selected for the study. A self-made instrument entitled, Roles of Principals and Teachers in the Management of Safety and Health Questionnaire (RPTMSHQ) was developed for the study. Responses were based on the Likert typed scale (4-point rating) in which the respondents were requested to answer: strongly agreed (SA), agreed (A) Disagreed (D) and Strongly Disagreed (SD). The results indicated that there is low level of security consciousness among students and that the principals and the teachers' roles in management of safety and management have significant relationship with the extent of teaching and learning in senior secondary schools.

### **Concept of School Effectiveness**

School effectiveness connotes the creation and sustenance of a conducive school environment that is consistently alert to security threats and is capable of defending staff and protecting students from criminal activities. It is the ability of a school to maintain a peaceful environment for smooth running of academic and non-academic activities in tertiary educational institutions (Okogbe, 2020). School effectiveness connotes the effective use of resources within the school system. It means the school effort to make changes toward improving the students' level of achievement. Essentially, an effective school is one which is conducted in a safe environment by qualified teachers. School effectiveness also has to do with creation of awareness of security operations especially by school security guards as well as the planning of school security operations. All these are essential prerequisites for a healthy and peaceful environment that could engender educational development. A secure school environment embodies all facilities (human and non-human) provided to ensure safety of lives and properties and guarantee a peaceful atmosphere for students and teachers to pursue their legitimate learning activities without fear of threats or hindrances. Qualification of teachers is very important in school effectiveness as they are the people who will teach, inspire, and guide the students and they need to be qualified to do so. School effectiveness is influenced by individual, teaching and learning method. It is

influenced by communication in decision-making which is capable to change internal and external schools.

The indices of school effectiveness include include principals' leadership behaviour, teachers' quality, availability of school facilities, the learning environment, parents' involvement in school administration, expectation on students' success and monitoring of students' progress (Omokheni, 2022). The behaviour of leaders has been identified as one of the major factors influencing the productivity of subordinates in any organisation. Without leadership, an organisation can be best described as a scene of confusion and chaos. Teachers' quality in terms of qualification and experience also seem to influence the effectiveness of the school. It has been observed that the extent of success or the achievement of educational goals and objectives depend strictly upon the quality of teachers in the system. The learning environment seems to be very uncondusive for teaching-learning activities. Availability of school physical facilities and the conduciveness of the school learning environment have also been said to be potent factors influencing school effectiveness. The quality and quantity of school facilities such as classrooms, offices, library, laboratories and the likes enhance the quality of teaching and learning. The conduciveness of the learning environment is a prerequisite to the achievement of school goals.

Ikhueni (2020) conducted a study on the level of school effectiveness in senior secondary schools in Jigawa state, Nigeria. The researcher sought to examine the level of school effectiveness in senior secondary schools. Four research questions were raised by the researcher in order to guide the study. The descriptive survey research design was employed by the researcher for the study. Simple random sampling technique was used by the researcher to draw out 150 respondents which constituted the sample size for the study. A structured questionnaire on the level of school effectiveness was used to collect data for the study. Frequency count and simple percentage were used to answer the four research questions. It was found out in the study that there is encouraging and high level of school effectiveness in senior secondary schools in Jigawa state, Nigeria.

Ugboduma (2021) conducted a study on the level of school effectiveness in senior secondary schools in Kwara state, Nigeria. Purpose of the study is to ascertain the level of school effectiveness. Five research questions and a null hypotheses guided the study. The study employed a descriptive survey design. A sample of 90 respondents were used for the study. A structured questionnaire tagged “level of school effectiveness” was used to collect data for the study. Mean and standard deviation were used to answer the four research questions, while t-test statistic was adopted to test the null hypothesis at 0.05 level of significance. The

results of the study, among others revealed that there is high level of school effectiveness in senior secondary schools in Kwara state, Nigeria.

### **Concept of Security Measures**

Security measures are vital in the administration of tertiary institutions in order to promote school effectiveness and the safety of human and material values. The provision of efficient security measures is a necessary strategy towards providing a secured and peaceful school environment that will enhance the realization of the fundamental goals of teaching, research, and community service (Aliyu, 2018). Security measures connotes the measures adopted to ensure people are free from anxiety, hazard, risk, threats, injuries and loss of property. It is a state of keeping the school environment free of hazardous situations that could put at risk the lives of students and staff. Security measures refers to measures adopted by security management to ensure that teachers and learners feel at home, develop confidence, maintain a positive state of mind, and do not show any signs of withdrawal from the school, but, work towards the achievement of tertiary effectiveness (Ocho, 2019).

Security measure on their own are approaches that can be adopted to protect and manage school violence, reduce security risks and ensure that the school environment is safe for learning (Mohammed, 2014). The author asserted further that as part of security measures to ensure school security, government should

develop an emergency action plan taking into consideration the school environment, threatening conditions, problem sources and that every personnel in the school should be actively involved in preventing and handling destructive situation in order to ensure a sustainable educational system. According to Laura (2014) security measure are functional and operational methods that make schools free from crimes, threats and risks. It also emphasizes conduciveness in schools to ensure effective teaching and learning. In the author's views this can be achieved through such measures as the provision of a communication line to interface with necessary security units and organizations for timely supports and assistance in challenging situations. It is pertinent to state that a good security network is dependent on effective communication system for a timely prevention and intervention during security situations in schools as this will ensure the achievement of an enduring and sustainable education system. It is the responsibility of government to ensure the provision of effective communication networks in schools.

Establishment of security guards constitute a major example of security measure which could be adopted by schools to promote school effectiveness. Establishment of security guards headquarters and guards shelters usually located near main gate to serve as terminal for installation of Closed Circuit Television (CCTV); determine techniques and modalities for excursion of guards' duties and

for easy detection of security lapses, identification of violators and writing comprehensive security reports; determine of guard's recruitment criteria so as to ensure the employment of security guards who are honest, intellectually alert, meticulous, open minded, articulate and resourceful; planning of training and re-training of security guards to ensure that they are able to perform their routine duties competently and to meet emergencies speedily and effectively (Qudus, 2019).

Compulsory provision and use of identity card constitute another major example of security measure which could be adopted by schools to promote school effectiveness. All schools should be mandated to take it as point of responsibility to provide identity cards to every member of the school (Amoko, 2021). Also, when there is a visitor, such a person should also be given an identity card indicating he or she is a guest. When there is crime in the school, this will make it easier to recognize and apprehend crime dealers there. This also includes patrolling of school premises, regulating parking and traffic control, access control and apprehension of criminals. Access control has to do with ensuring that only persons with legitimate business in the premises are allowed to enter in an orderly manner-after due checking, verification and identification. Identification involves checking and verifying person requesting entrance into the premises to confirm who they say they are, and who they wish to see before being given approval or

clearance to proceed (Jenije, 2020). Authorizing is the permission to pass through the gate or reception area into the premises or building after verification and approval from the person to be visited. Escorting or guiding the authorized visitors to the place of his/her visits to prevent him/her from wandering into in approval areas. A member of staff visited should escort the visitor to exist to complete exist formation.

Technological security measures constitute another vital components of security measures adopted to enhance school effectiveness. Technological security measures are methods and procedures of applying machines, tools and technical knowledge for the furtherance of security and promotion of safety in school system (Adjikpono, 2021). It involves the application of security technologies to prevent and reduce violence, crimes, and risks in order to promote security and safety. When security technology are applied in the form of physical security measures can function as excellent tools and a great contribution to the safety of schools and staff in schools and in reducing violence in schools. Security technological tools are expected to be applied correctly within the school environment and be maintained after installation, otherwise they will not be effective (Otaru, 2020). 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. The provision of security technologies such as CCTV surveillance system, protective lighting, alarm, security gate e.t.c in schools in Nigeria, especially in areas where insurgents are operating in order to deter them from easily attacking schools. The introduction of technological security tools in schools will help to reduce a good number of threats, risks and crimes that often occurred for better operations of schools in Nigeria.

Security policy guidelines is another important part of security measures. Where there are no policies to guide the ways the measures are conducted and implemented, the security facilities provided may become a problem instead of a protective device in schools. Policy sets guideline and provides direction as to how situations should be effectively managed and handled (Adegoke, 2021). Policy security measures help to show the direction and limitation of what should be done, how things should be done, when they should be done and where they should be done for orderliness to reign in the system. The effectiveness of other security measures depend on the policies put in place to regulate their usage and operational patterns. One of the major problems in Nigeria is poor or no implementation of all security policy guidelines. The supposed taskforce officers who are government representatives to ensure full compliance are also usually found in the act of compromising standard when offered bribe by the offenders. It is important to ensure thorough application of all policy directives pertaining to the security and

safety of staff and students. This effort according to Uzuegbu (2019) must include regular risk assessment audits, standby emergency preparedness plans, emergency response teams and command systems, and regular drills to ensure an effective and efficient operational system. For instance, the zero tolerance policy operational in schools will help to enhance the achievement of safety which is the target of every security measure. Security and safety policies should be developed in schools to guide and drive other measures, for effective regulation of unwanted behaviours and also to discourage intruders from having access to schools easily in the region.

Provision of central and up-to-date database constitute another major example of security measure which could be adopted by schools to promote school effectiveness. One of the important measures that can be used to eradicate security threat and guarantee a hitch free academic atmosphere in schools in Nigeria is the setting-up of a central database system for schools and other institutions or government and o-government agencies (Adigwe, 2020). Recently, the ministry of communication and digital economy ably led by Professor Isa Pantami gave an order for the compulsory registration of National Identification Number (NIN). The minister went further to all institutions including banks, telecommunication companies among others to ensure the link of the NIN to individual account and bar those who fail to provide it from enjoying their services. This gesture must be

extended to all schools in Nigeria, both the private schools and the public schools, without fear or favour.

Planning of security operation is constitute another major indices of security measures According to Manga (2018), planning of security operations is the first step towards effective performance of security duties by the security guards. Vital issues in planning of security operations in schools include: establishing posts and patrols for security guard after careful education of existing security risks in the area; determining time requirements for posts and patrols giving consideration to the number of hours, per day, and number of days per week when that each post or patrol must be manned. This is to done taking into consideration operational hours of school facilities, peak hours of reduction and human traffic, periods when employees are not present in buildings or activity areas such as closing hours, weekends, and national holidays; planning for patrol logistics in terms of manpower, financial and material requirements for effective performance of security operations; preparation of guards instructions in terms of general, specific and temporary orders carefully worded to include all necessary phases of rains assignment, wearing of uniforms, reporting far duty, handing over and record keeping.

Obiamaka and Enyi (2020) explore ways of improving security situations in the North Central Zone public secondary schools. The study was a descriptive

survey study, involving 1,188 respondents, made up of 176 principals and 1012 teachers from 352 public secondary schools in North Central Zone. Two instruments were used to collect data for the study, namely: Check list on available devices for improving security situation in public secondary schools and a four point scale Questionnaire on improving Security Situation in Public Secondary Schools. (QSSMPSS). Five research questions and four null hypotheses guided the study. A descriptive analyses of frequencies and percentages was used to answer the six research questions while t-test comprising Mean and Standard deviation to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. Also to draw conclusion on whether there is a significant difference between the response of principals and teachers, ANOVA sum of square (which measure the variation around mean) was used focusing on difference between. The result showed among others that some security devices for the improvement of security situations as well as the emergency response plans for managing security in public secondary schools were not available in most schools. The findings of the study also indicated that it is acceptable to have staff and student identity cards, staff code of conduct and conflict resolution management programmes to help the staff as well as the students know how to resolve their disputes. The respondents agreed too that there is need to have constant searches of

student's lockers and boxes to seize weapons and dangerous objects from the students.

Ibrahim (2019) analyzed different safety and security measures in both public and private schools at secondary level in Kano state, Nigeria. The study was conducted in Kano state; therefore all the heads of schools constituted as the population of this study. In the sample the number of public schools were 50 and private were also 50. The numbers of male heads of the schools were 56 and female were 44. Checklist for Comparative Analysis of Safety and Security Measures at Secondary level was used to collect the data. It consists of 35 items. Heads of schools responded to the items in three ways either as "Yes" or "No" and further action needed. The findings of this study shows that safety and security measures such as flooring and lighting; number of furniture according to the number of users, stable portable equipment i.e. TV and Computers, good practice of computers among students; fire-fighting equipment, fire evacuation procedures, the evacuation drill; testing of water samples, Remedial actions against exceed limits for bacteria, cold water is used for preparing foods and beverages; emission inspection stickers; Natural disasters, Fires, Chemical or hazardous material spills or releases, Major transportation accidents, Incidents of violence, Bomb threats and acts of terror are most common measure in both public and private school at secondary level. Both male and female heads as well as public and private schools

heads had no significant mean differences regarding safety and security measures at secondary level schools in Kano state, Nigeria.

### **Impact of Security Measures on School Effectiveness**

The relationship between security measures and school effectiveness cannot be overstated. Peace, security and serenity are important factors for successful teaching and learning. In the absence of these factors, teaching and learning becomes distorted (Ichipi, 2021). Under these extreme circumstances of fear and uncertainty, teachers cannot impart knowledge fully and effectively to their students, and students cannot learn either with full concentration and attention. Keeping academic environment safe and secure for educational activities is very important. The worsen state of insecurity has led to a rapid decline in the quality of education, as performances in internal and external examinations begin to hit the rock bottom (Okebola, 2022).

Osuji & Omah (2021) carried out an investigation on the impact of security measures on school effectiveness in public senior secondary schools administration in Rivers State. The design for this study was descriptive survey, three (3) research questions and three (3) hypotheses were raised to guide the study. The population of the study was 1200, a sample size of 200 principals and teachers were selected through simple random sampling technique. The sample comprised of 64 principals and 136 teachers. A self-structured research instrument titled safety

management practices for quality public senior secondary schools administration in Rivers State (SMPQPSSSA) was used for data collection. The instrument was validated by the researcher's supervisor and two experts from the department of educational management in Rivers State University. The reliability index determined for the instrument using test re-test was 0.78. Mean and standard deviation statistics were used to answer the research questions while the hypotheses were tested at 0.05 level of significance using z-test statistics. The findings of this study revealed that there is significant relationship between security measures and school effectiveness in public senior secondary schools administration in Rivers state.

Ayingba (2020) carried out a study on effect of security measures on school effectiveness in public secondary schools in Ado-Ekiti, Ekiti State, Nigeria. The purpose of the study was to ascertain the effect of security measures on school effectiveness in secondary schools. Six research questions and a null hypothesis guided the study. The study employed a descriptive survey design. A sample size of 125 respondents constituted the sample for the study. A 30 item questionnaire designed by the researchers was the major instrument used. Mean scores were used to answer the research questions and the t-test was used to test the hypothesis at 0.05 level of significance were used for the data analysis. The results of the study

among others revealed that there is a significant influence of security measures on school effectiveness in public secondary schools in Ado-Ekiti, Ekiti State, Nigeria.

Egbeda (2020) conducted a study on the relationship between security measures and school effectiveness in secondary schools in Ogun state, Nigeria. Purpose of the study is to ascertain the relationship between security measures and school effectiveness. Five research questions and three null hypotheses guided the study. The study employed a descriptive survey design. A sample of 170 respondents were used for the study. A structured questionnaire on the relationship between security measures and school effectiveness was used to collect data for the study. Mean and standard deviation were used to answer the five research questions, while t-test statistic was adopted to test the three null hypotheses at 0.05 level of significance. The results of the study, among others revealed that there is a significant relationship between security measures and school effectiveness in secondary schools in Ogun state, Nigeria.

### **Summary of Literature Reviewed**

The literature reviewed examined the concepts of school effectiveness, security and security measures. School effectiveness could be seen from the reviewed of literature as the ability of a school to maintain a peaceful environment for smooth running of academic and non-academic activities in tertiary educational institutions. Security is the protection of life and property of a person'. It is a high

degree of protection against danger, damage, loss, and criminal activity while security measures on the other hand connotes the measures adopted to ensure people are free from anxiety, hazard, risk, threats, injuries and loss of property. It is a state of keeping the school environment free of hazardous situations that could put at risk the lives of students and staff.

The literature reviewed also examined the level of security consciousness among students. The reviewed of empirical studies clearly revealed that there is low level of security consciousness among students in secondary schools. The literature reviewed was concluded with an examination on the impact of security measures on school effectiveness. The reviewed of empirical evidence indicated that there is a significant relationship between security measures and school effectiveness in secondary schools.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter focused on the methodology used in the study under the following sub-headings; design of the study, population of study, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

#### **Research Design**

The research design adopted for the study is the descriptive survey research design which seeks to investigate security measures and school effectiveness in University of Benin, Benin City. This research design was considered appropriate for this study because it describes a situation as it is and identifies present conditions of the existing situation.

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

The population for this study comprises of the 63,161 students from the 15 faculties in the University of Benin, Benin City. (Source: Academic Planning Division, University of Benin, 2023).

#### **Sample and Sampling Technique**

The sample for the study is 150 undergraduates. The sample size is proportionately selected from the 15 faculties in the University of Benin, Benin

City. With the aid of the simple proportionate sampling technique, 10 students each were selected from each of the 15 faculties thus making a total sample size of 150 respondents.

### **Research Instrument**

The instrument that used for the data collection was a structured questionnaire titled “Influence of Security Measures on School Effectiveness Questionnaire (ISMSEQ)”.

The questionnaire was divided into two sections. Section (A) showed the respondent demographic data, while the second section (B) contains information which bothers on security measures and school effectiveness.

### **Validity of the Instrument**

The constructed questionnaire for the study was presented to the project supervisor and two other experts from the Department of Educational Management, Faculty of Education, University of Benin, Benin City to confirm for face and content validity. Corrections was effected on the questionnaire before being administered by the researcher.

### **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 results of their responses were correlated. The data arrived from the test was high enough to confirm that the research instrument was reliable at 0.65 coefficient.

### **Method of data collection**

Direct retrieval method was used by the researcher in collecting the filled questionnaire from various faculties. The researcher administered and retrieved the questionnaire on same day of administration. All the 150 questionnaire were returned completely filled indicating a high return rate.

### **Method of Data Analysis**

Research questions was analyzed using percentage, mean and standard deviation. The scores above mean of 2.50 were considered high, while scores below mean of 2.50 were considered low. The statistical techniques tools used for the hypotheses was the Pearson Product Moment Correlation Coefficient and tested at 0.05 level of significance.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

The chapter presents analysis of data and presentations of results. The data are presented in tables and arranged to the order of their research questions raise in the study.

**Research Question 1:** What is the quality of planning of security operations in University of Benin, Benin City?

**Table 2:** Distribution of responses on the quality of planning of security operations in University of Benin

S/N	Items	N	Agree	Disagree	Mean Score
1	There is provision of central and up-to-date database	150	143 (95.3%)	7 (4.7%)	3.19
2	There are well established Posts and Patrols	150	147 (98%)	3 (2%)	3.38
3	There is orientation of staff and students on security tips to safeguard their lives	150	139 (91.7%)	11 (8.7%)	3.42
4	There is proper documentation of visitors at school gate	150	137 (91.3%)	13 (8.7%)	3.21
5	There is implementation of access control such as ID cards and biometric systems	150	141 (94%)	9 (6%)	3.19
6	There is provision of security alarm at the entrance and exit of the school premises	150	99 (66%)	51 (34%)	2.69
7	There is routine check of students before entrance and exit into the school hostels	150	148 (98.7%)	2 (1.3%)	3.61
<b>Total</b>		<b>150</b>	<b>90.7%</b>	<b>9.3%</b>	<b>3.72</b>

Data analyzed in Table 1 shows the responses of the 150 respondents on items presented at a mean score 3.19, 3.38, 3.42, 3.21, 3.19, 2.69 and 3.61 respectively.

The grand mean of 3.72 is above the criterion mean of 2.50 which therefore

implies that there is high quality of planning of security operations in University of Benin, Benin City.

**Research Question 2:** What is the level of security consciousness among students in University of Benin, Benin City?

**Table 2:** Distribution of responses on the level of security consciousness among students in University of Benin

S/N	Items	N	Agree	Disagree	Mean Score
1	Students often avoid walking late at night	150	133 (88.7%)	17 (11.3%)	3.49
2	Students have the phone numbers of security personnel in the school to call in case of emergency	150	145 (96.7%)	5 (3.3%)	3.51
3	Students regularly attends seminar and workshops on self-defense	150	131 (87.3%)	19 (12.7%)	3.42
4	Students often avoid the habit of sharing their personal information and location details on social media platforms	150	136 (90.7%)	14 (9.3%)	3.22
5	Students often attend workshops and seminars bothering on security awareness	150	141 (94%)	9 (6%)	3.29
6	Students often report incidence of security breach to the appropriate authorities whenever it occurs	150	99 (66%)	51 (34%)	3.77
7	Students often walk in group at night to ensure their personal safety	150	148 (98.7%)	2 (1.3%)	3.82
<b>Total</b>		<b>150</b>	<b>88.9%</b>	<b>11.3%</b>	<b>3.50</b>

Data analyzed in Table 2 shows the responses of the 150 respondents on items presented at a mean score 3.49, 3.51, 3.42, 3.22, 3.29, 3.77 and 3.82 respectively.

The grand mean of 3.50 is above the criterion mean of 2.50 which therefore implies that there is high level of security consciousness among students in University of Benin, Benin City.

**Research Question 3:** What is the prevalent security measures adopted by security management in University of Benin, Benin City?

**Table 3:** Distribution of responses on the prevalent security measures adopted by security management in University of Benin

S/N	Items	N	Agree	Disagree	Mean Score
1	Establishment of CCTV cameras	150	145 (96.7%)	5 (3.3%)	3.38
2	Patrolling school premises for crime detection	150	131 (87.3%)	19 (12.7%)	3.42
3	Use of identity card for students and visitors	150	136 (90.7%)	14 (9.3%)	3.21
4	Identification and authorizing access to visitors	150	139 (91.7%)	11 (8.7%)	3.42
5	There is establishment of strong partnership between the school security management and local law enforcement agencies	150	148 (98.7%)	2 (1.3%)	3.61
6	There is provision of communication line where students can report emergencies and suspicious activities	150	142 (94.7%)	8 (5.3%)	2.69
7	There is provision of visitors registration system to track and monitor guests on campus	150	117 (78%)	33 (22%)	3.31
<b>Total</b>		<b>150</b>	<b>82.5%</b>	<b>17.5%</b>	<b>3.62</b>

Data analyzed in Table 3 shows the responses of the 150 respondents on items presented at a mean score 3.38, 3.42, 3.21, 3.42, 3.61, 2.69 and 3.31 respectively.

The grand mean of 3.62 is above the criterion mean of 2.50 which therefore implies that the prevalent security measures adopted by security management in University of Benin include the establishment of CCTV cameras, establishment of strong partnership between the school security management and local law enforcement agencies, provision of visitors registration system to track and monitor guests on campus and identification and authorizing access to visitors.

**Hypothesis 1:** There is no significant impact of security measures on school effectiveness in University of Benin, Benin City.

**Table 4:** Pearson correlation on significant impact of security measures on school effectiveness in University of Benin

<b>Variables</b>	<b>N</b>	<b>Pearson r</b>	<b>Sig(2tail)</b>	<b>Decision</b>
Security Measures	<b>150</b>	<b>.841</b>	<b>.725</b>	<b>Rejected</b>
School Effectiveness				

Hypothesis in Table 4 sought to determine if there is a significant impact of security measures on school effectiveness in University of Benin, Benin City. The result in table 4 revealed a Pearson correlation of .841 with a corresponding p-value of .725 at .05 alpha level. Since the p-value of .725 is less than the r-calculated value of .841, the null hypothesis is rejected while the alternate hypothesis is accepted. This implies that there is a significant impact of security measures on school effectiveness in University of Benin, Benin City.

## **Discussion of Findings**

The discussion of results is organized under the following subheadings:

- Quality of planning of security operations in University of Benin, Benin City.
- Level of security consciousness among students in University of Benin, Benin City.
- Prevalent security measures adopted by security management in University of Benin, Benin City.
- Impact of security measures on school effectiveness in University of Benin, Benin City.

### **Quality of Planning of Security Operations in University Of Benin, Benin City**

Findings from the study revealed that there is high quality of planning of security operations in University of Benin, Benin City. This could be seen as majority of the respondents agreed that there is establishment of patrols teams, orientation of staff and students on security, documentation of visitors, provision of security alarm, and routine check of students before entrance and exit into the school hostels. This findings is in line with Ikwuni (2020) who found out that there is high level of quality and efficiency of security planning and operation across tertiary institutions in Nigeria.

## **Level of Security Consciousness among Students in University Of Benin, Benin City**

Findings from the study revealed that there is a high level of security consciousness among students in University of Benin, Benin City. Corroborating the findings, Akasi (2020) asserted that there is high level of security consciousness among students in contemporary time. Also supporting the findings, Imoni (2021) Found out that there is encouraging level of security consciousness among students in recent time across tertiary institutions in Nigeria.

## **Prevalent Security Measures Adopted By Security Management in University of Benin, Benin City**

Findings from the study revealed that the prevalent security measures adopted by security management in University of Benin include the establishment of CCTV cameras, establishment of strong partnership between the school security management and local law enforcement agencies, provision of visitors registration system to track and monitor guests on campus and identification and authorizing access to visitors. In support of the findings, Omohwo (2019) found out that the establishment of CCTV cameras and establishment of strong partnership between the school security management and local law enforcement agencies constituted core security measures often adopted by security management in tertiary institutions in Nigeria.

## **Impact of Security Measures on School Effectiveness in University Of Benin, Benin City**

Findings from the study indicated that there is a significant impact of security measures on school effectiveness in University of Benin, Benin City. This findings is in line with Egbeda (2020) who found out that there is a significant relationship between security measures and school effectiveness. Also supporting the findings, Ayingba (2020) found out that there is a significant influence of security measures on school effectiveness in public secondary schools.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter contained the summary of the study, the conclusions drawn, results obtained and recommendations offered.

#### **Summary**

This study investigated security measures and school effectiveness in University of Benin, Benin City. To achieve the purpose of the study, four research questions were raised and examined. The sample for the study is 150 undergraduates. The sample size is proportionately selected from the 15 faculties in the University of Benin, Benin City. With the aid of the simple proportionate sampling technique, 10 students each were selected from each of the 15 faculties thus making a total sample size of 150 respondents. The instrument that used for the data collection was a structured questionnaire titled “Influence of Security Measures on School Effectiveness Questionnaire (ISMSEQ)”. The researcher administered and retrieved the questionnaire on same day of administration. All the 150 questionnaire were returned completely filled indicating a high return rate. Research questions was analyzed using percentage, mean and standard deviation. The scores above mean of 2.50 were considered high, while scores below mean of 2.50 were considered low. The statistical techniques tools used for the hypotheses

was the Pearson Product Moment Correlation Coefficient and tested at 0.05 level of significance.

## **Findings of the research**

Findings from the study include:

- That that there is high quality of planning of security operations in University of Benin, Benin City. This could be seen as majority of the respondents agreed that there is establishment of patrols teams, orientation of staff and students on security, documentation of visitors, provision of security alarm, and routine check of students before entrance and exit into the school hostels.
- That there is a high level of security consciousness among students in University of Benin, Benin City.
- That the prevalent security measures adopted by security management in University of Benin include the establishment of CCTV cameras, establishment of strong partnership between the school security management and local law enforcement agencies, provision of visitors registration system to track and monitor guests on campus and identification and authorizing access to visitors.

- That there is a significant impact of security measures on school effectiveness in University of Benin, Benin City

## **Conclusion**

The study investigated security measures and school effectiveness in University of Benin, Benin City. Based on the findings of the study, the researcher concluded that there is a significant impact of security measures on school effectiveness in University of Benin, Benin City. It was also concluded that the prevalent security measures adopted by security management in University of Benin include the establishment of CCTV cameras, establishment of strong partnership between the school security management and local law enforcement agencies, provision of visitors registration system to track and monitor guests on campus and identification and authorizing access to visitors.

## **Recommendations**

Based on the findings and conclusion drawn, the following recommendations were put forward:

- The University should engage with the local community to build positive relationships and collaborate on projects that benefit both the university and the surrounding area in terms of security.

- The University should regularly assess the effectiveness of security measures and academic programs through surveys, evaluations, and benchmarking against peer institutions.
- The University should develop and maintain a comprehensive emergency response plan for natural disasters, accidents, and security incidents.
- The University should install and maintain security cameras across campus, especially in high-traffic areas.

### **Suggestions for Further Studies**

The researcher focused on security measures and school effectiveness only the in University of Benin, Benin City. Similar research can be carried out in other higher institutions across Nigeria for a better generalization of the study.

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**DEPARTMENT OF EDUCATIONAL MANAGEMENT**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN, BENIN CITY**

**INFLUENCE OF SECURITY MEASURES ON SCHOOL EFFECTIVENESS**  
**QUESTIONNAIRE (ISMSEQ)**

**Section A: Demographic Data**

Sex: Male ( ) Female ( )

**Section B: Data on Questionnaire**

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	<b>Quality Of Planning Of Security Operations</b>				
1.	There is provision of central and up-to-date database				
2.	There are well established Posts and Patrols				
3.	There is orientation of staff and students on security tips to safeguard their lives				
4.	There is proper documentation of visitors at school gate				
5.	There is implementation of access control such as ID cards and biometric systems				
6.	There is provision of security alarm at the entrance and exit of the school premises				
7.	There is routine check of students before entrance and exit				

	into the school hostels				
	<b>Level Of Security Consciousness Among Students</b>				
8.	Students often avoid walking late at night				
9.	Students have the phone numbers of security personnel in the school to call in case of emergency				
10.	Students regularly attends seminar and workshops on self-defense				
11.	Students often avoid the habit of sharing their personal information and location details on social media platforms				
12.	Students often attend workshops and seminars bothering on security awareness				
13.	Students often report incidence of security breach to the appropriate authorities whenever it occurs				
14.	Students often walk in group at night to ensure their personal safety				
	<b>Security Measures Adopted By Security Management</b>				
15.	Establishment of CCTV cameras				
16.	Patrolling school premises for crime detection				
17.	Use of identity card for students and visitors				
18.	Identification and authorizing access to visitors				
19.	There is establishment of strong partnership between the school security management and local law enforcement agencies				
20.	There is provision of communication line where students can report emergencies and suspicious activities				
21.	There is provision of visitors registration system to track and monitor guests on campus				
	<b>Indices of School Effectiveness</b>				
22.	There is availability of resources materials for teaching				
23.	The school environment is conducive for teaching and learning				
24.	Classrooms are not overcrowded in nature				
25.	Teachers possesses subject mastery of the subjects they are assigned to teach				

26.	There is high level of classroom management				
27.	There is high level of efficient communication skills among teachers				