



School Security Measures and Staff Job Performance in Public Secondary Schools in Ilorin Metropolis

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ABSTRACT

This study investigates the school security measures and staff job performance at public secondary schools located in Ilorin Metropolis, which is situated in Kwara state, Nigeria. The study employed a descriptive survey research design of the ex post facto. A sample of 20 public senior secondary schools in Ilorin Metropolis was selected purposively from three local governments in Ilorin. Three research hypotheses were formulated for the study. The researcher's instrument used was titled School Security Measures and Staff Performances Questionnaire (SSMSPQ). The findings of the study revealed that there was a significant relationship between the school security measures and staff job performance at public secondary schools located in Ilorin Metropolis. In conclusion, ensuring school safety implies freedom from risk, protection of lives and properties of the school members and the school, and reduction of intra and inter-school conflict while upholding quality education. Based on the findings of the study, it was recommended that the school management should take the issue of security as a matter of priority in Kwara State, Nigeria.

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1. INTRODUCTION

The prevalence of security flaws and challenges around the globe has taken. In 2014, hundreds of Chibok school girls were abducted and held for ransom and the subsequent launching of attacks on schools and hostage-taking have taken prominence and have remained issues of serious security concern. Schools attacked are not also excluded from the effect of the crippling security challenges that threaten the security and unity of the Nigerian state in general. It is a global desire that every child has access to quality education across regions of the world, on the contrary in Nigeria West African region tends to be battling towards ensuring this goal is achieved. There are obvious challenges ranging from the state and standard of education coupled with the cost of education. The prevalence of security flaws and challenges has taken the front page of published news outlets in recent times. Schools in Nigeria have notably been head-on with the juvenile characteristics of secondary school students like youth restiveness, cult-related activities, and the like which already are some of the issues affecting staff job performances in secondary schools in the present time which calls for thorough investigation on school security measures in secondary schools in Ilorin Metropolis of Kwara state.

Adebanjoko and Ugwuoke (2014) viewed insecurity as the state of being subjected in every respect to terror, threat, risk, molestation, bullying and harassment. They stated that Insecurity, for example, can be conceived as a threat to the state that often accounted for the arms and nuclear weapons race to protect the state. Insecurity like security is often used in several ways. Many people would take it to mean a lack of safety or the existence of danger; hazard; uncertainty; lack of trust; doubtful; inadequately guarded or protected, lack of stability, etc. It can also be seen as those measures or actions taken to protect and manage school violence, reduce safety risks and liability and improve the relationship between the school and community. Safety and security measures are the means and ways of ensuring that administrators, teachers, students, parents, visitors and facilities in educational institutions are free from danger, threats, and destruction. Also, Ronoh (2018) stated that school security are measure or means of preventing crisis and reacting to violations of existing rules that prohibit unruly behaviours which are likely to cause security and safety risks. In addition, Hamilton-Ekeke (2017) observed that safety and security measures in schools involve obedience to rules and regulations, reading labels on chemicals and laboratory equipment, wearing safety gadgets, having fire extinguishers in required places, and observing road/path signs and highway codes.

Maslow's Hierarchy of Needs states that to reach greater levels of performance, a person's basic need for safety must be satisfied (Taormina & Gao, 2013). Schools could also use this. Before they can devote all of their efforts to teaching and learning, staff and students must feel protected. To boost academic achievement, schools must establish a physically and emotionally secure atmosphere for all students. Students and faculty can anticipate being in a supportive environment at school that encourages social and creative learning because of safety (Applebury, 2021; Mubita, 2021). If their safety is jeopardized, learners and staff may face consequences, including increased truancy and dropout for students in extreme circumstances. Learners of all ages demand a safe learning environment to improve their education and development (Mubita, 2021). According to research, children who feel insecure at school do less academically and are more likely to engage in drugs and criminality (Mubita, 2021). Both public and private schools are facing a significant safety and security dilemma. School boards meet with teachers and parents to listen to their children's problems and offer solutions. As the nation recognizes the gravity of the issue and how it

affects children's future, state and federal governments should act to strengthen school safety and law enforcement.

School security measures are one of the most widespread formal control mechanisms in schools nationwide, although there is little research that has examined their effect on student behaviour (Gardella, 2018). Although school security measures are typically used to detect and deter violent behaviours or drug or weapon-related activities in school, they may have a more widespread influence on student behaviour namely, formal control mechanisms may reinforce informal social control mechanisms (Peguero, 2011). School security measures may therefore act as real or virtual guardians in school, thereby increasing the potential for detecting and deterring misbehavior. In addition, Monahan in Fisher et al. (2018) stated that the presence of formal control mechanisms may erode informal social controls in schools. According to Hirschi in Fisher et al. (2018), Social control theory suggests that when students feel more emotionally connected to those around them, they tend to engage in behaviours that elicit approval from those individuals. They concluded that the relationship between teachers and other adults are integral part of maintaining the social order, when students form relational bonds with adults in the school, students are less likely to engage in the behaviours adults may deem problematic that will threaten those relational bonds. Similarly, students who attend schools that are organized in a more communal nature have stronger bonds to the school and lower rates of crime in the school. This stronger bond to the school and increased sense of connectedness also serve a protective function against risky and criminal behaviours.

According to Alimba (2018), school security measures are an effective way of managing the insecurity in secondary schools if properly coordinated by the stakeholders. This measure involves the use of human factors as a means of controlling and safeguarding a school. This can be in the form of employing guards or security officers that will be moving around the school premises inspecting and observing the activities taking place and the locations where incidents can occur on the premises to identify any attack. It also involves training and equipping academic, and non-academic staff and students in security matters to ensure that they are security conscious for appropriate response to attacks in schools. Policy security measures are an important part of security measures as they determine the administrative effectiveness of the school. If there are no policies that guide the ways the measures are being conducted and implemented in the school, the security facilities in the school may not achieve their purpose. The effectiveness of security measures depends on the policies put in place to regulate their usage and operational patterns in the school. Physical security measures are those measures or methods put in place to prevent illegal access to any of the school's properties and facilities. Examples of physical security measures are school fences, school locks and keys, burglar-proof, CCTV, radio, intercom, telephone and intercom systems. Masitsa (2016) opined that most of the incidents witnessed nowadays in schools indicate that schools are not safe and secure and that the perpetrators of violence in school come from within and outside schools. He stated that these perpetrators include students, their parents and mobs or individuals from the school communities and their targets are students, educators and principals, security guards and parents.

Over the last decade, the consistent occurrence of insecurity, loss of life, kidnap and brings school security to the top of issues that need to be holistically studied and researched as to how to manage the situation from its current negative stride. UNICEF (2021) while commenting on the rate of insecurity in secondary schools noted that in the year 2021, there have been 20 attacks on schools in Nigeria, with 1,436 children abducted and 16

children dead. Some female and male students feel threatened as a result of rampant incidences of sexual abuse, rape, homosexual, bullying in schools and society. The case of bullying of a youngster, Sylvester Oromoni which happened in Downen College, Lagos, which led to his death, the case of 10 years old girl of Christ-land College who was gang raped by her colleagues at their trip to Dubai, the case of homosexual reported at Deeper Life Secondary School in Oyu, Akwa Ibom state, just to mention a few ([Guardian, 2021](#); [Daily Post, 2022](#); [Daily Trust, 2020](#)).

The case of Teaching and learning will be unattainable when safety is amiss in the centre of community development, individuals can only thrive when the basic needs of human life are met, you want to work in other to keep your family from poverty, and educated kids will have the ample time to dream and work hard towards changing their community, local government, state, and the ripple effect will go on till the nation is known for its success on safety. Despite the challenging situation in the country on school security, schools still open their doors to students and staff knowing fully that the climate is riddled with all kinds of life-threatening mishaps; schools take measures to well manage staff and their students which is a great task added to their already demanding role of training future leaders. Therefore, this study is focused on finding out how the staff is performing their jobs within the school, and how students can learn and their results will be assessed to give us a glimpse of what to address further. More specifically, this study aims at identifying the level, skills, and knowledge of secondary school teachers regarding security measures. Moreover, the objective of this paper is to examine School Security measures vis a vis staff job performance of the secondary schools in Ilorin Metropolis, Kwara state, Nigeria. The main purpose of this study is to examine the school security measures and staff job performance in public secondary schools in Ilorin Metropolis of Kwara State, Nigeria.

1. examine the relationship between policy security measures and staff job performance in secondary schools in Ilorin Metropolis, Kwara State, Nigeria.
2. investigate the relationship between physical security measures and staff job performance in secondary schools in Ilorin Metropolis, Kwara State, Nigeria.
3. examine the relationship between technological security measures and staff job performance in secondary schools in Ilorin Metropolis, Kwara State, Nigeria.

Research Hypotheses

Ho₁: There is no significant relationship between Policy security measures and staff job performance in secondary schools in Ilorin Metropolis, Kwara State, Nigeria.

Ho₂: There is no significant relationship between Physical security measures and staff job performance in secondary schools in Ilorin Metropolis, Kwara State, Nigeria

Ho₃: There is no significant relationship between Technological security measures and staff job performance in secondary schools in Ilorin Metropolis, Kwara State, Nigeria.

Literature Review

[Ojukwu \(2017\)](#) examined the effect of insecurity in the school environment on the academic performance of secondary school students in Imo State. Major findings revealed that insecurity in the school environment significantly affects the academic performance of secondary school students while students' gangsterism, smoking of Indian hemp, abusing other hard drugs, cult and related violent activities were some of the factors that constituted insecurity of the school environment which eventually cause boys to leave school and join trading while leading girls to drop out and settle for marriage. [Nwobodo et al \(2017\)](#)

appraised the use of security and safety management in public secondary schools in Enugu State. The results obtained from the study showed that security devices for improving security in public secondary schools are not generally available. The emergency response plan for managing safety threats in public secondary schools in Enugu State is not adequately available. The researchers suggested that the education stakeholders should provide clear and appropriate measures for managing the safety and security of school plants.

Muhammad and Ogunode (2022) study the impact of insecurity challenges on the administration of secondary in North-West Nigeria. The findings revealed that the insecurity challenges in the North have led to the death of many teachers and students, affected the achievement of educational objectives, enrolment and retention of students and also led to disruption of school administration and academic calendar of the secondary schools across the zone. Agbongiasede and Ololube (2021) examined the strategy adopted by school principals to improve the security network at the same time enhance students' academic performance in the Emohua Local Government Area of Rivers State. The findings of the study showed that insecurity affects students' academic performance negatively. The study also showed that societal decadence, poor administration, inadequate infrastructure and lack of funds are part of the factors responsible for insecurity in Junior Secondary School in Emohua local government area of Rivers state. Gbesoevi et al. (2022) examined safety and security planning for the effective management of public secondary schools in Lagos State, Nigeria. The finding of the study revealed that there is a significant relationship between school security planning, school safety programmes, school social environment safety and physical security measures and effective management of public secondary schools in Lagos State.

Muhammad (2022) investigated the causes, forms and consequences of insecurity in secondary schools in Zamfara state using a survey questionnaire for data collection. The result of the findings showed that insecurity in secondary schools in Zamfara state was caused by different variables which include the nonchalant attitude of students and school administrators, poor or unfriendly school environment, shortage of qualified school security personnel, lack of school security awareness, the attitude of teachers towards security issues, poor government commitment towards school security, among others. Several empirical studies have been done on insecurity in secondary schools as reported above but surprisingly, to the best of the researcher's knowledge, existing empirical evidences offer evidence that lack of effective school security measures may lead to insecurity or security challenges in secondary schools in Ilorin Metropolis of Kwara State. This suggests the need to investigate School Security Measures and Staff Performances in Secondary Schools in Ilorin Metropolis which comprises Ilorin West Local Government, Ilorin South Local Government and Ilorin South. The basis for choosing Ilorin Metropolis was that it has the largest population of senior secondary schools in Kwara state.

2. METHODS

The study utilized a descriptive survey research design of the ex post facto kind. The descriptive survey design involves the examination of a specific group of individuals by the collection and analysis of data from a limited number of individuals to be representative of the entire group (Sambo, 2013). The utilization of the descriptive research technique was justified due to its aim of acquiring a comprehensive understanding of phenomena, hence

serving as a foundation for fundamental knowledge in the field of study. The study sample comprises all the public secondary schools located within the Ilorin Metropolis. The Ilorin Metropolis is home to a total of 211 public secondary schools. The study's sample consisted of 20 public senior high schools located in Ilorin Metropolis. The aforementioned comprises three administrative divisions, namely Ilorin West (7), Ilorin East (7), and Ilorin South (6). The three Local Governments were chosen because of their shared location within Kwara Central. The researchers employed the purposive sampling method to carefully pick a sample of one hundred and fifty (150) participants, which included principals, teaching staff and non-teaching personnel. The selection of this particular number was motivated by its convenience in terms of administrative purposes, as well as the comprehensive level of analysis applied to the associated data. Conducting an extensive assessment of a significant number of public secondary schools in the Ilorin metropolis of Kwara State proved to be unfeasible.

The research instrument utilized in this study is an adapted questionnaire referred to as the School Security Measures and Staff Job Performances Questionnaire (SSMSJPQ). The questionnaires employed were designed to gather pertinent data on the respondents' perspectives on school security measures in senior secondary schools within the Ilorin Metropolis. The questionnaire is comprised of two distinct components. The section comprises data intended to prompt participants to provide feedback on the factors under investigation in the research. To assess the level of agreement or disagreement among the participants, the survey instrument was designed using a Modified Likert Scale format. This scale consisted of four points, ranging from "Strongly Agree" (SA) to "Agree" (A), "Disagree" (D), and "Strongly Disagree" (SD). Participants are thereafter directed to indicate their level of agreement with the assertions included in the instrument. The Cronbach's Alpha technique was employed to assess the reliability of the instrument by examining its internal consistency. Cronbach's Alpha serves as a measure of the internal consistency of the items, indicating the extent to which they exhibit correlation with each other.

According to Gregory, as reported in Manning and Munro (2016), a coefficient alpha value over 0.70 is seen to indicate "acceptable reliability," while a value beyond 0.80 is indicative of "good reliability," and a value exceeding 0.90 is representative of "excellent reliability." Cronbach's Alpha is a statistical measure used to assess the extent to which a set of items designed to measure a certain construct are effectively capturing that construct. The data that was gathered was subjected to coding and subsequent analysis. The study was conducted using the Statistical Package for Social Science (SPSS). Pearson Product Moment Correlation statistics (P.P.M.C.) was used to test the hypotheses. All hypotheses were tested at an alpha level of 0.05.

3. RESULTS AND DISCUSSION

Ho₁: There is no significant relationship between policy school security measures and staff job performance in secondary schools in Ilorin Metropolis, Kwara State, Nigeria.

Table 1

PPMC Table showing the significant relationship between Policy School security measures and staff job performance in secondary schools in Ilorin metropolis.

Variable	N	SD	df	Cal r-value	cal p-value	Decision
POSM	150	3.0894	148	0.546	0.05	Significant

SJP	150	3.0177	0.46496	148
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Table 3 shows that the p-value of 0.000 is less than 0.05 of significant for 148 degrees of freedom. Thus, the null hypothesis states that there is no significant relationship between Policy School security measures and staff job performance in secondary schools in Ilorin metropolis was rejected. Thus, there was a significant relationship between school policy measures and staff job performance in secondary schools in Ilorin metropolis which means that if there are good policy security measures in secondary schools, it will enhance the performance of school staff positively.

Ho₃: There is no significant relationship between physical security measures and staff job performance in secondary schools in Ilorin Metropolis, Kwara State, Nigeria.

Table 2

PPMC Table showing the significant relationship between physical School security measures and staff job performance in secondary schools in Ilorin metropolis.

Variable	N	<i>xx</i>	SD	df	Cal r-value	cal p-value	Decision
PSM	150	3.0645	0.52998	148	0.291	0.05	Significant
SJP	150	3.0177	0.46496	148			

Table 4 shows that the p-value of 0.000 is less than 0.05 of significant for 148 degrees of freedom. Thus, the null hypothesis which states that there is no significant relationship between physical School security measures and staff job performance in secondary schools in Ilorin metropolis was rejected. Thus, there was a significant relationship between physical School security measures and staff job performance in secondary schools in Ilorin metropolis which means that if the school has enough physical security measures to prevent student problem behaviours in secondary school, it will lead to effective performance of school staff positively.

Ho₄: There is no significant relationship between technical security measures and staff job performance in secondary schools in Ilorin Metropolis, Kwara State, Nigeria.

Table 3

PPMC Table showing the significant relationship between Technological School security measures and staff job performance in secondary schools in Ilorin metropolis.

Variable	N	<i>xx</i>	SD	df	Cal r-value	cal p-value	Decision
TSM	150	3.1426	0.52648	148	0.933	0.05	Significant
SJP	150	3.0177	0.46496	148			

Table 5 shows that the p-value of 0.007 is less than 0.05 of significant for 139 degrees of freedom. Thus, the null hypothesis which states that there is no significant relationship between technical School security measures and staff job performance in secondary schools in Ilorin metropolis was rejected. Thus, there was a significant relationship between technical School security measures and staff job performance in secondary schools in Ilorin

metropolis which means that if the school provides good technical security measures to prevent student problem behaviors in secondary school, it will lead to effective performance of school staff positively.

Discussion of Findings

The findings of research hypothesis one revealed that the p-value of 0.000 is less than 0.05 of significance for 148 degrees of freedom. Thus, the hypothesis states that there is no significant relationship between policy school security measures and staff job performance in secondary schools in Ilorin metropolis was rejected. Thus, there was a significant relationship between school policy measures and staff job performance in secondary schools in Ilorin metropolis which means that if there are good policy security measures in secondary schools, it will enhance the performance of school staff positively. Thus, this agrees with the findings of [Tanner-Smith and Fisher \(2016\)](#) in their study examined school security measures as moderators of the association between homophobic examining school security measures as moderators of the association between homophobic victimization and school avoidance victimization and school avoidance using a logistic regression model. The result suggests that visible security measures did not meaningfully moderate the association between homophobic victimization and school avoidance

The findings of research hypothesis two show that the p-value of 0.000 is less than 0.05 of significance for 139 degrees of freedom. Thus, the hypothesis which states that there is no significant relationship between physical School security measures and staff job performance in secondary schools in Ilorin metropolis was rejected. Thus, there was a significant relationship between physical School security measures and staff job performance in secondary schools in Ilorin metropolis, Nigeria which means that if the school has adequate physical security measures to prevent student problem behaviors in secondary school, it will lead to effective performance of school staff positively. Hence, this is in line with the findings of [Ojukwu \(2017\)](#) examined the effect of insecurity in the school environment on the academic performance of secondary school students in Imo State using independent samples t-tests used for testing the hypotheses. Major findings revealed that insecurity in the school environment significantly affects the academic performance of secondary school students while students' gangsterism, smoking of Indian hemp, abusing other hard drugs, cult and related violent activities were some of the factors that constituted insecurity of the school environment which eventually cause boys to leave school and join trading while leading girls to drop out and settle for marriage.

The findings of research hypothesis three revealed that the p-value of 0.007 is less than 0.05 of significant for 148 degrees of freedom. Thus, the null hypothesis states that there is no significant relationship between technical school security measures and staff job performance in secondary schools in Ilorin metropolis was rejected. Thus, there was a significant relationship between technical School security measures and staff job performance in secondary schools in Ilorin metropolis which means that if schools provide good technical security measures to prevent student problem behaviors in secondary school, it will lead to effective performance of school staff positively. Thus, [Brian et al. \(2022\)](#) in their study on institutional security concluded that lack of technical know-how on the use of security devices by the security personnel as well as illiterate in the aspect of law and governance which is ambivalent to their nature of work. Subsequently, this is in line with the findings of [Osuji and Omah \(2019\)](#) examined safety measure practices for quality public senior secondary school administration in Rivers State using z-test statistics. From the population of 1200, a sample size of 200 which comprised 64 principals and 136 teachers

was selected through a simple random sampling technique. The findings of this study revealed that there is a significant relationship between safety measures planning for quality public senior secondary school administration in River State. Also, [Nwobodo et al \(2017\)](#) in their paper appraised the use of security and safety management in public secondary schools in Enugu State. The results obtained from the study showed that security devices for improving security in public secondary schools are not generally available. Lastly, the study found that security measures and staff performance are significantly related. A good security measure will aid staff performance. This is in line with the finding of [Nwaobodo and Udebunu \(2018\)](#) which stated that lack of security measures has led to ineffective educational performance. Also, lack of good security measures could affect the effective planning in terms of the quality of public senior secondary school's administration, the achievement of educational objectives, and enrolment and retention of students which could lead to disruption of school administration and academic calendar of the secondary schools across the zone ([Osuji & Omah 2019](#); [Muhammad & Ogunode, 2022](#)).

4. CONCLUSION

Ultimately, security measures assess the danger and attack potential in schools and define or implement strategies and procedures to try and establish a stable, reasonably predictable environment where teachers, students, and other individuals can move around freely. It is important to note that there is a significant relationship between school security measures and staff job performances as they work in hand job performance evaluates how successfully an individual does their work. Performance on the job is measured at the individual level, Hence, successful school security measures determine staff job performances and safety devices in educational settings. Based on findings from the study offer the following recommendations, among others:

1. The school management should allocate money for the purchasing of such safety and security building equipment as video surveillance (CCTV), sprinkler systems to control fire damage, metal dictators, and iron doors, and employ armed response services and secured car parks.
2. School management should provide clear and appropriate measures for managing the safety and security of school equipment by organizing workshops, seminars and trainings for school principals and teachers in secondary schools.

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