

**SCHOOL SAFETY ISSUES EXHIBITED AMONG SECONDARY SCHOOL STUDENTS
IN FEDERAL CAPITAL TERRITORY (FCT), ABUJA, NIGERIA: IMPLICATIONS
FOR EDUCATIONAL MANAGEMENT**

UDOFIA, Elizabeth Enefiok, PhD

Department of Educational Foundations and Management, Faculty of Education, Ambrose Alli University,
EkpomaEdo State
Tel: +2348137185115

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ABSTRACT

The study investigated school safety issues exhibited among secondary school students in Federal Capital Territory (FCT), Abuja, Nigeria as well discussed the implications for educational management. Specifically, the study identified forms and frequency of safety issues exhibited among students. The study adopted the descriptive research design. The population consisted of 231 administrators in public Senior Secondary Schools in Federal Capital Territory, Abuja, Nigeria. Total enumeration method of the entire population of 231 administrators in public Senior Secondary Schools in Federal Capital Territory, Abuja, Nigeria was used because the population was manageable and accessible to the researcher. The instrument for data collection was a questionnaire developed by the researcher and titled: "School Safety Issues Questionnaire - SSIQ". The test-retest reliability method was used to determine the reliability of the instrument. Descriptive and inferential statistics were used to analyze data in this study. Frequencies, percentages (%), mean scores (\bar{X}) and Standard Deviation (SD) were used to answer research questions one and two. The results showed that safety issues among students, safety issues against teachers and administrators and safety issues outside the school premises were forms of school safety issues exhibited by students in Secondary Schools in Federal Capital Territory, Abuja, Nigeria. Also, results showed that administrators experienced high frequency on safety issues among students, safety issues against teachers and administrators and safety issues outside the school premises exhibited by students in Secondary Schools in Federal Capital Territory, Abuja, Nigeria. It was therefore recommended that several preventive approaches like building a perimeter fence with one main entrance to monitor entry and exit effectively in schools and installation of Closed Circuit Television (CCTV) system to monitor activities around the school premises. This would help in managing various indiscriminate behaviours of students and curtailing their excesses.

Keywords: School Safety Issues, Secondary School, Student Indiscipline, Implications for Educational Management.

1. INTRODUCTION

The goals of secondary education include preparing individuals for useful living within society and for higher education. This objective is attained through establishing school as a formal academic context where students would learn about societal norms, attitudes, and ways to conduct business (Federal Republic of Nigeria, 2013). As a result, schools serve as environments where a society's norms are imparted to students in an attempt to promote discipline and prevent

indiscipline. Therefore, a crucial component of school administration is discipline. In order to maintain high levels of discipline beneficial to educational process, school rules are designed to compel students to exhibit character that will comply with guidelines and regulations that direct and regulate student behaviour. Any student who violates these guidelines may be charged with violations that present a threat to school's safety and have negative consequences for safety.

Disciplinary problems in school are referred to as school safety issues. It focuses on issues of indiscriminate behaviour that endangered the school system's safety, tranquility and harmony (Salahudeen, Abraham & Gebereyohannes, 2020). The terms "disciplinary problems," "indiscipline," and "deviance" are used to describe these problems. Furthermore, the forms of school safety challenges appear in three (3) dimensional ways Issues with student, teacher, and administrator safety in schools, as well as safety concerns outside of schools (Ugbor, Nweke, Uwakwe, Isiaku, Opara & Madu, 2020). As a result, safety issues among students may manifest as fighting with harmful objects, utilizing deadly weapons found on school premises to cause serious injuries or wounds to other students, engaging in cult activities, bullying other students in a way that endangers their lives, and sexually assaulting students of the opposite sex, among other behaviours.

Moreover, students attempt to fight back when corrected by teachers, threatening to harm teachers with arms or weapons, harassing other students with a gang outside the school's premises and destroying personal property are examples of safety issues among teachers and administrators. Safety issues outside the school's premises could take the form of students intentionally damaging community property in protest, laying ambushes for teachers to assault them, gunmen attacking school personnel outside the school's premises, abductions of students and teachers by armed men, Fulani herdsmen and cattle rustlers, or related individuals as students and teachers being kidnapped for ransom. Similarly, in Kagara, Niger State, Nigeria, 27 school boys and their teachers were abducted.

Furthermore, after more than 140 students were abducted in July 2021 from a Baptist High School, government in North-West Kaduna State closed 13 schools. A sequence of armed attacks on schools that send students', teachers' as well as other members of the school community's lives and education in jeopardy prompted the closure (Adenekan, 2021). Orijinwmo (2021) also claimed that related assaults on schools had been carried out by a variety of groups, including Boko Haram militants, cattle rustlers, Fulani herdsmen, gunmen, robbers and other armed militants in Benue, Kaduna, Nassarawa State and the Federal Capital Territory (FCT), Abuja, Nigeria. Similarly, 27 boys and their teachers were abducted from school. On their way to or from school, students were raped, kidnapped, and held captive for ransom. Most schools in the Federal Capital Territory (FCT) have been closed amid fears of student abduction, which have occurred in neighbouring states such as Niger State (Adenekan, 2021).

Since early 1980s, concerns about school safety among the general public have increased dramatically. Additionally, Edo, Godfrey, and Uzogara (2019) stated that the secondary school system in contemporary Nigerian society is now plagued with disciplinary concerns, which constitute a significant threat to the safety of the school system. Currently, students commit a variety of indiscriminate acts such as stealing, sexually assaulting, and assaulting teachers and school personnel. Consequently, more than 600 pupils have been kidnapped from schools in Nigeria's North Eastern region (Orijinwmo, 2021). Recently, 300 students from government Girls Science Secondary Schools in Jangede, Zamfara State, Nigeria were also kidnapped.

Besides, it has been noted that pupils routinely disregard laws and regulations at school with impunity and show little to no respect for their instructors and school officials. Since attempts to stop and inspect students' luggage for dangerous weapons such as pen knives and daggers at the school gate, encourage peaceful coexistence by teaching moral education, and suspend students who instigate their peers to engage in violent behaviour have not yielded desired results, majority of the public school teachers in the FCT, Abuja, have complained of behavioural problems among students and expressed despondency (Adenekan, 2021). The threat of cultism, which manifests as issues of school safety among "small initiatives" of numerous fraternities of secondary school students, has become alarming in recent years and can be linked to several causes (Nakpodia, 2010).

Secondary school safety issues are caused by a variety of factors, including parental indifference to children's behaviour, peer pressure that has resulted in destructive protests, ineffective administrative leadership, and parental exposure of children to domestic abuse, a lack of positive role models among students, inadequate security agencies nationwide, and lack of consideration of the government to address injustices. These worrisome issues could have adverse effects on students' academic performance, student achievement, educational progress, destruction of private property, community relations, teacher dedication to their jobs and school administrators' job morale. However, Salahudeen, *et al.* (2020) stated that school achievement may be hampered when parents transfer their children from one school in favour of another because of rising safety threats. While teachers and school administrators may lose focus and concentration while performing their duties, students may also become disillusioned about their educational goal and curricular contents. It is also crucial to identify the possible risks or underlying causes in order to address safety issues at schools and minimize the negative effects on students, poor management among school administrators and teachers' commitment to duties.

Although issues about school safety may have negative repercussions on students, parents, teachers, and the entire school community According to Ugbor, *et al.* (2020), the issues of school safety cannot be completely eradicated, and can never be mitigated "at the snap of one's fingers" — instantly. As a result, school administrators may choose to embrace coping behaviours as a suppressing strategy or alternative to manage school safety issues. The term "coping behaviours" refers to a group of actions taken to avoid, minimize, control, or manage an unpleasant situation. These are the strategies that companies employ to deal with adversity. According to Abiodun-Oyebanji (2020), there are two types of coping behaviours that can be used when a school's security or safety is threatened. These are called preventive and corrective behaviours.

Students' attitudes to school safety appear to have been influenced by experiences from outside of the school environment through socialization. School administrators, parents, and scholars are extremely concerned about the situation as it might have a negative impact on learning. This current state cannot be disregarded, or else schools would serve as breeding grounds for criminals rather than as venues for teaching, learning and discipline. Majority of suspected safety incidents that occur in secondary schools are not reported to appropriate law enforcement agencies. For instance, when teachers are threatened by students while performing their legal duties due to clashes between opposing cults, whose members are dropouts or secondary school students, it could be concealed.

In secondary schools today, there are occasions when students physically assault and threaten teachers and their fellow students. In Federal Capital Territory's secondary schools, students assault and molest their teachers and fellow students. According to Aluede (2023), there

was the case of Karen Hapuch Akpagher in June 2021, where a 14 years old female boarding student of Premiere Academy, Lugbe, Abuja was sexually assaulted and died on June 22, 2021 in an Abuja hospital of complications from the injuries and trauma she suffered and that at the time of death, a condom was said to have been found in her private part. He also reported that in a Special School of the Deaf in Kuje, Abuja, an 11-year old boy was sodomized and forced to perform oral sex on older school mates. The boy used sign language to speak out about being driven out of school in the night to a gathering where men conducted rituals, drew children's blood, forced them to perform erotic acts and also killed. The boy claimed that he was brutalized whenever he refused to do as instructed.

Research Questions

The following research questions guided the study:

- a) What forms of school safety issues are exhibited by students in Secondary Schools in Federal Capital Territory, Abuja, Nigeria?
- b) What are the frequencies of school safety issues among students in secondary schools in Federal Capital Territory Abuja, Nigeria?

Review

Forms of school safety issues among students in schools are numerous. Johnson (2010) and Mezieobi (2006) affirmed that school safety issues manifest in various ways such as disorderliness, smoking, and threat to life, examination malpractices, bullying, disobedience stealing and dishonesty, destruction of school property, immoral acts, noise making, impersonations, lateness, absence from school, lying, wearing incorrect school uniform, and extortion of money and property from junior students by senior students. Zubaida (2009) also identified school safety issues to include: cultism, drug abuse, assaulting teachers or students with weapons, stealing, rioting and other anti-social vices. These acts are directed against constituted authorities and established rules. An example of this is refusal to wear the right school uniform and going out of premises without permission. The respect which teachers command among students has also been seriously eroded. Contrarily, teachers have not done much to assist the situation by their actions. And these problems have led to national issues.

Significantly, school safety issues manifest in a variety of ways such as vandalism, truancy, smoking, violent assault or intimidation, delinquency, murder, assault, theft, and general violence (Marais & Meier, 2010). In South Africa, students are alleged to have murdered others inside the school premises, openly challenged teachers that have a laissez fair a non-challant attitude towards their duties (Masitsa, 2008). However, Nwobodo & Udebunu (2018) identified ten (10) forms of school safety issues which may lead to student suspension, deviance of school authority; not reporting to after-school detention or Saturday school; class disruption; truancy; fighting; the use of profanity; damaging school properties; dress code violations; theft and leaving campus without permission. Moreover, other common types of disciplinary issues experienced in secondary schools include fighting, insubordination and little support for educators, a general climate of disrespect and distrust of the administration (Donnelly, 2000). Most of these types of disciplinary problems mentioned above are also prevalent in Nigerian secondary schools (Nwobodo & Udebunu, 2018).

In a related study, Hararsh & Kawaldh's (2009) studied patterns of control implemented by the classroom teachers to maintain discipline in the classroom in Al- Mafraq District of

Education in Malaysia. Results revealed that the patterns of classroom settings were arranged into proactive type style, insulting and authoritarian. The forms of indiscipline were majorly smoking, dishonest act, purposeful destruction of school property and academic dishonesty. Furthermore, Tan and Yuanshan (2018) examined teachers' perception on criminal problems in schools in Singapore. Sample was 285 teachers which consist of 84 male and 201 female teachers. Findings revealed that the most common school safety issues perpetrated by learners include lie telling, lateness for class and school, disruptive behaviour in class, vandalism, use of abusive language, truancy, theft and bullying. Other forms of indiscipline include not doing homework; defiance towards teachers; not bringing books to school; inappropriate attire/appearance; negative attitude towards study and shoplifting. This study is relevant to this present study in the area of safety issues and forms of indiscipline in schools.

Moreover, Mbuthia (2013) found that perceived factors associated with school safety issues among the youth living in Njathaini semi- slum. The study involved 395 youths that represented 87.78% response rate. Findings revealed that the most common forms of school safety issues were drug use, premarital sex and alcohol use. This study is relevant to this present study in the area of forms of school safety issues. In a related study Asihai (2012) investigated disciplinary problems in secondary schools in Nigeria with the purpose of finding out the common types, causes and possible solutions. The study employed descriptive survey research design. Findings revealed that the common types of disciplinary problems perpetrated by students and experienced by teachers to include insubordination to school teachers and prefects; cases relating to the collective misbehaviour of students and poor habits. This study is relevant to this present study in the area of forms, causes and solutions of school safety issues in secondary schools in Nigeria.

Similarly, Wambui, Onduso and Thinguri, (2014) explored the relationship between school leadership and deviant behaviour among secondary school students in Gatanga District, Muranga County. Results revealed that the use of derogatory languages and truancy were the major forms of criminal act (indiscipline) exhibited by students. Study concluded that good leadership support led to decrease in two forms of deviant behaviours among students. The review study is relevant to this present study in the area of forms of school safety issues, sampling techniques and data analysis.

Furthermore, Atoyebi and Atoyebi (2013) examined the pattern of substance abuse among Senior Secondary School Students in Osogbo Ogun State, Nigeria. Results revealed awareness and abused of substances as the most common form of indiscipline. The substance included analgesics, cannabis, tobacco, alcohol and sedatives. Majority of respondents also had positive attitude towards substance abuse and will ensure to discourage friends from using such substances. The review study is relevant to this present study in the forms of indiscipline behaviour perpetrated by students of Secondary Schools.

Relatedly, Lukman and Hamadi (2014) discussed disciplinary measures used in senior secondary schools in Nigeria with emphasis on problems encountered and solutions to challenges. The paper posits that the causes and kinds of disciplinary problems experienced are determinant of disciplinary measures to be taken. It was also found that truancy, absenteeism, fighting, stealing and drug addiction among others were typical examples of disciplinary problems experienced in Nigerian secondary schools. While parental/home, political, social and economic, school environment, school curriculum and peer group influence among others were the causes of

disciplinary problems. The review study is relevant to this present study in the forms of indiscipline behaviour perpetrated by students of Secondary Schools.

Furthermore, Tshabalala, Muranda and Gazimbe (2014) investigated the challenges faced by school heads in handling teacher disciplinary issues in primary schools in Umguza District, Zimbabwe. Results revealed absence from class without reasons; excess consumption of intoxicating liquor; improper association with female students; poor academic performance; violent behaviour against other teachers were the major forms of disciplinary problems that constitute challenges to teachers in the district. The review study is relevant to this present study in the forms of indiscipline behaviour perpetrated by students of Secondary Schools.

The frequency of school safety issues exhibited among students' implied high and low prevalence of safety issues exhibited by students in public Senior Secondary Schools. Currently, schools are increasingly associated with safety issues cases such as violent fights and school property damage (Straits Times, 2012). Similarly, Shittu, Zechariah, Ajayi, Oguntola, Izegebu and Ashiru (2007) reported that 1 out of every 5 sexually active teenagers had experienced forced sex and majority of them were younger than 18 years of age. Also, the focus group discussions with young people in Nigeria carried out by Federal Ministry of Health and Social Services 2010 found that high percentage of young people do not support premarital sex. However, 24 to 40% of them were found to be sexually active and 22% had their first sexual experience through rape or coerced sex. These reports are disturbing, considering the health hazards of adolescents especially sexually transmitted infections (STI), including AIDS and unwanted pregnancy with its consequences (Eke, Ofori & Tabansi, 2011).

Furthermore, Khilid, Ghani, and Aziz (2013) examined locus of control over types of school safety issues among secondary school students in the District of Pasir Gudang, Malaysia. Results revealed that students had external locus of control, while internal locus of control were involved in property crime, vandalism, stealing, burglary, violent crime, sexual offences, blackmail and bullying. The review study is relevant to this present study in the area of school safety issues among secondary school students.

2. METHODS

The study adopted the descriptive-survey research design. The population for this study consisted 231 administrators (principals and vice principals) in public senior secondary schools in Federal Capital Territory, Abuja, Nigeria. Therefore, the total population of 231 administrators was used for this study. Total enumeration method of the entire population of 231 administrators (principals and vice principals) in public senior secondary schools in Federal Capital Territory, Abuja, Nigeria was used for this study because the population is manageable and accessible to the researcher. Thus, there was no sample and sampling techniques. This procedure is supported by Olamide (2013) that an entire finite population of elements can be drawn when the participants are below five hundred within a distinct geographical boundary.

The instrument for data collection was a questionnaire developed by the researcher and titled: "School Safety Issues Questionnaire (SSIQ)". The questionnaire items sought information on school safety issues and coping behaviour among administrators of secondary schools based on the research questions raised. The questionnaire was divided into two (2) sections labeled sections A and B. Section A contained items on personal data of school administrators such as name of local government and status of administrator, while Section B was divided into two Parts (Parts 1 to 2). Part 1 of Section B contained 15-item statements measuring the various forms of school

safety issues exhibited among students and experienced in schools. The items covered three domains of safety issues as follows: school safety issues among students (items 1-5); safety issues among teachers and administrators (items 6-10) and safety issues outside the school premises (items 11-15). The fifteen (15) items were rated on a four-point likert type scale of Strongly Agree – 4points, Agree – 3points, Disagree – 2points and Strongly Disagree – 1point.

Part 2 of Section B contained 15-item statements measuring the prevalence or frequency of occurrence of school safety issues exhibited among students and experienced in schools. The items also covered three domains of safety issues as follows: school safety issues among students (items 1-5); safety issues among teachers and administrators (items 6-10) and safety issues outside the school premises (items 11-15). The fifteen (15) items were rated on a four point likert type scale: Always - 4, Sometimes - 3, Rarely - 2 and Never - 1. A mean score of 2.5 was used as the benchmark for determining high and low prevalence or frequency of occurrence. This was obtained by adding up the four (4) responses on (Always – 4points, Sometimes – 3points, Rarely – 2points and Never – 1point) and dividing the sum of the scales (10) by the total number of scales (4) to give 2.5. Hence, a score of 2.50 or higher represented high prevalence or frequency of occurrence while a score of below 2.50 was taken as low prevalence or occurrence.

The instrument was subjected to content validity by two experts in Educational Management. The test-retest reliability method was used to determine the reliability of the instrument. This procedure was carried out by administering copies of the instrument to 20 school administrators (20 principals and vice principals) of secondary schools in Nasarawa State, Nigeria which were outside the study area. After two weeks, the same instrument was re-administered to the same respondents. Their responses in the first and second tests were correlated using the Pearson's Product Moment Correlation Coefficient technique. Reliability coefficient of 0.76 obtained was considered reliable for the study because a reliability of 0.60 and above according to McHugh (2012) was enough. Descriptive including frequencies, percentages (%), mean scores (\bar{X}) and standard deviation (SD) were used to answer research questions one and two. Items with percentages ranging from 50% and above were accepted. The average response on a 4-point type scale was 2.50. Any mean that ranked from 2.50 and above was accepted whereas 2.49 and below was rejected. Mean values of range 1.00-1.49 indicated 'Strongly Disagree' or 'Never'; the mean value of 1.50-2.49 indicated Disagree or 'Rarely', 2.50-3.49 indicated 'Agree' or 'Sometimes', while 3.00-4.00 indicated 'Strongly Agree' or 'Always'.

3. RESULTS

This section dealt with the result and discussions.

Research Question 1: What forms of school safety issues are exhibited by students in Secondary Schools in Federal Capital Territory, Abuja, Nigeria?

Table 1: Forms of School Safety Issues Exhibited by Students in Secondary Schools in Federal Capital Territory, Abuja, Nigeria

Items		N=231		
s/n	Forms of safety issues in schools	\bar{X}	SD	% Remarks
Safety issues among students				
1.	Students fighting with harmful objects	3.33	.799	79% agreed
2.	Students using harmful objects to inflict grievous harm	3.06	.951	67% agreed
3.	Students demonstrating cultism activities in the schools	2.18	.894	38% disagreed
4.	Student bullying other students in a manner that threatens the victim's life	2.47	1.141	48% disagreed
5.	Students sexually assaulting opposite sex	2.13	1.071	36% disagreed
Mean score = 2.63 (53.6%)				
Safety issues against teachers and administrators				
6.	Students threatening to beat up teachers	2.63	1.329	59% agreed
7.	Students attempting to fight back when corrected by teachers.	2.34	1.043	44% disagreed
8.	Students threatening to hurt teacher(s) with arms or weapons.	2.53	1.162	53% agreed
9.	Students attacking teachers/school administrators with other gangs inside the school.	2.56	1.098	56% agreed
10.	Students destroying personal property such as phones or vehicle of teachers/school administrators during a student riot.	2.52	1.233	52% agreed
Mean score = 2.51 (52.8%)				
Safety issues outside the school premises				
11.	Students damaging community properties in a protest intentionally.	3.26	.792	71% agreed
12.	Students laying ambush for teachers to assault them.	3.04	.910	65% agreed
13.	Students attacking member of the school with gangs outside the school premises.	2.45	.989	46% disagreed
14.	Threats of abduction of students/teachers by armed men, Fulani herdsmen, Cattle rustlers or related persons.	2.48	1.118	49% disagreed
15.	Threat of school students /teachers being kidnapped for random by kidnappers.	2.38	1.191	45% disagreed
Mean score = 2.72 (55.2%)				

Results in Table 1 show that majority of the respondents agreed on items 1, 2, 6, 8, 9, 10, 11, 12 had a mean score range of 2.52 to 3.33 and with percentages ranging from 52% and 79%. But it disagreed on items 3, 4, 5, 7, 13, 14 and 15 with mean score ranging from 2.13 to 2.48 and percentages ranging from 36% to 49%. However, results from the Table further showed that the

overall mean score is 2.63 (53.6%) on Safety issues among students, 2.51 (52.8%) on Safety issues against teachers and administrators and 2.72 (55.2%) on Safety issues outside the school premises. This means that fighting, using harmful objects, threats on teachers, students beating teachers, attack on school administrators, and attack on school properties were highly rated as forms of school safety issues in schools exhibited by students. Hence, the results showed that safety issues among students, safety issues against teachers and administrators and safety issues outside the school premises were forms of school safety issues exhibited by students in secondary schools in Federal Capital Territory, Abuja, Nigeria

Research Question 2: What are the frequencies of school safety issues among students in secondary schools in Federal Capital Territory Abuja, Nigeria?

Table 2: Frequencies of school Safety Issues among Students in Secondary Schools in Federal Capital Territory Abuja, Nigeria

Items		N=231		
s/n	Frequency of occurrence	\bar{X}	SD	% Remarks
Safety issues among students				
1.	Students fighting with harmful objects	3.31	.796	78% High occurrence
2.	Students using harmful objects to inflict grievous harm	3.04	.948	66% High occurrence
3.	Students demonstrating cultism activities in the schools	2.16	.895	37% Low occurrence
4.	Student bullying other students in a manner that threatens the victim 's life	2.45	1.125	46% Low occurrence
5.	Students sexually assaulting opposite sex	2.14	1.057	36% Low occurrence
Mean score =2.62(52.6%)				
Safety issues against teachers and administrators				
6.	Students threatening to beat up teachers	2.59	1.309	55% High occurrence
7.	Students attempting to fight back when corrected by teachers.	2.31	1.054	39% Low occurrence
8.	Students threatening to hurt teacher(s) with arms or weapons.	2.50	1.159	52% High occurrence
9.	Students attacking teachers/school administrators with other gangs inside the school.	2.53	1.111	53% High occurrence
10.	Students destroying personal properties such as phones or vehicle of teachers/school administrators during a student riot	2.53	1.222	53% High occurrence
Mean score =2.49 (50.4%)				
Safety issues outside the school premises				
11.	Students intentionally damaging community properties in protests	3.23	.845	69% High occurrence
12.	Students laying ambush to assault teachers	3.00	.944	75% High occurrence

13. Students attacking school members with gangs outside the school premises	2.43	.984	46% Low occurrence
14. Threats of abduction of school students/teachers by armed men, Fulani herdsmen, Cattle rustlers or related persons	2.44	1.136	46% Low occurrence
15. Threats of school students/teachers being kidnapped for random by kidnappers	2.36	1.190	41% Low occurrence

Mean score = 2.56 (55.4%)

Over all mean score= 2.56 (52.8%)

Results in Table 2 show that majority of the respondents had high occurrence on items 1, 2, 6, 8, 9, 10, 11 and 12 at a mean range of 2.53 to 3.31 and percentages ranging from 52% to 78%;and low occurrence on items 3, 4,5, 7, 13,14 and 15 at mean scores ranging from 2.14 to 2.45 and percentages ranging from 36% to 46%.However, result from the table further showed that the overall mean score was2.62 (52.6%) on safety issues among students, 2.49 (50.4%)on safety issues against teachers and administrators, 2.56 (55.46%) on safety issues outside the school premises. The results therefore showed that administrators had high frequency on safety issues among students, safety issues against teachers and administrators and safety issues outside the school premises exhibited by students in Secondary Schools in Federal Capital Territory, Abuja, Nigeria.

3. DISCUSSION

Result showed that safety issues among students, safety issues against teachers and administrators, and safety issues outside the school premises were forms of school safety issues exhibited by students in secondary schools in Federal Capital Territory, Abuja, Nigeria. Perhaps this is as a result of students fighting with harmful objects, students using harmful objects to inflict grievous harm, students threatening to beat up teachers and threatening to hurt them with arms or weapons. This could be due to students attacking teachers/school administrators with other gangs inside the school, destroying personal property such as phones or vehicle of teachers/school administrators during student riot, damaging community properties in a protest intentionally and students laying ambush for teachers to assault them.

The result agrees with that of Johnson (2010) who affirmed that school safety issues manifest in various ways such as disorderliness, smoking, and threat to life, examination malpractices, bullying, disobedience stealing and dishonesty, destruction of school property, immoral acts, noise making and impersonations. Others areas of agreement are lateness, absence from school, lying, wearing incorrect school uniform, and extortion of money and property from junior students by senior students. The result is also in line with that of Zubaida (2009) who identified school safety issues to include: cultism, drug abuse, assaulting teachers or students with weapons, stealing, rioting and other anti-social vices. Result corroborates that of Glavin (2002) who stated that behavioural problems may appear as a result of inappropriate skills which students learn, choosing inappropriate time for learning, and the restricted learning opportunities offered to students.

Result is further in line with that of Hararsh and Kawaldh (2009) who found that the forms of indiscipline were majorly smoking, dishonest act, purposeful destruction of school property and academic dishonesty. Furthermore, the result corroborates with that of Tan and Yuanshan (2018) who revealed that the most common school safety issues perpetrated by learners include lie telling,

lateness for class and school, disruptive behaviour in class, vandalism, use of abusive language, truancy, theft and bullying. Result is also in consonance with that of Azizi, Jamaludin, Shahrin, Mohd, Raja and Noordin (2009) who found that students with family problems always hung out with friends and faced high level of criminal problems compared to students with no such problems. Result supports that of Mbutia (2013) who found that most common forms of school safety issues were drug use, premarital sex and alcohol use.

Additionally, result agrees with that of Asihai (2012) who found the common types of disciplinary problems perpetrated by students and experienced by teachers to include insubordination to school teachers and prefects; cases relating to the collective misbehaviour of students and poor habits. The result is in consonance with that of Wambui, Onduso and Thinguri (2014) who revealed that the use of derogatory languages and truancy were the major forms of criminal act (indiscipline) exhibited by students. In the same vein result supports that of Okari and Alutu (2011) who found that prevalent forms of indiscipline behaviour perpetrated by students facilitated by socio-cultural environment, parent socioeconomic background/status and peer group influence. Result is in line with that of Atoyebi and Atoyebi (2013) who revealed awareness and abuse of substances as the most common form of indiscipline. The substance included analgesics, cannabis, tobacco, alcohol and sedatives. Result corroborates that of Lukman and Hamadi (2014) that truancy, absenteeism, fighting, stealing and drug addiction among others were typical examples of disciplinary problems experienced in Nigerian secondary schools. Result is in line with that of Tshabalala, Muranda and Gazimbe (2014) who found that absence from class without reasons; excess consumption of intoxicating liquor; improper association with female students; violent behaviours against other teachers were the major forms of disciplinary problems that constitute challenges to teachers in the district.

The result showed that administrators had high occurrences on safety issues among students, safety issues against teachers and administrators and safety issues outside the school premises of school as school safety issues exhibited by students in secondary schools in Federal Capital Territory, Abuja, Nigeria. Considering possible peer pressure, exposure to violence on social media and moral decadence among students, it is not surprising that there is the increasing rate of students fighting with harmful objects in schools, use of arms or weapons and attacks on teachers/school administrators, among others. The reason these safety issues are becoming increasingly common on a daily basis may also be traceable to domestic violence and poor parenting issues which socialize many students and expose them to all forms of indiscriminate life styles. This could also not be far-fetched from the societal moral decay heightened by political amoral acts whereby youths are used as instrument of political thuggery. Exposure to social media without control could also be a reason for the increased rate of violence in our schools.

Result agrees with that of Ogunyemi (2000) who found that 83% of 396 rape victims reported at the police clinics in Benin City were girls between 13 and 19 years. Result supports that of Shittu, Zechariah, Ajayi, Oguntola, Izegbu and Ashiru (2007) who reported that 1 out of every 5 sexually active teenagers had experienced forced sex and majority of them were younger than 18 years of age. Also, the focus group discussions with young people in Nigeria carried out by Federal Ministry of Health and Social Services (2010) found that high percentage of young people did not support premarital sex. Result is in line with that of Khilid, Ghani, and Aziz (2013) results revealed that students had external locus of control, while internal locus of control were involved in property crime, vandalism, stealing, burglary, violent crime, sexual offences, blackmail and bullying.

4. IMPLICATIONS FOR EDUCATIONAL MANAGEMENT

Results from this study have implications for Educational Management in the following ways:

- a) The result showed that safety issues among students, safety issues against teachers such as Students fighting with harmful objects, students using harmful objects to inflict grievous harm and administrators and safety issues outside the school premises are the forms of school safety issues are exhibited by students in Secondary Schools. The implication on educational management in implementing school safety rules such as safety rules every school should implement, walk, do not run in the hall or stairways, no pushing people while walking, getting to know the students by name as quickly as possible, getting to know some personal things about each students, providing positive comments when appropriate and been positive and enthusiasm when teaching. Also providing administrators with the information required for informed planning, policy-making and evaluations. Management in the areas of leadership, decision making, workload, human resources, communication. This will facilitate inclusive decision making prompt dissemination of information in ensuring school safety in the district.
- b) The second implication of this result borders on the development of an internal control system for the management of disciplinary problems and safety issues by school administrators in schools. This is important because inability to manage indiscriminate acts may increase public cost on secondary education as the government may be spending more on managing disciplinary matters in order to ensure the attainment of secondary school goals and objectives.
- c) Poor school administration, disruption of school progress, destruction of school properties, poor school community relation, lowering of teachers' job commitment and lowering of school administrators' job morale are possible effects of school safety issues among students in Secondary Schools in Abuja. The implication of this result therefore validates that the absence of students participatory decision making in their management proceedings may affect the attainment of predetermined school goals. Furthermore, the committal of various act of indiscipline is predicated on leadership and management styles of school administrators and their parents respectively.

5. RECOMMENDATIONS

Based on the results, the following recommendations were made:

- a) There should be several preventive approaches by school administrators, for example, building a perimeter fence with one main entrance to monitor entry and exit effectively in schools.
- b) Installation of Closed Circuit Television (CCTV) system to monitor activities around the school premises. This will help in managing various indiscriminate behaviours of students and curtailing their excess.
- c) Trained special security team should be recruited to handle violence and life threatening acts of school safety.

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