
Effective Supervision of School Security: A Function of School Variables and Administration in Imo State

BY

Felicia A. ORIH, Ph.D
Department of Education Foundation
Imo State College of Education
Ihitte/Ubona

ABSTRACT

This study sought to assess effective supervision of school security as a function of school variables and administration in Imo State. Ex-post facto research design was adopted for the study. The study was conducted in Imo State of Nigeria. The population of the study comprised principals, vice principal and school administrators in public secondary schools in Imo State. Simple random sampling technique was used to select 70 principals, 70 vice principal and 70 school administrators, giving a total of 210 respondents constituting the sample size for the study. The Main Instrument used in this study was a Questionnaire titled “Effective Supervision of School Security, School Variables and Administration Questionnaire (ESSSSVAQ)”. Face 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 0.84 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. The study concluded that a lot of security challenges are facing many schools in Imo State. Populated schools, urban and rural schools, and single-gendered schools have more security challenges than their counterparts; which has made school population, type, and school location to all have a significant influence in the supervision of security in both public and private schools in Imo State. The study therefore recommended amongst others that efforts should be made by the government and other parties to provide adequate fencing facilities and other security control/defense materials to every secondary school, so as to avoid the invasion of hoodlums and other entities that might be malicious to the school environment.

KEYWORDS: Effective supervision, school size, school location, school population, school security, school administration

INTRODUCTION

Supervision of security is a vital aspect of school administration. Supervision of security refers to the effective monitoring and checking of security situations as well as overseeing security guards to perform their functions of ensuring safety, protecting of lives and properties effectively (Applebury, 2018). Supervision of security in schools is highly necessary because it is important as the establishment of the school itself, because the school was established for the

people and cannot continue if everybody in the school is dead. Security is the precaution taken to safeguard of a particular environment from impending danger or injury. It is a measure taken to prevent dangers and threats of lives in schools. These are the measures taken to make the school environment safe. A place where there is security is a place of safety, (Haughton and Metcalf, 2000). How security is managed and supervised in public secondary schools, will also go a long way to influence the stability of the school, the work attitude and the overall performance of and students of the institution. It is the duty of the principals to ensure that both materials and human resources at his/her disposal are adequately maintained and guaranteed safety.

School variables refer to the characteristic and attributes that a school possesses or that can be judged as being applicable to a particular school. Some institutional variables such as school location, school population, and school type, etc. could influence the supervision of security in schools. School location refers to where a school is situated; it can be located in a rural location, urban location, and sub-urban regions. Humann and Griffin (2014) maintained that schools with small populations are defined as having enrollments under 800 people, while large schools are those defined as having enrollments greater than 1,600. That enrollment size is often associated with other community characteristics that contribute to educational performance. School type on the other, refers to the nature and composition of students in a school; it can be classified as mixed or single gender schools (Newhouse & Beegle, 2005).

Every child should feel safe from violence in their school, yet there are many children who do not feel safe in our institutions today, it is not unusual for students to violently attack other students, teachers, security guards, and school personnel, showing a complete lack of respect for authority. These attacks often result in injury and at times, death. According to Holt, Finkelhor and Kantor (2007), witnessing these acts can also cause intense fear and anxiety within other students as well as staff members, making the school environment a psychologically distressing place to be. With increasing cases of school insecurities, such as the abduction of Chibok girls and the more recent case of the abducted Dapchi girls, there is need for secondary school principals to monitor and ensure that proper security measures are in place and are functioning effectively to provide the needed safety to human and other properties in the school. It is against this background that this study was conducted to examine effective supervision of school security as a function of school variables and administration in Imo State.

STATEMENT OF THE PROBLEM

Under an ideal situation, schools need to be adequately managed and supervised to ensure that there is safety, promote teaching and learning. Effective teaching and learning on the other hand, is believed to provide room for the acquisition of skills and the improvement of oneself as well as his entire society. Students, teachers as well as school facilities are supposed to be protected against fear, threat, theft or damage. However, with the recorded cases of school students involving in such negative activities as cultism, fighting and assault, bullying, victimization, sexual attacks, theft or robbery, classroom disorder, use of weapons, violent crime etc., is an indicator that the educational system is suffering a setback in terms of security supervision. It is against this backdrop that this study sought to provide answer to the question: Could school variables such as population, type or location be related to the supervision of security in schools in Imo State? An attempt to answer this question renders this study germane.

OBJECTIVE OF THE STUDY

The main objective of the study was to assess effective supervision of school security as a function of school variables and administration in Imo State. Specifically, the study sought:

1. To find out the influence of school population on effective supervision of school security in Imo State.
2. To investigate the influence of school location on effective supervision of school security in Imo State.

RESEARCH QUESTIONS

1. Does school population influence effective supervision of school security in Imo State?
2. Does school location influence effective supervision of school security in Imo State?

RESEARCH HYPOTHESES

The following null hypotheses were formulated to guide this study.

H₀₁: There is no significant influence of school population on effective supervision of school security in Imo State.

H₀₃: There is no significant influence of school location on effective supervision of school security in Imo State.

CONCEPTUAL REVIEW

Concepts of School Security Supervision

The term security is defined as the provision of cover, protection and safety to lives and properties against theft, or destruction. According to Rogers (2009), security can broadly be defined as a means of providing effective levels of protection against pure risk. It is a process that is used to create a relatively crime free area. The aim of security is to assess the vulnerability to risk and thereafter to employ techniques and measures in order to reduce that vulnerability to reasonable level. Security will therefore assist in creating a stable, fairly predictable environment in which individuals may move freely with or without any disturbance or injury (Lambaard and Kole, 2008).

Since supervision is an aspect of administration, the terms “supervision of security” or “administration of security” will be used in this study interchangeably in this study. School security management is the process of creating conducive and proper internal environment in the school (Dimsey, 2008). It can be likened to the efforts which are to be made to protect the environment where students learn and teachers teach in a warm and welcoming environment which will be free from intimidation and fear of violence (Henry, 2000). An effective way of ensuring that there is safety and security of the school plant was suggested by the Warsaw Community Schools Bylaws and Policies (Ike, 2015). The policies stated that the school board should provide notice to all students; the public and its employees of the potential of video surveillance and electronic monitoring, to protect corporation property that promote security and

health, welfare and safety of staff and visitors. Also, it stated that the supervisors should develop and supervise a programme for the security of the entire students, staff, visitors, school grounds, school equipment and vehicles in compliance with statute and rules of the state (Ike, 2015).

There is a wide range of physical security measures that can be put in practice to supervise security activities in schools. They can be divided into categories, consisting of the outside perimeter measure, inner middle perimeter measure and internal measures (Lambaard and Kole, 2008). The outside perimeter measures are those measures that can be found outside the school building normally the perimeter of the premises such as signs, fences and other barriers, lighting, alarms and patrols. The inner middle perimeter measures are the security measures used within the boundaries of the facility and can include fence and other barriers, alarms, light, CCTV external cameras, warning signs, doors, lock, burglar proofing on windows, security staff and access control system. Lastly, there are the internal physical security measures which are the ones that can be found within building such as alarms, CCTV cameras, turnstiles, windows and door bars, locks, safes, vaults protective lighting and other barriers (Ike, 2015).

To enhance the supervision of security in a school compound, there is need to have one entrance to the school building for proper monitoring of who enters or leaves the school compound. Ideally, this entrance does not grant immediate access to the buildings but will rather require passage through of a reception window, glass wall, or electronic access system (Ken, 2008). Emergency services must be granted quick access to and from the building and signs referring students, staff and visitors to the monitored unlocked entrance should be clearly visible (Sprague and walker, 2005). For proper school security, there is need for a communication device in the school. This provides easy and immediate facilitation of communication among faculties, administrators and school bus driver. According to Sprague and walker (2005), every room within a school building should provide immediate notification and contact capabilities in the event of an isolated or school-wide emergency.

School Variables and Administration as predictors of Effective Supervision of School Security

The supervision of security is paramount to the effective administration of schools and it is an issue that has attracted a great deal of attention and concern from learners, educators, parents, and the public at large. According to Stephen (2004), school security management refers to strategies and procedures required to co-ordinate the diverse activities of the institution in order to achieve safety. One of the important duties of the school manager is to ensure that safety programmes are implemented and that necessary steps are taken whenever situation arise which could be potentially dangerous (Bucher and Manning, 2005). In this study, the school variables in consideration includes: school location, school population and school type.

School Location

According to Stephen (2004), the management of security is paramount to the effective management of schools and it is an issue that has attracted a great deal of attention and concern from learners, educators, parents, and the public at large. One of the important duties of the school manager is to ensure that safety programmes are implemented and that necessary steps are taken whenever potentially dangerous situation arise (Bucher and Manning, 2005).

School location refers to the geographical position in which a school is built. A school can be built on a hill, a swampy environment, a sloppy area, in a rural or urban setting etc. (Arop and Owan, 2018). It is the place, in relation to other areas in the physical environment (rural or urban), where the school is sited. According to Arop and Owan (2018) school location refers to where a school is situated or sited, it can be in a rural location, urban location, and sub-urban regions. A school should be set up in a suitable atmosphere.

Alokan (2010) found out that students' problems are strongly associated with poor performance and that sex and location do not affect the negative relationship between student problems and academic performance. In another development, Considine and Zappala (2002) studied students in Australia and found out that geographical location does not significantly predict outcomes in school performance. Shield and Dockrell (2008) while looking at the effects of classroom and environmental noise on children's academic performance found out that both chronic and acute exposure to environmental and classroom noise have a detrimental effect upon children's learning and performances.

School Population

School population refers to the total elements (People and materials) in a school. School population refers to the total number of students and teachers that are available in a school at a given point in time. A school can be said to have a large population or a small population depending on the number of observations that are presented. Humann and Griffin (2014) maintained that schools with small populations are defined as having enrollments under 800 people, while large schools are those defined as having enrollments greater than 1,600. That enrollment size is often associated with other community characteristics that contribute to educational performances.

Surveys of school staff showed that smaller schools tend to cultivate better attitudes towards work among school administrators and teachers, leading to greater staff collaboration and more successful school improvement efforts than highly populated schools. (Klonsky, 2006) The likely causes of this effect include the more favorable school climates and deeper personal relationships found in smaller schools. Still, it is difficult to attribute improved teacher satisfaction solely to enrollment size. Often, smaller schools employ other strategies that may also improve educator satisfaction. For example, small schools may use a distributed leadership model and may enjoy greater support from the district office. Both of these factors have been found to have positive impacts on teacher satisfaction and motivation (Rochford, 2005).

Concept of School Administration

The word administration has been derived from the Latin word 'minister', which means 'service rendered to others for their welfare. The classical and medieval meanings of the term administration were "performing" "take charge of" or "accomplish". The recent dictionary defines it as direction or management. The term school administration is very comprehensive. It is concerned with the formulation, execution and appraisal of educational policies. A school comes into being through the process of organizing- then comes its administration. Running or functioning of the school is the job of the head of the institution. This does not mean that only the Head and none else is responsible for administration (Ezeocha, 2002). Thus, school administration is more or less a co-operative undertaking and in the language of economic it is a

‘Nonprofit making enterprise’. According to National Society for the Study of Education (NSSE), “School administration is a social statesmanship which guides educational activities, plans, programmes mid facilities, and provides leadership in a long-term but broad social perspective.”

According to Adeyemi (2010), the School administration is different from that of enterprises due to its goal. However, like any other organization, the school needs mean to run efficiently. These means are mainly of human, material, financial, legal and technological nature. The existence of these means is not enough itself; there is a need to make a rational utilization and combination which fundamentally remains the responsibility of the Head teacher. Indeed, school heads today face a big challenge not only to know different tools of secondary school management but also to maintain the required professionalism to efficiently handle of the available means. This goes further because some of them do not yet master the basic principles of school management or face problem of understanding which may hinder the efficiency of the general administration of the school. Furthermore, the initial training of some of them does not allow them to acquire enough knowledge in school administration and management. According to the Concise Dictionary of Education, “Administration includes Management, Organization, Operation and Supervision of an educational institution. Usually includes all institutional functions other than teaching”.

METHOD

Ex-post facto research design was adopted for the study. The study was conducted in Imo State of Nigeria. The population of the study comprised principals, vice principal and school administrators in secondary schools in Imo State. Simple random sampling technique was used to select 70 principals, 70 vice principal and 70 school administrators, giving a total of 210 respondents constituting the sample size for the study. The Main Instrument used in this study was a Questionnaire titled “Effective Supervision of School Security, School Variables and Administration Questionnaire (ESSSSVAQ)”. Face 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 0.84 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.

RESULT AND DISCUSSION

Research Question 1

The research question sought to find out the influence of school population on effective supervision of school security in Imo State. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 1.

Table 1: Descriptive statistics of the influence of school population on effective supervision of school security in Imo State

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Supervision	210	13.41	12.5	0.82*	*Strong to perfect Relationship
Population		14.50	12.5		

Source: Field Survey

Table 1 Present the result of the descriptive analysis of the influence of **the influence of school population on effective supervision of school security in Imo State**. The two variables were observed to have strong to perfect relationship at 82%. The arithmetic mean as regards supervision (13.41) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean for population (14.50) was observed to be higher than the expected mean score of 12.5. The result therefore means that there is remarkable influence of school population on effective supervision of school security in Imo state

Research Question 2

The research question sought to find out the influence of school location on effective supervision of school security in Imo State. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 2.

Table 2: Descriptive statistics of the influence of school location on effective supervision of school security in Imo State

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Supervision	210	13.4	12.5	0.88*	*Strong to Perfect Relationship
School Location		16.3	12.5		

Source: Field Survey

Table 2 presents the result of the descriptive analysis of the influence of school location on effective supervision of school security in Imo State. The two variables were observed to have strong to perfect relationship at 88%. The arithmetic mean for supervision (13.4) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards school location (16.3) was observed to be higher than the expected mean score of 12.5. The result therefore means that there is remarkable influence of location on effective supervision of school security in Imo State.

Research Question 3

The research question sought to find out the influence of effective school administration on effective supervision of school security in Imo State. In order to answer the research question, descriptive analysis was performed on the data collected as shown in Table 3.

Table 3: Descriptive statistics of the influence of effective school administration on effective supervision of school security in Imo State

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Supervision	210	13.50	12.5	0.86*	* Strong to perfect Relationship
School Administration		17.20	12.5		

Source: Field Survey

Table 3 presents the result of the descriptive analysis of the influence of effective school administration on effective supervision of school security in Imo State. The two variables were observed to have strong to perfect relationship at 86%. The arithmetic mean for Supervision (13.50) was observed to be greater than the expected mean score of 12.5. In addition to that, the arithmetic mean as regards school administration (17.20) was observed to be higher than the expected mean score of 12.5. The result therefore means that there is remarkable of influence of effective school administration on effective supervision of school security in Imo State.

Hypotheses 1

The null hypothesis states that there is no significant influence of school population on effective supervision of school security in Imo State. In order to test the hypothesis regression analysis was performed on the data, (see table 4).

TABLE 4: Simple Regression Analysis of influence of school population on effective supervision of school security in Imo State

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.82a	0.65	0.67	1.22	0.67

*Significant at 0.05 level; df= 208; N= 210; critical R-value = 0.139

The above table 4 shows that the calculated R-value (0.82) was greater than the critical R-value of 0.139 at 0.5 alpha levels with 208 degree of freedom. The R-Square value of 0.65 predicts 65% of the influence of school population on effective supervision of school security by the principals in Imo State. This rate of percentage is highly positive and therefore means that influence of the school population on effective supervision of school security by the principals in Imo State. It was also deemed necessary to find out the influence of the variance of each class of independent variable as responded by each respondent (see table 5).

TABLE 5: Analysis of variance of influence of school population on effective supervision of school security in Imo State

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	607.79	1	607.79	411.81	.000 ^b

Residual	306.99	208	1.48		
Total	914.78	209			

- a. Dependent Variable: Supervision
b. Predictors: (Constant), Population

The above table 5 presents the calculated F-value as (411.81) and the P-value as (.000^b). Being that the P-value (.000^b) is below the probability level of 0.05, the result therefore means that there is influence of school population on effective supervision of school security in Imo State.

Hypotheses 2

The null hypothesis states that there is no significant influence of the knowledge and utilization of education law on effective school controlling by the principal in Imo State. In order to test the hypothesis regression analysis was performed on the data, (see table 6).

TABLE 6: Simple Regression Analysis of influence of school location on effective supervision of school security in Imo State

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.88a	0.77	0.77	0.10	0.77

*Significant at 0.05 level; df=208; N=210 ; critical R-value = 0.139

The above table 6 shows that the calculated R-value (0.88) was greater than the critical R-value of (0.139) at 0.5 alpha levels with 208 degree of freedom. The R-Square value of 0.77 predicts 77% of influence of school location on effective supervision of school security in Imo State. This rate of percentage is highly positive and therefore means that influence of school location on effective supervision of school security in Imo State. It was also deemed necessary to find out the extent of the variance of each class of independent variable as responded by each respondent (see table 7).

TABLE 7: Analysis of variance of influence of school location on effective supervision of school security in Imo State

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	698.10	1	698.10	670.13	.000 ^b
Residual	216.68	208	1.04		
Total	914.78	209			

- a. Dependent Variable: Supervision
b. Predictors: (Constant), School Location

The above table 7 presents the calculated F-value as (670.13) and the P-value as (.000^b). Being that the P-value (.000^b) is below the probability level of 0.05, the result therefore means that influence of school location on effective supervision of school security in Imo State.

Hypotheses 3

The null hypothesis states that there is no significant influence of effective school administration on effective supervision of school security in Imo State. In order to test the hypothesis regression analysis was performed on the data, (see table 8).

TABLE 8: Simple Regression Analysis of influence of effective school administration on effective supervision of school security in Imo State

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.86	0.74	0.73	1.10	0.95

*Significant at 0.05 level; df= 208; N= 210; critical R-value = 0.139

The above table 8 shows that the calculated R-value 0.86 was greater than the critical R-value of 0.139 at 0.5 alpha level with 208 degree of freedom. The R-Square value of 0.74 predicts 74% of influence of effective school administration on effective supervision of school security in Imo State. This rate of percentage is moderately positive and therefore means that influence of effective school administration on effective supervision of school security in Imo State. It was also deemed necessary to find out the extent of the variance of each class of independent variable as responded by each respondent (see table 9).

TABLE 9: Analysis of variance of influence of effective school administration on effective supervision of school security in Imo State

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	669.40	1	669.40	567.42	.000 ^b
Residual	245.38	208	1.18		
Total	914.78	209			

a. Dependent Variable: Supervision

b. Predictors: (Constant), school Administration

The above table 8 presents the calculated F-value as (567.42) and the P-value as (000^b). Being that the P-value (000^b) is below the probability level of 0.05, the result therefore means that influence of effective school administration on effective supervision of school security in Imo State.

DISCUSSION OF THE FINDINGS

The result of the data analysis in table 4 and 5 was significant due to the fact that the calculated R-value 0.82 and F- 411.81 were greater than the critical R-value of 0.139 at 0.05 alpha levels with 208 degree of freedom. The result implies that there is significant influence of school population on effective supervision of school security in Imo State. The result therefore is in agreement with the research findings of Humann and Griffin (2014) maintained that schools with small populations are defined as having enrollments under 800 people, while large schools are those defined as having enrollments greater than 1,600. That enrollment size is often associated with other community characteristics that contribute to educational performance. To enhance the supervision of security in a school compound, there is need to have one entrance to the school building for proper monitoring of who enters or leaves the school compound. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

The result of the data analysis in table 6 and 7 was significant due to the fact that the calculated R-value 0.88 and F- 670.42 were greater than the critical R-value of 0.139 at 0.05 alpha levels

with 208 degree of freedom. The result implies that there is significant influence of school location on effective supervision of school security in Imo State. The result therefore is in agreement with the research findings of Stephen (2004), the management of security is paramount to the effective management of schools and it is an issue that has attracted a great deal of attention and concern from learners, educators, parents, and the public at large. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

The result of the data analysis in table 8 and 9 was significant due to the fact that the calculated R-value 0.86 and F- 567.13 were greater than the critical R-value of 0.139 at 0.05 alpha levels with 208 degree of freedom. The result implies that there is significant influence of effective school administration on effective supervision of school security in Imo State. The result therefore is in agreement with the research findings of Applebury, (2018) Supervision of security refers to the effective monitoring and checking of security situations as well as overseeing security guards to perform their functions of ensuring safety, protecting lives and properties effectively. The significance of the result caused the null hypotheses to be rejected while the alternative was accepted.

CONCLUSION

Through the findings of this study, it can be concluded that a lot of security challenges are facing many schools in Imo State. However, there is also a low level of awareness of the measures that can be used to supervise, monitor and cushion security situations in many schools in Imo State. Populated schools, urban and rural schools, and single-gendered schools have more security challenges than their counterparts; which has made school population, type, and school location to all have a significant influence in the supervision of security in both public and private schools in Imo State.

RECOMMENDATION

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

1. Efforts should be made by the government and other parties to provide adequate fencing facilities and other security control/defense materials to every secondary school, so as to avoid the invasion of hoodlums and other entities that might be malicious to the school environment.
2. Secondary schools should regulate the number of students they admit per time to avoid over population and promote effectiveness in the supervision of security.
3. Each secondary school especially rural schools should be provided with one entrance so as to enable proper checks and regulation of who goes in and out of the school premises.
4. Single-gender schools especially girls' schools should be provided with enough security men, communication devices, alarms and proper orientation. They should also be guided during sports or other co-curricular activities of the school.

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