

Assessment of School Safety Planning on Staff Job Performance in Ilorin West Local Government Area, Kwara State

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Abstract: School safety has become a critical concern in educational systems due to rising incidents of violence, insecurity, and infrastructural vulnerabilities that threaten effective teaching and learning. In Nigeria, persistent security challenges have heightened the need for structured safety planning within schools. Despite growing attention to school security, limited empirical evidence exists on how specific dimensions of safety planning influence staff job performance at the local level. This study assessed the relationship between school safety planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State. A descriptive survey research design of the ex post facto type was adopted. The population comprised 1,521 teaching and non-teaching staff, from which 150 respondents were selected using a multi-stage sampling procedure. Data were collected using a validated questionnaire with a reliability coefficient of 0.81. Descriptive statistics (mean and standard deviation) were used to answer research questions, while Pearson Product-Moment Correlation was employed to test four hypotheses at the 0.05 level of significance. Findings revealed that technological security planning ranked highest among safety dimensions, while physical security planning ranked lowest. The overall level of staff job performance was high. All four dimensions—human, policy, physical, and technological security planning—showed statistically significant positive relationships with staff job performance. The study concludes that structured, multidimensional safety planning enhances staff effectiveness and institutional productivity. It contributes localised empirical evidence linking school safety planning directly to staff job performance in Kwara State.

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INTRODUCTION

School safety has become a central concern in educational systems globally due to the increasing incidence of violence, armed conflict, school-based crime, and infrastructural vulnerabilities affecting teaching and learning environments. Educational institutions are expected to provide secure spaces that promote academic productivity, psychological well-being, and professional effectiveness (Sarzhanova & Nurgabdeshev, 2025). However, growing insecurity in many regions has challenged the capacity of schools to maintain safe and stable learning environments (Baeva & Bordovskaia, 2015; Osegbue et al., 2025). In Nigeria, security challenges—including insurgency, banditry, abduction of students, vandalism, cult-related activities, and youth restiveness—have significantly affected the education sector (Obilor & Miwari, 2021). High-profile attacks on schools, particularly in northern Nigeria, have intensified national discourse on the need for systematic safety planning in educational institutions. Beyond external threats, internal security concerns such as student violence, indiscipline, and property destruction also pose operational challenges within secondary schools (Adamu & Uleanya, 2025; Osegbue et al., 2025). These

conditions may affect not only student outcomes but also staff morale, productivity, and job performance. School safety planning refers to structured, coordinated, and preventive strategies designed to protect lives, property, and institutional integrity within the school environment (Mariani & Schiff, 2025). The concept of security has been broadly defined as the protection of valued assets against threats (Baldwin, 2018) and the ability of institutions to preserve functional stability in the face of hostile forces (Buzan, 2018). Applied to the educational context, school safety planning encompasses multidimensional measures aimed at preventing, detecting, and responding to risks within school premises.

Scholarly literature identifies several dimensions of school safety planning. These include human security planning, which involves the deployment of trained security personnel, staff sensitisation, emergency preparedness training, and student awareness programs (Alimba, 2018). Policy security planning, which refers to the formulation and implementation of institutional rules, safety protocols, and emergency response frameworks guiding school operations (Gbesoevi et al., 2022; McEntire, 2021; Sullivan, 2021). Physical security planning, which encompasses infrastructural safeguards such as fencing, secured gates, lighting systems, locks, and access control mechanisms. Technological security planning, which involves the use of technological tools such as CCTV surveillance systems, alarm systems, communication devices, and digital monitoring platforms to enhance safety management (Vogiatzaki et al., 2020). The effectiveness of these safety dimensions may have implications for staff job performance. A secure working environment is associated with improved concentration, classroom management, professional confidence, and reduced anxiety. Conversely, persistent exposure to unsafe conditions may undermine staff commitment, productivity, and instructional effectiveness. While existing studies have examined school safety planning and general school effectiveness, empirical evidence linking specific safety planning dimensions to staff job performance remains limited, particularly within public senior secondary schools in Kwara State (Hamed, 2023; Olaifa et al., 2024).

Furthermore, although national discourse on school insecurity in Nigeria has intensified, there is insufficient localised empirical data examining how structured safety planning influences staff job performance in Ilorin West Local Government Area. Without such context-specific evidence, policy interventions may lack targeted direction. Therefore, this study seeks to assess school safety planning and its relationship with staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State. Specifically, the study examines the prevailing dimensions of school safety planning and determines whether significant relationships exist between human, policy, physical, and technological security planning and staff job performance. The following questions were answered in this study:

1. What are the school safety plans used in public senior secondary schools in Ilorin West Local Government Area, Kwara State?
2. What is the level of staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State?

Four research hypotheses were formulated for this study:

1. Ho₁: There is no significant relationship between human security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State
2. Ho₂: There is no significant relationship between policy security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State
3. Ho₃: There is no significant relationship between physical security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State
4. Ho₄: There is no significant relationship between technological security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State

METHOD

This study adopted a descriptive survey research design of the ex post facto type. The descriptive survey design was considered appropriate because the study sought to collect quantitative data from a defined population to describe existing conditions and examine relationships among variables without manipulating them. The ex post facto approach was suitable because the independent variables—human,

policy, physical, and technological security planning—were already in existence and could not be experimentally controlled by the researchers.

The design enabled the assessment of the relationship between school safety planning and staff job performance in their natural settings. The target population comprised all teaching and non-teaching staff in public senior secondary schools in Ilorin West Local Government Area, Kwara State. According to records obtained from the Kwara State Universal Basic Education Board (KWSUBEB), the estimated population was 1,521 staff members across public secondary schools in the Local Government Area. A sample size of 150 staff members was selected for the study. This sample included both teaching and non-teaching staff to ensure adequate representation of the workforce structure within public senior secondary schools.

A multi-stage sampling procedure was adopted: Ten (10) public senior secondary schools were selected using a simple random sampling technique to ensure that each school had an equal chance of participation. Staff members within each selected school were stratified into two groups: teaching and non-teaching staff. Proportionate simple random sampling was then used to select respondents from each stratum. This procedure ensured representativeness and minimised sampling bias. Data were collected using a structured questionnaire titled School Safety Planning and Staff Job Performance Questionnaire (SSPSJPQ).

The instrument consisted of two major sections: Section A: Demographic information of respondents (e.g., staff category, years of experience). Section B: Items measuring the study variables. The questionnaire was structured on a four-point Likert scale: 1 – Strongly Disagree; 2 – Disagree; 3 – Agree; 4 – Strongly Agree. The instrument measured the following constructs: Human Security Planning, Policy Security Planning, Physical Security Planning, Technological Security Planning, and Staff Job Performance. Items were developed based on indicators identified in relevant literature on school safety planning and staff performance. To ensure content and face validity, the instrument was subjected to expert review. Specialists in Educational Management and Measurement and Evaluation examined the questionnaire to determine the clarity, relevance, and appropriateness of the items in relation to the study objectives. Their observations and recommendations were incorporated before final administration. The internal consistency of the instrument was determined using Cronbach's Alpha reliability coefficient. The computed reliability index was 0.81, indicating good internal consistency and suggesting that the instrument was reliable for measuring the constructs under investigation. A reliability coefficient above 0.70 is generally considered acceptable for social science research. An introductory letter was obtained from the researchers' institution and presented to the selected schools to seek permission for data collection. Respondents were informed of the purpose of the study and assured of confidentiality and anonymity.

The questionnaires were administered personally by the researchers and collected after completion to ensure a high response rate. All 150 copies distributed were retrieved and found usable for analysis. The data collected were coded and analysed using appropriate statistical techniques. Descriptive statistics (mean and standard deviation) were used to answer the research questions relating to the level and dimensions of school safety planning and staff job performance. Pearson Product-Moment Correlation (PPMC) was used to test the main and operational hypotheses to determine the strength and direction of relationships between variables. All hypotheses were tested at a 0.05 level of significance. The decision rule was that where the p-value was less than 0.05, the null hypothesis would be rejected; otherwise, it would not be rejected. The study adhered to standard ethical principles in educational research. Participation was voluntary, and respondents were informed that they could withdraw at any stage without penalty. Confidentiality of responses was ensured, and data were used strictly for academic purposes. No identifying information was disclosed in the reporting of findings.

RESULT

Research Question 1: What is the school safety planning used in public senior secondary schools in Ilorin West Local Government Area, Kwara State?

Table 1 shows the dimensions of the school safety planning used in public senior secondary schools in Ilorin West Local Government Area, Kwara State. Technological security planning was ranked

1st with the mean score of 3.29, policy security planning was ranked 2nd with the mean score of 3.15, human security planning was ranked 3rd with the mean score of 3.02, while physical security planning was ranked 4th with the mean score of 2.87, respectively. The standard deviations are .321, .367, .462 and .563, respectively. Findings revealed that technological security planning constituted the highest dimension of school safety planning in public secondary schools in Ilorin West Local Government Area, Kwara State

Table 1. Dimensions on the School Safety Planning Used in Public Senior Secondary Schools in Ilorin West Local Government Area, Kwara State

S/N	Items	Mean	SD	Rank
1	Human Security Planning	3.02	0.321	3 rd
2	Policy Security Planning	3.15	0.367	2 nd
3	Technological Security Planning	3.29	0.462	1 st
4	Physical Security Planning	2.87	0.563	4 th

Research Question 2: What is the level of staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State?

Table 2 indicates the level of staff job performance in public secondary schools in Ilorin West Local Government Area, Kwara State, Nigeria. The finding has an average mean score of 2.94 with a standard deviation of .534. On this note, based on the benchmark, the level of staff job performance was high in public secondary schools in Ilorin West Local Government Area, Kwara State, Nigeria.

H₀₁: There is no significant relationship between human security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State

Table 2. Level of Staff Job Performance in Public Secondary Schools in Ilorin West Local Government Area, Kwara State, Nigeria

S/N	Statements	Mean	SD
1	Safe school environments allow me to apply effective teaching methods.	3.31	0.785
2	The availability of safety measures encourages me to use more interactive teaching strategies.	3.20	0.603
3	Proper safety in classrooms increases my confidence in delivering lessons.	2.83	0.367
4	Secure school facilities make it easier to integrate teaching aids and materials.	2.74	0.512
5	Teaching effectiveness improves when safety policies are implemented in the classroom.	3.10	0.606
6	School safety measures help me maintain discipline in the classroom.	2.79	0.721
7	A safe and secure environment enhances my classroom control and organisation.	2.65	0.482
8	Clear safety rules improve students' compliance with classroom instructions.	2.92	0.461
9	Safety awareness among students reduces disruptive behaviours during lessons.	2.88	0.221
10	Emergency safety procedures support effective classroom management.	2.67	0.655
11	Clear communication of safety rules improves my relationship with students.	3.61	0.509
12	Effective communication with colleagues enhances school safety and my job performance.	3.20	0.520
13	Feedback on safety policies from administrators improves my teaching outcomes.	2.56	0.425

S/N	Statements	Mean	SD
14	Open communication with parents supports school safety and boosts my productivity.	2.67	0.565
15	Communicating safety guidelines to students increases their engagement in learning.	3.11	0.582
Average Percentage		2.94	0.534

Table 3 showed that the p-value of 0.001 was less than the significance level at 0.05 for 148 degrees of freedom. Therefore, the null hypothesis, which states that there is no significant relationship between human security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State, was rejected. This suggests that a significant relationship existed between human security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State. This indicates that human security planning improves the level of staff job performance in secondary schools in Ilorin West Local Government Area, Kwara State, Nigeria.

Ho₂: There is no significant relationship between policy security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State

Table 3. Human Security Planning and Staff Job Performance in Public Senior Secondary Schools in Ilorin West Local Government Area, Kwara State

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Human Security Planning	150	3.02	0.321	148	0.320	0.001	HO ₁ Rejected
Staff Job Performance	150	2.94	0.534				

Table 4 indicates that the p-value of 0.000 was less than the significance level at 0.05 for 148 degrees of freedom. Therefore, the null hypothesis was rejected. This shows that there was a significant relationship between policy security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State. This implies that policy security planning could lead to staff job performance.

Ho₃: There is no significant relationship between technological security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State

Table 4. Policy Security Planning and Staff Job Performance in Public Senior Secondary Schools in Ilorin West Local Government Area, Kwara State

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Policy Security Planning	150	3.15	0.367	148	0.202	0.000	HO ₂ Rejected
Staff Job Performance	150	2.94	0.534				

Table 5 showed that the p-value of 0.000 was less than the significance level at 0.05 for 148 degrees of freedom. Therefore, the null hypothesis, which states that there is no significant relationship between technological security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State, was rejected. This indicates that a significant relationship existed between technological security planning and staff job performance in secondary schools in Ilorin West Local Government Area, Kwara State, Nigeria. This implies that technological security planning improves the level of staff job performance.

Ho₄: There is no significant relationship between physical security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State

Table 5. Technological Security Planning and Staff Job Performance in Public Senior Secondary Schools in Ilorin West Local Government Area, Kwara State

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Technological Security Planning	150	3.29	0.462				
				148	0.202	0.000	H ₀ ₃ Rejected
Staff Job Performance	150	2.94	0.534				

Table 6 showed that the p-value of 0.001 was less than the significance level at 0.05 for 148 degrees of freedom. Therefore, the null hypothesis, which states that there is no significant relationship between physical security planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State, was rejected. This indicates that a significant relationship existed between physical security planning and staff job performance in secondary schools in Ilorin West Local Government Area, Kwara State, Nigeria. This implies that physical security planning improves the level of staff job performance.

Table 6. Physical Security Planning and Staff Job Performance in Public Senior Secondary Schools in Ilorin West Local Government Area, Kwara State

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Physical Security Planning	150	2.87	0.563				
				148	0.256	0.001	H ₀ ₄ Rejected
Staff Job Performance	150	2.94	0.534				

DISCUSSION

The study examined the dimensions of school safety planning and their relationship with staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State. First, the findings revealed that technological security planning ranked highest among the dimensions of school safety planning, followed by policy security planning and human security planning, while physical security planning ranked lowest. This indicates that technological measures such as surveillance systems and communication tools were more prominently implemented compared to infrastructural safeguards. Second, the overall level of staff job performance was high. Respondents generally agreed that safe school environments enhanced their teaching methods, communication, classroom control, and professional confidence. Third, all four null hypotheses were rejected at the 0.05 level of significance. There are statistically significant positive relationships between various types of security planning and staff job performance: Human security planning, Policy security planning, Technological security planning, and Physical security planning. These results indicate that improvements in any dimension of school safety planning are associated with improvements in staff job performance. The findings align with the study of Olaifa et al. (2024), which reported a significant relationship between school security measures and staff job performance in Ilorin Metropolis. Both studies confirm that structured safety measures positively influence teachers’ productivity and instructional effectiveness. Similarly, Alimba (2018) emphasised that organised security measures in schools prone to insecurity improve operational stability. The present study supports this claim by showing statistically significant correlations between safety planning and staff performance outcomes. The findings also correspond with Baeva and Bordovskaia (2015), who found that psychological safety in educational environments enhances teachers’ well-being and professional functioning. In the present study, staff reported improved communication, classroom management, and confidence in safer environments, reinforcing the psychological safety-performance link. Furthermore, the prominence of technological security planning aligns with Vogiatzaki et al. (2020), who argued that ICT-based surveillance and safety technologies strengthen institutional safety management. The present findings confirm that technological measures are not only implemented but are

significantly associated with improved staff job performance. However, unlike Tanner-Smith and Fisher (2016), who cautioned that excessive visible security measures may negatively affect school climate and academic outcomes, the present study found a positive relationship across all safety dimensions. This difference may be attributed to contextual factors, as the Nigerian setting—particularly within Kwara State—may prioritise safety as a stabilising necessity rather than a restrictive mechanism.

The results signify that school safety planning is not merely a protective administrative function but a performance-enhancing institutional strategy. In contexts characterised by insecurity, such as parts of Nigeria where school-related threats have been documented (Obilor & Miwari, 2021; Adamu & Uleanya, 2025), structured safety planning may serve as a psychological and operational stabiliser. The findings reflect a broader national phenomenon in which educational institutions increasingly adopt systematic safety protocols in response to rising security concerns. Within Ilorin West Local Government Area, the emphasis on technological planning suggests a shift toward modernisation in safety management. More broadly, the study reinforces the theoretical perspective of security as the protection of valued assets (Baldwin, 2018) and institutional stability (Buzan, 2018). When applied to education, staff effectiveness becomes one of the valued assets safeguarded by safety planning. Thus, school safety planning contributes not only to protection but also to institutional productivity and sustainable educational development. The study has several implications: School administrators should integrate human, policy, physical, and technological safety dimensions into comprehensive safety frameworks. Balanced implementation is necessary, especially given the relatively lower mean score for physical security planning. Educational authorities in Kwara State should institutionalize standardized safety planning guidelines across public senior secondary schools to enhance staff productivity. Training programs focusing on emergency preparedness and safety communication should be strengthened to maximise the impact of human security planning. Continued investment in technological tools (e.g., surveillance systems, communication devices) should be complemented by improvements in physical infrastructure, such as fencing and secure gates. The study contributes empirical evidence linking safety planning dimensions directly to staff job performance, thereby expanding the literature beyond general school effectiveness studies. Overall, the findings demonstrate that school safety planning significantly contributes to staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State. The multidimensional nature of safety planning—human, policy, physical, and technological—collectively enhances professional effectiveness. The study thus reinforces the position that secure educational environments are foundational not only to student outcomes but also to staff productivity and institutional sustainability.

CONCLUSION

This study examined the relationship between school safety planning and staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State. The conclusions are drawn from the empirical results. The most significant finding of the study is that all four dimensions of school safety planning—human, policy, physical, and technological security planning—have statistically significant positive relationships with staff job performance at the 0.05 level of significance. Specifically, human security planning, physical security planning, and both policy and technological security planning were significantly correlated with staff job performance. Among the dimensions of school safety planning, technological security planning recorded the highest mean score, while physical security planning recorded the lowest. Furthermore, the overall level of staff job performance was high, indicating that respondents generally perceived school safety conditions as supportive of effective job performance. These findings collectively demonstrate that improvements in structured safety planning are associated with improvements in staff effectiveness, classroom management, communication, and professional confidence. Contextually, the study contributes localised evidence from Ilorin West Local Government Area, Kwara State, addressing the gap in region-specific data noted in earlier literature. In conclusion, this study establishes that multidimensional school safety planning significantly relates to staff job performance in public senior secondary schools in Ilorin West Local Government Area, Kwara State.

Strengthening safety planning frameworks is therefore not only a protective necessity but also a strategic investment in educational productivity and institutional stability.

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