
**CCTV and Home Economics Teacher's Effectiveness in Secondary School in
Akwa Ibom State**

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ABSTRACT

This study was sought to find out the CCTV and home economics teacher's effectiveness in secondary school in Akwa Ibom State. Ex-post facto research design was adopted for the study. The study was conducted in Akwa Ibom State. The population of the study comprised school principals and home economics teacher in Akwa Ibom State. The sampling technique was used to select 20 principals and 200 home economics teachers' which constituted the sample size for the study. The Main Instrument used in this study was a questionnaire titled "CCTV and Home Economics Teacher's Effectiveness Questionnaire (CCTVHETEQ)". Face and content validation of the instrument was carried out to ensure that the instrument has the accuracy, appropriateness, completeness and the language of the study under consideration. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.88 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics and simple regression. The test for significance was done at 0.05 alpha levels. Form the findings it was observed that in Akwa Ibom State teacher's level of effectiveness in teaching home economics in Akwa Ibom State is of very high. Also that there is significant influence of CCTV on teacher's effectiveness in teaching home economics in Akwa Ibom State. One of the recommendations was that CCTVs should be installed in most schools to increase teacher's commitment and preparedness in teaching their subject.

KEYWORDS: CCTV, Home Economics, Teacher's, Effectiveness, Secondary School and Akwa Ibom State.

Introduction

Teaching and learning is simple, measuring what students is being learned in a course was actually quite easy to decide what to uses in the stored record data in CCTV. Video can be an effective tool for teachers only if they are in control of how, when, and why video technology is used in the classroom. Video can be used to gather digital images and movies on different educational practices, of students at work, discussions and debates. Video, used in consultation with teacher-research collaborative, can inquire into classroom instruction and learning. Bill Gates' (1990) view that Video of various teaching methods can be assembled and put up on the web for the use in staff development and teachers' education. According to Beger, (2003), it is on this ground that this study is conducted to assess the use of CCTV and Economics teachers' effectiveness in secondary schools in Akwa Ibom State.

Education is very important for every nation of the world. It is important because the transmission of cultural heritage and technological advancement of any nation depends on it. In recognition of the importance of education, every nation including Nigeria earmarks huge budgetary allocations yearly (Nwosu, 2008). To account for the school fees collected and to maintain appreciable number of students in their schools, school proprietors strive to provide enabling environments for effective teaching and learning to thrive. A high quality assurance in school entails providing most of the factors that enhance effective teaching and learning which ultimately affect students' academic achievement. According to Postlethwaite (2007), all the factors that are touted to exact most influence on the learning outcome are the "teacher-variables" as the teacher is the ultimate implementer of the curriculum. One of the teacher-variables which contributes immensely to enhance students' academic achievement is the teaching (teacher) effectiveness. Effective teaching is a term synonymous with teaching (teacher) effectiveness and was defined by Afe (2003) as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching of home economics profession as well as ability to inspire good qualities in students. It was also defined by Vogt (1984) as the ability of instruction to inspire students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students. According to Evans (2006), teaching effectiveness is a measure of the extent of realization of the instructional objectives. It is a net growth in intellectual aptitude and skills as measured by students' achievements home economics.

Statement of the Problem

Poor performance of students in home economics may partly be attributed to ineffectiveness of teachers. Home Economics is one of the subjects offered at secondary school level whose main objective is to equip students with necessary knowledge, basic concepts and principles of practicing economics for becoming self-employed. Experts in home economics have advanced reasons for this negative development, it has been the habit of home economics teachers to use the instructional methods that are mainly teachers-centred that are involving showing, telling and observing rather than the ideal practice. Learning by doing approach which involves both the teacher and the student participation. Learning methods that adopt the students-centred activities concept of development capability for developing skills and knowledge are conspicuously lacking. This trend of development could adversely affect the overall educational development of Akwa Ibom state, Therefore, it has become imperative to explore by the means of empirical data which are the use of CCTV and home economic teachers' effectiveness in secondary schools in Akwa Ibom State.

Objective of the Study

- To determine teacher's level of effectiveness in teaching home economics in Akwa Ibom State due to CCTV.
- To examine the Influence of CCTV on teacher's effectiveness in teaching home economics in Akwa Ibom Sate

Research Question

- What is teacher's level of effectiveness in teaching home economics in Akwa Ibom State due to CCTV?
- To what extent does CCTV influence teacher's effectiveness in teaching home economics in Akwa Ibom Sate?

Hypotheses

- There is no significant influence of CCTV on teacher's level of effectiveness in teaching home economics in Akwa Ibom State

Concept of CCTV and Uses

According to Dee (2000), CCTV is very convenient for teachers to monitor how their students interact with their parents when visited by them. These surveillance systems are being also used to monitor whether teachers and students are obeying laws that were implemented in the school. A lot of teachers /students are just following school laws whenever there is a supervisor around them but still commits dishonest actions whenever no one's around. The real purpose of having CCTV cameras installed in schools, is to reduce the situations inside the campus and to offer the school teachers a better security. According to Baldry & Painter (2000), there is no doubt that CCTV surveillance Cameras have become one of the electronically monitoring measures used by teachers to enhance their efficiency in controlling / monitoring their students' activities, especially when they are not physically present with them. With CCTV installation in schools, the public generally feel happier and safer that teachers who teach their children will do so with due diligence, having known that their conducts are also being watched by school higher authority via CCTV Cameras. Kaighin, (2000) asserts that CCTV cameras are increasingly being deployed by schools in a more proactive and intelligent way to provide a safe and secured environment for students and teachers. Choosing a reputable supplier is essential to achieving teachers' effective modern teaching techniques in monitoring their students' activities/valuables.

Lawlink (2000) opine that teachers see CCTV surveillance cameras as stress-freed solutions that can help them to supervise or monitor their students from cheating during exams from the comfort of CCTV operator office. With this surveillance, it can also help to lessen cases of bullying among students simply because they know that somebody's watching them like a big brother. Making use of the Best CCTV Cameras, school teachers will have an easier time monitoring any untoward doing inside the school premises like vandalism, trespassing, and even drug use and other prohibited activities.

These issues might not be common on most of the school but the fact is, these problems do exist in some school campuses. Images are being recorded with the help of Spy CCTV Cameras also, which can give hard evidence in case that a situation will arise. Teachers in schools where CCTV Cameras are installed bother no more to know what happens in places like; hallways, stairs, classrooms and cafeterias in their absence, because CCTV Cameras are well mounted capturing every activities going on there and as well as outdoor CCTV Cameras commonly placed on schools' entrances and parking areas. High Resolution CCTV Cameras are truly beneficial in monitoring who goes in and out of the school premises.

The introduction of CCTV to schools helps a great deal in enhancing teachers' effectiveness and confidence while on duty in the following areas (Ludlow, 2001):

- CCTV surveillance systems help in the protection of teachers' vehicles.
- It helps in keeping track of teacher attendance and punctuality.
- CCTV cameras can help keep track of teacher's attitude and methodology in teaching professions.

- Installation of CCTV Cameras makes teachers to organize and conduct themselves in an orderly manner within school compound. CCTV cameras aid monitoring and preventing bullying amongst students.
- Keep parents mind at ease about school security and environment

Sixty-eight percent of students ages 12–18 reported in 2009 the presence of security guards or police officers in their schools; 70% reported the use of security cameras; and 11% reported the use of metal detectors, (Green, 2005). In the 2009–10 school year, 61% of public schools reported that they used one or more security cameras to monitor their students (up from 19% in 1999-2000). By grade level, the rates were 84% of high schools, 73% of middle schools, and 51% of primary schools. Stringent security measures are increasingly being used in U.S. public schools, even in schools where there are no discernible threats to safety. Schools are also employing strict discipline policies to keep students in line and maintain safety.

Roles of CCTV in Security of School

CCTV can serve multiple purposes when utilized by the educational sector. First and foremost, CCTV can provide security services for educational buildings, guarding the technology and premises from outsiders who have intentions to harm the children, steal costly technology or vandalize school property. CCTV can also protect from threats inside the school, such as proving or disproving accusations of sexual abuse, bullying from other children, or theft from teachers or staff. More recently, CCTV has been put to work as a direct educational tool, being used as a vessel to funnel distance learning to remote areas or to non-traditional learners (Yonn, 2014).

Student and Teacher Safety

Once a child arrives at school, whether they walk, cycle, travel by bus or are dropped off, parents expect their safety to be a priority. However, as the number of students attending each school continues to increase, the likelihood of incidents, crime and violence sadly also rises. CCTV surveillance systems are excellent deterrents against incidents occurring during school hours, whether that is bullying, unauthorized access, or vandalism. Security cameras can help to keep student safety at the forefront and can be used to identify bottleneck areas on the school premises. CCTV systems used in combination with footfall heat-maps can provide answers to all these queries and can monitor changes in foot traffic as the year moves through different seasons and weather conditions. By identifying particularly busy or cramped areas, efficient student evacuation routes can be better planned with student safety in mind. Staff safety is equally important, and everyone has the right to feel safe and secure during working hours. CCTV cameras alongside Remote Access Systems, gives teachers peace of mind that the only individuals on-site are the people that should be, without concern about intruders and can concentrate on the needs of their students in the class. Equally, CCTV cameras provide teachers with protection against potential false threats of misconduct and can provide video evidence for liaison between teachers, students and their parents. With support for personal alarm systems and panic buttons, teachers can rest assured that should there be an incident in the classroom that leads to them feeling intimidated, threatened or at risk, help can be requested without leaving students unattended. In today's world, safety and security should always be given high importance and is supposed to be prioritized. It is practically impossible to have an eye on

everything and this is where closed circuit television, simply known as CCTV, comes into the picture (Urban-clap guide, 2017).

Prevents Substance Abuse

With the advent of internet, social connect has increased by manifolds and everything is available to everyone. As teenagers, peer pressure and in the process of becoming “cool”, kids tend to try out illegal and unhealthy substances like drugs, alcohol or cigarettes. Making the campus free of secret hideouts helps reduce the risk of substance abuse.

Monitoring strangers

An institution is constantly visited by strangers for various purposes, letting someone into the property is undeniably risky. However, having an eye on strangers prevent any mishaps and unnecessary trouble to the kids and management alike.

Behavior monitoring

Children tend to have mood swings, tantrums and some can just be mischievous by nature. Having a CCTV helps regulate such outbreaks. Most schools have state of the art facilities and are technologically loaded. Destruction of which results in huge loss. Such breakouts can be prevented with the help of constant monitoring.

Authorities can ensure that teachers are doing their job

It is important for students to be guided. Course becomes hectic and too pressurizing with no guidance from teachers. CCTVs ensure that the teachers are doing their job in educating the future generation.

Prevents malpractices

Kids refrain from copying in tests and assignments. Properties will be safe. Teachers or other staffs cannot be bribed. Meddling with question papers and other official documents can also be prevented.

Aid during emergency situations

In case of a sudden breakout of fire or other emergencies, the root cause of the problem can be easily recognized and evacuation and safety procedures can be conducted with higher efficiency than before.

Far-Sight Blog (2019) stated that security cameras have also been used to stop or prevent bullying in schools as well. Bullying has been shown to be very detrimental to a child’s health and social well-being, so it is crucial to identify and address the perpetrators before victims retaliate or bullies go too far. Installing security cameras would allow for constant monitoring of areas where bullying is suspected to be occurring, and could also possibly discourage any future bullying behaviors. The United States found that once security cameras were installed, the bullying and harassment stopped. Although bullying may still take place outside of school and away from the camera’s monitor, security cameras can potentially eliminate bullying on school campuses.

Concept of teacher's effectiveness

Teacher effectiveness has never been a more important or controversial topic. Teachers are crucial to the educational system, and schools are only as good as the teachers within them (Darling-Hammond, 2015). For this study, teacher effectiveness was defined as a teacher's ability to utilize approaches, strategies, connections to students, and a particular set of attitudes that lead to improved student learning and achievement (Strong, Ward, & Grant, 2011). Evaluating the effectiveness of teachers has changed over time due to increasing state and federal attention to school-level and classroom-level accountability for student learning (Goe, Bell, & Little, 2008). Most recently, under Every Student Succeeds Act (ESSA), enacted in 2015, school districts are allowed to innovate, develop, and implement their own teacher evaluation systems.

According to Carrero (2016), these evaluation systems are only as good as their potential to increase teacher effectiveness. The environment that teachers create within their own classrooms can have a tremendous influence on student achievement. Teachers' skills in creating successful learning environments are related to student achievement through their impact on effective instruction and opportunities to teach (Shernoff et al., 2011). Some teachers are capable of creating learning environments in which students are highly motivated and feel supported in learning new concepts and ideas.

According to King and Watson (2010), apart from those attribute of teachers' effectiveness mentioned above, others that are very important in measuring teachers' effectiveness are motivation, content knowledge and students' homework. Motivation could act as a catalyst for many science students who have lost interest in the course, may be because of the abstract nature of the subject (Adeyemo, 2010; Aina, 2013b) or because of teachers' poor strategies of teaching (Wanbugu, Johnson and Francis, 2013). According to Christiana (2009), motivation is very important to students' learning. Where this motivation is lacking because of teachers' ineffectiveness the result is always not good.

Concept of Home Economics

Home economics is a discipline which is explicitly concerned with the family and all aspects of family living. From the time it was founded in 1902 during the Lake Placid Conference and until the pre-sent, its basic mission is still to improve individual and family life amid changing social, political, economic and physical conditions. It is accomplished through "the study of laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment, his nature as a social being and the relationship between the two factors" (East, 1980). Its broad areas of concern revolve around the goal of helping families meet their basic needs and realize satisfying personal, family and community goals based on an understanding of the physical, psychological and socio-economic needs of the family in the Philippine cultural setting. Home economics was founded for the purpose of helping individuals and families relate to change. Its uniqueness lies in the holistic view of daily living of individuals and families. Issues are approached both from its physical or material and relational dimension of life and their interaction (Florencio, 1995). The UP College of Home Economics in 1990 collectively defined home economics as "the study of families and the management of resources available to them for the satisfaction of basic needs in changing environments" Home economists are seen as generalists in the area of families and family life education. However, with the explosion of knowledge, many specialized fields were formed. These specializations are useful in furthering the expansion of knowledge and in dealing with the societal complexity of

the pre-sent world. Sproles and Sproles (1992) identified the many specialized fields under home economics as follows:

1. Specialization in the Arts and Sciences

Professionals in these areas have thorough understanding of individual and family consumer needs and can translate these needs into well-designed functional consumer products. These specializations are founded on artistic and scientific skills dealing with the following individual and family needs:

- a) Food science and nutrition
- b) Clothing, textile, fashion and related arts
- c) Interior design, furniture and home furnishings
- d) Housing and household equipment

2. Specializations in Business

There are areas of studies in business in every major field of study related to families and consumers. Graduates of home economics and its sub-disciplines possess skills in the production of many marketable consumer products and the entrepreneurial ability in making a livelihood out of these production skills. Their knowledge of the needs of consumers and families, skills in producing and the products and services that meet these needs coupled with entrepreneurial spirit and training gives them an edge in professional development in business. There are four main areas of home economics specializations and careers in business.

- a) Entrepreneurship
- b) Service businesses (hotels and institutions)
- c) Food services
- d) Business support services

3. Specializations in Education and Extension Services

At present, careers in education are the ones popularly associated with home economics. The wide range of knowledge in home economics has produced specialized courses in home economics and vocational education.

- a) Home economics education
- b) Early childhood education
- c) Adult education
- d) Tertiary education in the specialized fields
- e) Vocational and technical education

4. Specializations in Human Services

Among society's most important area of study are those in which one can help people. The competencies that home economists have such as foundation of courses in family and child studies, supportive general courses in the behavioural sciences, specialized education in humanitarian subjects (human and household resource management, adult education), and work experiences, practicum and volunteer assignments in service oriented activities equip them for a

successful career in human services. These are some human services specializations related to home economics:

- a) Family life and child development
- b) Family counselling and guidance
- c) Community nutrition

This is one of the most satisfying specializations because this enables the professional to help others, often in a personal face-to-face basis. These areas of study help solve family problems, serve individuals and families and increase the overall well-being of individuals, families and communities.

5. Specializations in government and public policy

Professionals in family and consumer fields find a wide range of opportunities on all levels of national and local government. For the home economist who believe in serving families, communities and the society, “there certainly can be no better way than to determine public policies that affect all” (Sproles and Sproles, 1992).

Method

Ex-post Facto research design was adopted for the study. The study was conducted in Akwa Ibom State. The population of the study comprised school principals and home economics teacher in Akwa Ibom State. A stratified sampling technique was used to select 20 principals and 200 home economics teachers’ which constituted the sample size for the study. The Main Instrument used in this study was a questionnaire titled “CCTV and Home Economics Teacher’s Effectiveness Questionnaire (CCTVHETEQ)”. Face and content validation of the instrument was carried out to ensure that the instrument has the accuracy, appropriateness, completeness and the language of the study under consideration. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.88 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics and simple regression analysis. The test for significance was done at 0.05 alpha levels.

Results

Research Question One

The research question sought to find out the teacher’s level of effectiveness in teaching home economics in Akwa Ibom State due to CCTV.

Table 1: Percentage analysis of the teacher’s level of effectiveness in teaching home economics in Akwa Ibom State due to CCTV

EXTENT	FREQUENCY	PERCENTAGE (%)
VERY HIGH EXTENT	95	43.18
HIGH EXTENT	59	26.82
LOW EXTENT	45	20.45
VERY LOW EXTENT	21	9.55

TOTAL	220	100
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SOURCE: Field survey

The above table 1 presents the percentage analysis of the teacher’s level of effectiveness in teaching home economics in Akwa Ibom State due to CCTV. From the result of the data analysis, it was observed that the highest percentage (43.18%) of the respondents affirmed that the extent of teacher’s level of effectiveness in teaching home economics in Akwa Ibom State due to CCTV is very high extent. While the least percentage (9.55%) of the respondents stated that the extent of the teacher’s level of effectiveness in teaching home economics in Akwa Ibom State due to CCTV.

Research Question Two

The research question sought to find out the extent of CCTV influence on teacher’s effectiveness in teaching home economics in Akwa Ibom State. In order to answer the research question, descriptive analysis was performed on the data (see Table 2).

Table 2: Descriptive statistics of the extent of CCTV influence on teacher’s effectiveness in teaching home economics in Akwa Ibom State.

Variable	N	Arithmetic mean	Expected mean	r	Remarks
Effectiveness	220	17.25	12.5	0.97	*Strong to perfect Relationship
CCTV		15.58	12.5		

Source: Field Survey

The above table 2 presents the result of the descriptive analysis of the extent of CCTV influence on teacher’s effectiveness in teaching home economics in Akwa Ibom State. The two variables were observed to have strong to perfect relationship at 97%. The arithmetic mean for curiosity (17.25) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards success (15.58) was observed to be higher than the expected mean score of 12.5. The result therefore means that there is remarkable extent of CCTV influence on teacher’s effectiveness in teaching home economics in Akwa Ibom State.

Hypothesis One

The null hypothesis states that there is no significant influence of CCTV on teacher’s level of effectiveness in teaching home economics in Akwa Ibom State. In order to test the hypothesis regression analysis was performed on the data, (see table 3).

TABLE 3: Regression Analysis of the influence of CCTV on teacher’s level of effectiveness in teaching home economics in Akwa Ibom State

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
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1	0.97a	0.94	0.94	0.46	0.94
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***Significant at 0.05 level; df= 218; N= 220; critical R-value = 0.139**

The table shows that the calculated R-value 0.97 was greater than the critical R-value of 0.139 at 0.5 alpha level with 218 degree of freedom. The R-Square value of 0.94 predicts 94% of the influence of CCTV on teacher's level of effectiveness in teaching home economics in Akwa Ibom State. This rate of percentage is highly positive and therefore means that there is significant influence of CCTV on teacher's level of effectiveness in teaching home economics in Akwa Ibom State. It was also deemed necessary to find out the extent of the variance of each case of independent variable (CCTV on teacher's level of effectiveness in teaching home economics) as responded by each respondent (see table 4)

TABLE 4: Analysis of variance of the influence of CCTV on teacher's level of effectiveness in teaching home economics in Akwa Ibom State

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	759.90	1	759.90	3653.09	.000b
Residual	45.35	218	0.20		
Total	805.25	219			

The above table presents the calculated F-value as (3653.09) and the P-value as (000). Being that the P-value (000) is below the probability level of 0.05, the result therefore means that there is significant influence of CCTV on teacher's level of effectiveness in teaching home economics in Akwa Ibom State. The result therefore is in agreement with the research findings of Postlethwaite (2007) high quality assurance in school entails providing most of the factors that enhance effective teaching and learning which ultimately affect students' academic achievement. All these factors, the ones that are touted to exact most influence on the learning outcome are the "teacher-variables" as the teacher is the ultimate implementer of the curriculum. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

Conclusion

CCTV being a convenient tool for security, its surveillance has become one of the electronically monitoring measures used by the school authorities to enhance their efficiency in controlling/monitoring their teacher and students' activities, especially when they are not physically present with them. Also, CCTV cameras are installed in schools to reduce the situations inside the campus and to offer the school teachers and students a safe and securable system. It also helps home economic teachers to monitor their student performance and the ability to study alone in class after lectures. Several roles of CCTV were also identified, including, student and teacher safety, prevents substance abuse, monitoring strangers, behavior monitoring etc. The study also reveals that teachers are crucial to the educational system, and schools are only as good as the teachers within them because this teacher effectiveness has been an important or controversial topic around the globe. Therefore, the study concluded that there is significant influence of CCTV on teacher's level of effectiveness in teaching home economics in Akwa Ibom State.

Recommendation

Based on the study, the following study recommended that:

1. CCTVs should be installed in most schools to increase teacher's commitment and preparedness in teaching their subject.
2. The government should encourage schools by donating and installing CCTV in schools, this will help checkmate different vices and nefarious activities around the school surrounding.

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