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SAFETY AND SECURITY PLANNING AND EFFECTIVE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA

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ABSTRACT
This study examines safety and security planning on effective management of public secondary schools in Lagos State, Nigeria. It is an issue that has attracted a great deal of attention and concern from educators, teachers, parents, learners and the public at large owing to the state of insecurity confronting schools and the general society. Four research hypotheses guided this study while this study adopted both descriptive and correctional research design. The population of this study consists of all the public secondary schools in Lagos State, Nigeria. A total of 1470 respondents representing 1020 teachers and 450 principals were sample through disproportionate, simple random and convenient sampling technique from 225 public secondary schools selected from across the Six (6) Educational Districts in Lagos State. Nigeria. This study adopted a self-designed instrument - questionnaire to collect data from respondents. The instrument was validated through face and content validity while it was found reliable at 0.78 coefficient through the use of test-re-test reliability method. Data gathered were analyzed through Pearson Product Moment Correlation Coefficient (PPMC) in testing the stated hypotheses at 0.05 level of significant with aid of Statistical Package for Social Science (SPSS). The finding of the study revealed the following, there is a significant relationship between school security planning and effective management of public secondary schools (r=.378, p <.05).*; there is a significant relationship between school safety programmes and effective management of public secondary schools* (r=.532, p <.05)*; there is a significant relationship between school social environment safeties and effective management of public secondary schools* (r=.452, p <.05)*; and there is a significant relationship between physical security measure and effective management of public secondary schools in Lagos State, Nigeria* (r=.672, p <.05). *The study therefore concluded that safety and security planning promotes effective management of public secondary schools in Lagos State, Nigeria.*

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Therefore, it is recommended that there should be adoption/deployment of paramilitary officers like civil defense, Lagos State neighborhood officer to schools to shun social vices away from and around the school premises and environment.

Keywords: *Safety, Security, Planning, Effective Management, Public Secondary Schools.*

Introduction

Safety and security planning is vital to smooth running of everyday man's life in this age. It is an issue that has attracted a great deal of attention and concern from educators, teachers, parents, learners and the public at large. Planning is an integral aspect of any surviving institution. In the same vein management is viewed as the coordination of all the resources of an organisation, through the process of planning, organising, directing and controlling in order to attain organisational goal (Ogunu, 2009). Hence effective management of human life and environment becomes a matter of necessity. State of insecurity has become a global phenomenon in recent times, with the growing concern about terrorism, kidnapping, armed robbery, piracy and etcetera, rapidly spreading around the world. This has contributed substantially to the economy ruin of many countries where more and more places are becoming terrorist destinations. In spite of massive public condemnation, and effort to combat it, crimes continue unabated. This study seeks to attract attention to the nature and characteristics of the safety and security situation in Nigeria, to arouse interest and explore how the security can be better planned, well managed and prevented within the society not leaving the school unattended to.

Concept of Planning

It is imperative to define planning as it relates to education globally because every successful activity of an institution must have had some elements of planning or must have been planned earlier before execution with the available resources at their disposal. In essence, all plans made are future oriented with judicious use of available scarce resources. Aligning with this, Dror (1963) defines planning as the process of preparing a set of decision for action in the future directed at achieving goal by optimal means. While Ozbehkan (1968) perceives the term planning as a future oriented decision process. From these definitions, planning can thus be seen as a process of preparing set goals within space of time towards achieving a future oriented goal. Furthermore. Whereas Olaniyonu and Gbenu (2016) see planning as a technique, a means to an end being the realization of certain pre-determined and well defined aims and objective laid down by a central authority. From the above, Gbesoevi and Adeleke (2021), sees planning as a systematic and scientific coordination of other peoples' activities with a well pre-determined, defined goal achievement through a rational decision taken against seen or unforeseen eventuality and possibilities.

Safety Planning

Safety planning implies a process of implementation of a document developed through a collaborative process in which the provider assisted the individual and family, in case of a child that identified strategies to prevent suicide, kidnap or abduction when the risk is elevated or following a period of crisis. It could also be refers to as process through which a representative of an institution works with a proposed victim and environment to facilitate development of a safety and support plan (safety plan) designed to reduce

the risk of abduction, kidnap, gender-based violence to ensure the safety of human. Safety Planning could mean a written document that has procedures, requirements, or standards related to safety which the staff and students shall follow.

Security Planning

Security planning includes controls planned for future implementation, as well as resources planned for future use. Its start with the point of understanding the (school) environment, school business day-to-day activities, the processes and procedures that allow institutions to function effectively as an entity. Security planning considers how security risk management practices are designed, implemented, monitored, reviewed and continually improved. School as an entities must develop a security plan that sets out how they will manage their security risks and how security aligns with their priorities and objectives, purpose, audience and scope, information security objectives, authority and access control policy, data classification, data support and operations, security awareness and behavior, responsibilities, rights, and duties of personnel. Security planning addresses the actions to protect property, people and assets from harm. This above definition is contextual; for many, security planning is bodily protection from those who intend to injure. For the purpose of this study, security planning refers to pro-active measures of defense against unauthorized and forceful attempts of access into school or human environment.

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 educational outcomes. School climate theory posits that positive school encourages interpersonal relationship and optimal learning opportunities for all students and reduce disruptive behaviour which School climate theory refers to the quality and character of the school life. It is based on patterns of school life experience and reflects norms, goals, values, interpersonal relationship, teaching, learning and leadership practices, and organizational structure. It can be seen as the quality of the school life. School climate can be explained as the "feel "of a school; tone ambience or atmosphere of a school organization. The school climate theory has the perception that individual of various aspects of internal environment influences behaviour. According to the proponents, the school can be a relatively enduring quality of the internal environment of the school that is experienced by the members, influences behaviour and can be described in terms of values, norms and belief of a particular set of attributes of the school. Although, other educators recognised the importance of school climate for years however, it was not until 1950's that educator's indicated interest in the research of school climate. Halphin and Croft (1963) developed an organisational school climate description questionnaire (QEDQ) composed of 64 items to study school climate. According to them, a sustainable positive school climate fosters youth development and makes learning necessary for a productive, contributory and satisfying life in democratic society. The theory identify many factors that influences schools, these are: number and quality of interaction between adults and students, students and teachers perception of their school's personality environment, or the school's personality, environmental factors (such the physical building and classrooms and the materials used for instructions), academic performances, feeling of safeness and school size, feeling of trust and respect for students and teachers. The relationship between a positive

school climate and the improvement of school security is that, a positive school climate has been associated with fewer behavioural problems and has less of security threats.

Finally, students' perspectives are important during the transition from one school level to another. Attending a new school can be frightening for students and this apprehensive can adversely affect students' perceptions of their school's climate and learning outcomes. Therefore, research has shown that providing a positive and supportive school climate for students is important for a smooth and easy transition to a new school and it promotes school safety. Furthermore, a healthy and safe climate implies a welcoming school environment. This component incorporates abroad spectrum of issues from the physical environment of the school building to the mutual wellbeing of students and staff (Halphin & Croft, 1963). The breath of elements can seem overwhelming but it is not to show that even the smallest details can have an impact on students' ability to achieve academically. Attention to both the physical and social environment promotes safety, inclusiveness, academic support, healthy interpersonal relationships and freedom discrimination School climate according to Halphin and Croft (1963) can play a significant role in providing a healthy, safe and positive school atmosphere. They noted that the interaction of various school and classroom climate factors can provide safe and security threats, free environment that can enable all members of the school community to teach and learn at optimum levels. It has been found out that a positive, safe and secure educational environment enhances psychological outcomes for students and school personnel. Similarly, a negative school climate that is full of security threats can prevent optimal learning and development. It is concluded that the aspects of school climate, including trust, respect, mutual obligation, and concern for others welfare can have powerful effects on educators and learner interpersonal relationship as well as learners' academic achievement and overall school progress. What children learn about themselves in school through interactions is equally important as the academic knowledge they receive. According to school climate theory, when there is positive school climate, it can provide an enriching environment, both for personal growth and academic success. And to improve the school security, Marshall (2019) stated that educators and parents have multiple options which are to enhance school climate and students overall educational experience. These are: increased parents and community involvement, Implementation of character education or the promotion of fundamental moral values in children, use of violence-prevention and conflict-resolution-curriculum, peer mutation and prevention of acts of bullying. From the foregoing discussion, it is understood that creating a positive school climate will go far to guarantee school safety and security.

A safe school environment that promotes pro-social student behaviour, has high expectation and standard for 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. Management of the school involves a sequence of coordinated events such as planning, organising, coordinating and controlling in order to use

available resources to achieve desired outcome in the fastest and most effective way. In school, management is the identification of the organisations objectives, mobilising the people and material resources such as funds, equipment and facilities in the school to achieve school objectives (Oboegbulem, 2011). Hazards are everywhere even in the educational organisations and can endanger the educational objectives and goals. Therefore, to attain desirable objectives and goals there is urgent need for adequate planning for effective school management, in the area of safety and security planning where school administration should operate successfully within a safe school climate with safety consciousness and discipline been imbued in the students and staff of the institution, and also the presence of safe school facilities and conducive environment to aid teaching and learning processes can thrive. It has been noted that school climate is predominant factor for administrative successes (Okorie, 2019; Kolawale & Arikpo, 2018). The level of safety like habit and prudency build in the school personnel through the process of managing hazards will promote good school climate and educational goals attainment. In the secondary school institutions, hazards are mostly encountered in the schools playground, farms, classrooms, science laboratories, technology/technical workshops such as physical hazards (tripping, slipping, falls hazards; and chemical hazards Mechanical hazards: shearing, cutting punctures, Environmental: weather, noise heat).

A well-managed school begins with thorough advanced planning by the head of the school and the teachers, to ensure proper learning environment, safety and security needs of the students and staff. School safety is the protection that the school should give to the stakeholders within the school, be it learners, educators and managers from crime and accidents, by means of well-drawn policies which should be well managed (Trump, 2017). The school is an organisation that needs to have planned safety rules and regulations to protect its components so that the culture of learning and teaching is enhanced. According to Carter (2018) school safety planning refers to strategies and procedures required to plan the diverse activities of the institution. One of the school planners important duties is to ensure that the safety programme is designed and the necessary steps are taken when situation arise which could be potentially dangerous (Bucher & Manning, 2015). School Management should also be able to manage school safety as one of its priorities and to ensure that there is adequate security in the school environment. Managing school safety and ensuring security should also be by means of policies and programmes which will embrace all stakeholders. State of controlling of access into and out of the school complex which could be traceable to negligence, low perimeter of fence, lack of qualify professional security personnel could bring hazard into the school system thereby creating unrest and affecting the smooth running of the school. It is based on this background, this study critically examine safety and security planning on effective management of public secondary schools in Lagos State, Nigeria.

The study also attempt to review few sad events that has befallen the school system within Lagos State. Events like kidnap, crime, violence, disorder and gunmen invasion as some of the problems facing public secondary schools in Lagos State; this change in educational climate has created an imperative need for schools to identify tools, strategies and model programmes that enhance the safety and success of all children and professionals who serve them in the school system. Adequate parental supervision and

control of these students have weakened, and many students have little or no respect for all forms of authority. Consequently, schools are battling with problems of students possessing and fighting with weapons, these may leads to clash between one secondary School and another in Lagos State. Some students go to school with guns and some others may have join gangs and others sold themselves to the Boko Haram Sect and are being used to bomb down schools as in the case of Federal Government College Yobe State, where a child was made to bomb down a school.

In the last five years between 2017 till date various attack on the schools in Lagos State has been carried out, among them include: the sadden event where kidnap gang stormed the Lagos State Model College at the Igbonla area of Epe Local Government and abducted the vice principal and four students and came back seven months later to abduct six students again from the same school; the abduction of three students from bar Babington Macaulay Junior Seminary school in Ikorodu Local Government of Lagos State; a proposed letter of kidnap written to Lagos State Model College Kankon Badagry in the year 2020 stating "We are coming in two days' chance. No security set up will prevent us from picking up section and satisfying our central goal. Be expecting us!" made guardians demanded running home with their wards notwithstanding the way that the state government had conveyed authorities of the Lagos State Neighborhood Safety Corps in the school to amplify security Therefore, security preventive measures are necessary to secure the school environment: such as the introduction of identity cards for students, school staff and visitors. Employment of security guards, use of Close Circuit Camera (CCTV), use of surveillance, alarms in the classrooms, locking all doors and windows despite aforementioned efforts, the problem of school security threats persist on increase which indicates that it is necessary to take continuous measures for daily security improvement to curb the invaders or any other harmful incidence facing the public secondary schools. The problem of the study posed as a question is, will there be ways of improving safety and security measures for effective management in public secondary schools in Lagos State, Nigeria?

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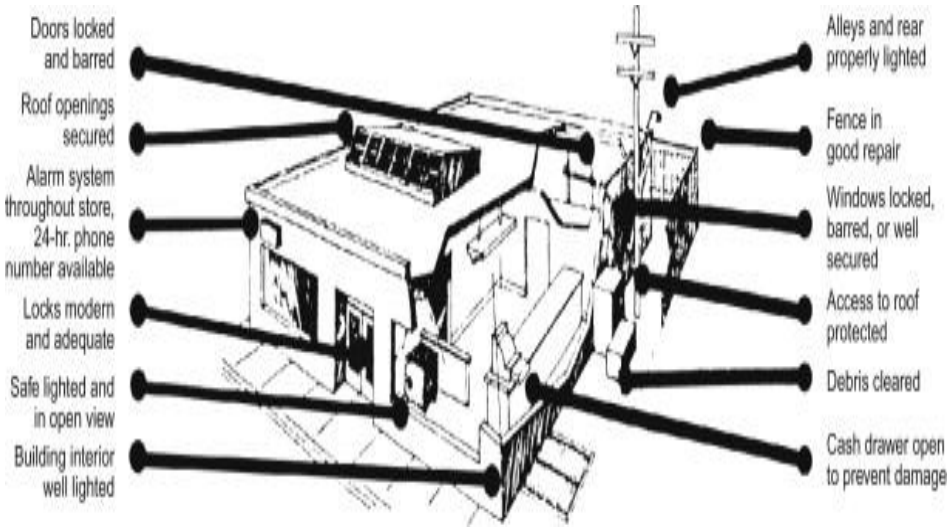


Fig 1. A View of a School Complex.

A pictorial setting of a school complex as shown in fig 1 revealed how a school could be probably be protected by a perimeter fence. Each building within will be properly secured and there will be electronic instruction detected system and man guarding within the buildings. In addition to this general protection, one should attempt to establish protective rings around the information. For example, the information should be stored in a room that has interior motion detection and access to the room should be through a door equipped with proper locking hardware and possibly a card access system. Equally too, holistic monitoring and evaluation could be adopted for proper surveillance before, during and after the school hour including the day and the night hour. It is expected that all of these measures will promote peace and tranquility thereby bringing about effective management of school system.

Empirical Studies

Donatus and Udebunu (2018) examined security and safety management 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 respondents agreed on the adequacy of all the 9 items on security measures that should be adopted in managing school plants.

Obiamaka and Enyi (2017) 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. Sabir and Fatima (2019) analyse different safety and security measures in both public and private schools at secondary level in Islamabad." The study was conducted in Islamabad; 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 Islamabad, Pakistan.

Edo, Umanah & Uzogara (2017) examined 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 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.

Osuji & Omah (2019) examined safety management practices for quality 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 sued 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 safety management planning for quality public senior secondary schools administration in Rivers sate.

The major purpose of this study is to determine the relationship between safety and security planning and effective management of public secondary schools in Lagos State, Nigeria.

Hypotheses

1. There is no significant relationship between school security planning and effective management of public secondary schools in Lagos State, Nigeria
2. There is no significant relationship between school safety measures and effective management of public secondary schools in Lagos State, Nigeria;
3. There is no significant relationship between school social environment safeties and effective management of public secondary schools in Lagos State, Nigeria;
4. There is no significant relationship between physical security measure and effective management of public secondary schools in Lagos State, Nigeria

Research Method

This study adopted both descriptive and correctional research design. The population for this study consists of all the 799 public secondary schools in Lagos State, Nigeria. A multistage sampling technique (stratified, disproportionate, simple random and convenient) was adopted to select 225 public secondary schools from across the Six (6) Educational District in Lagos State. Nigeria. A total of 1470 respondents representing 1020 teachers and 450 principals were selected through simple random and convenient sampling technique from the population of the study. This study adopted two research instruments, a checklist and a self-designed questionnaire containing 20 items, was developed from the purpose of the study and variables in the research hypotheses and was titled "Safety and Security Planning and Effective Management of Public Secondary Schools in Lagos State Nigeria

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(SSPEMPSSLSN)" to collect data from respondents. The instrument was validated through face and content validity while it was found reliable at 0.78 coefficient through the use of test-re-test reliability method. Data gathered were analyzed through Pearson Product Moment Correlation Coefficient (PPMC) in testing the four stated hypotheses at 0.05 level of significant with aid of Statistical Package for Social Science (SPSS).

Presentation of Results

Hypothesis 1: There is no significant relationship between school security planning and effective management of public secondary schools in Lagos State, Nigeria.

Table 1: Pearson's Correlation Analysis between School Security Planning and Effective Management of Public Secondary Schools in Lagos State, Nigeria

Variable	N	Mean	SD	r	*p-value*
School Security Planning	**979**	**3.5293**	**0.37453**	**0.378**	**0.012**
Effective Management of Sch	**189**	**3.3698**	**0.24993**		

***Correlation is significant at 0.05 level (2-tailed)**

From table 1, the result of the bi-variate Pearson's correlation analysis between school security planning and effective management of public secondary schools in Lagos State shows a positive and significant relationship between the variables (r=.378, p <.05). Therefore, the null hypothesis was rejected and the alternate was accepted

Hypothesis 2: There is no significant relationship between School Safety Measures and Effective Management of Public Secondary Schools in Lagos State, Nigeria

Table 2: Pearson's Correlation Analysis between School Safety Measures and Effective Management of Public Secondary Schools in Lagos State, Nigeria

Variable	N	Mean	SD	r	*p-value*
School Safety Measures	**1011**	**3.5788**	**0.37307**	**0.532**	**0.000**
Effective Management of Sch	**441**	**3.3698**	**0.24993**		

***Correlation is significant at 0.05 level (2-tailed)**

From table 2, the result of the bi-variate Pearson's correlation analysis between school safety measures and effective management of public secondary schools in Lagos State shows a positive and significant relationship between the variables (r=.532, p <.05). Therefore, the null hypothesis was rejected and the alternate was accepted

Hypothesis 3: There is no significant relationship between School Social Environment Safeties and Effective Management of Public Secondary Schools in Lagos State, Nigeria

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Table 3: Pearson's correlation analysis between School Social Environment Safeties and Effective Management of Public Secondary Schools in Lagos State, Nigeria

Variable	N	Mean	SD	r	*p-value*
School Social Environment Safety	**1011**	**3.5075**	**0.36879**	**0.452**	**0.023**
Effective Management of Sch	**441**	**3.3698**	**0.24993**		

***Correlation is significant at 0.05 level (2-tailed)**

From table 3, the result of the bi-variate Pearson's correlation analysis between School Social Environment Safety and Effective Management of public secondary schools in Lagos State shows a positive and significant relationship between the variables (r=.452, p <.05). Therefore, the null hypothesis was rejected and the alternate was accepted

Hypothesis 4: There is no significant relationship between Physical Security Measure and Effective Management of Public Secondary Schools in Lagos State, Nigeria

Table 4: Pearson's correlation analysis between Physical Security Measure and Effective Management of Public Secondary Schools in Lagos State, Nigeria

Variable	N	Mean	SD	r	*p-value*
Physical Security Measure	**1011**	**3.6102**	**0.39306**	**0.672**	**0.002**
Effective Management of Sch.	**441**	**3.3698**	**0.24993**		

***Correlation is significant at 0.05 level (2-tailed)**

From table 4, the result of the bi-variate Pearson's correlation analysis between Physical Security Measure and Effective Management of public secondary schools in Lagos State shows a positive and significant relationship between the variables (r=.672, p <.05). Therefore, the null hypothesis was rejected and the alternate was accepted

Discussion of Findings

The major objective of this study is to determine the relationship between safety and security planning and effective management of secondary schools in Lagos State. Test of hypothesis one showed that there is no significant relationship between school security planning and effective management of public secondary schools in Lagos State, Nigeria. This finding is in line with the findings of other researchers like Osuji and Omah (2019) revealing that there is significant relationship between safety management planning and quality public senior secondary schools administration. Equally too, Hypothesis two showed that there is a significant relationship between school safety measure and effective management of public secondary schools of Lagos State, Nigeria; the finding also correlates with the finding of Holton (2004) who agrees that

security measures can assist in reducing crime and enhancing schools effectiveness; however he stated that it is important to bear in mind that security measures cannot guarantee that no crime or violence will take place. Also, the findings of hypothesis three showed that there is a significant relationship between school social safeties environment and effective management of public secondary schools of Lagos State, Nigeria; this finding agrees with the finding of Monkwe, (2017) who asserted that, there is a significant relationship between school social environment safety and public secondary schools effectiveness; he further posited that it is vital to continuously advance with effective school security measures. He suggested that the heights of school fences and gates should be increased up to 1.5 meters. Lastly, the finding of hypothesis four showed that there is a significant relationship between physical security measure and effective management of public secondary schools of Lagos State, Nigeria; the finding is in consonance with the finding of Andrew (2013), who asserted that inadequate incentive programmes, poor conduct of regular safety inspection, and unavailability of security gadget, like CCTV, lack of control on access, lack of man guard create unrest thereby affecting effective management of school.

Conclusion

The study concludes that school security planning, school safety measures, school social environment safeties and physical security measure significantly influence effective management of secondary schools in Lagos State. Most of the safety devices meant for improving security situations in public secondary schools were not available in many of the schools. The emergency response plans to be put in place to improve safety and security were found only but few, and in few schools.

Recommendations

There should be adoption/deployment of paramilitary officers like civil defense, Lagos State neighborhood officer to schools to shun social vices away from and around the school premises and environment. Furthermore, since security is paramount for effective management, there is need to adopt threat prevention strategies to keep the environment safe. This can be done by adopting crime prevention through environmental design. The reason for this is to increase the ability to monitor and prevent delinquent behaviours. Other strategies are, having a perimeter fencing of the entire school, having adequate lightening in the school compound and purchase of current communication device to pass information quick. There should be constant maintenance of school facilities in order to forestall breakdown, establishing school patroller programme, having a written down safety policy, strong discipline management and developing school-community-government partnership to help the school security agent.

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