

**ENHANCING SCHOOL SAFETY AND SECURITY:
DEVELOPING AND IMPLEMENTING EFFECTIVE
PROTOCOLS FOR A SECURED LEARNING ENVIRONMENT**

Gloria Chineze Osegbue^{1*}, Ifunanya Nkechi Ohamobi² & Caroline Ochuko Alordiah³

^{1,2}Faculty of Education, Chukwuemeka Odumegwu Ojukwu University Igbariam Campus,
Anambra State, Nigeria

³Faculty of Education, University of Delta, Agbor, Delta State, Nigeria

*gc.osegbue@coou.edu.ng

ABSTRACT: School safety and security have become pressing concerns due to the increasing incidents of violence, bullying, and external threats that disrupt learning environments. This study explores developing and implementing structured school safety and security protocols, emphasising key threats such as student violence, vandalism, armed intrusions, and natural disasters. It discusses essential components of an effective safety framework, including risk assessment, physical security measures, emergency preparedness, and behavioural policies. The study also highlights challenges such as financial constraints, resistance to change, ethical concerns, and policy inconsistencies that hinder effective implementation. Best practices from successful school safety programs are examined, with recommendations for strengthening legislation, increasing funding, and integrating technology-driven security solutions. The study concludes that ensuring school safety requires a multi-stakeholder approach involving policymakers, educators, parents, and law enforcement agencies. Continuous monitoring and adaptation of safety protocols are essential for maintaining a secure and conducive learning environment.

Keywords: School Safety, Security Threats, Security Protocols, Technology Innovations, Challenges of Implementation

INTRODUCTION

School safety and security refer to the measures and protocols put in place to protect students, teachers, and staff from harm, ensuring a conducive learning environment (Cohen, 2021). Safety in schools encompasses various aspects, including physical security, emergency preparedness, behavioural policies, and psychological wellbeing. A secure school environment fosters learning, promotes student wellbeing, and enhances the overall effectiveness of the educational system (Alordiah et al., 2023; Osegbue, 2021; Kutsyuruba et al., 2015).

In recent years, there has been growing concern about safety threats in schools worldwide. Incidents of violence, bullying, kidnapping, cultism and external security breaches have raised alarms among educators, parents, and policymakers (Osegbue, 2019; Xaba, 2014). Schools are increasingly facing threats such as armed intrusions, kidnappings, cyberbullying, and substance

abuse, creating an urgent need for well-defined safety measures. These concerns are not only physical but also psychological, as students exposed to unsafe environments often experience anxiety, fear, and decreased academic performance (Alordiah, 2022; Ohamobi et al., 2018; Kingshott, 2013).

The impact of school safety on learning outcomes cannot be overemphasised. When students feel unsafe, their concentration, engagement, and academic performance suffer. Teachers and administrators also face difficulties in maintaining discipline and fostering an inclusive, nurturing educational atmosphere. Ensuring school safety is, therefore, a critical responsibility that requires the collective effort of school administrators, government agencies, parents, and community stakeholders (Osegbue et al., 2018; Blosnich, 2011).

Problem Statement

Effective safety and security procedures are desperately needed, as evidenced by the rising incidence of bullying, violence, and external security threats at schools. Reports of school shootings, teacher harassment, cyberbullying, rape cases, and student-on-student violence have highlighted concerns regarding schools' capacity to offer a safe environment. Schools frequently install inadequate or poorly enforced safety procedures, leaving gaps that put staff and students at serious risk.

A significant obstacle to school safety is the absence of organised and effective security measures. Many schools are susceptible to unforeseen events because they lack thorough risk assessments and emergency response strategies. Furthermore, the issue is made worse by staff members' and teachers' lack of proper training on how to handle security concerns.

Schools urgently need to create organised, research-based safety procedures that handle both internal and external risks in light of these difficulties. When proactive safety measures are put in place, all parties involved can benefit from a safer and more comfortable learning environment.

Purpose of the Study

This study aims to investigate school safety and security procedures. Specifically, the study sought to:

1. To identify key components of effective school safety and security protocols.
2. To examine strategies for developing and implementing these protocols.
3. To evaluate best practices in school safety measures that schools can adopt to enhance security.

Significance of the Study

The results of this study will have a major impact on the creation of educational policies, especially those pertaining to school safety. Policymakers and educational authorities can use the findings of this study to create and implement best-practice-aligned security measures. The study will also

help parents, teachers, school officials, and students by giving them useful information on preserving a secure school environment. School administrators can use the research findings to put security measures in place that are specific to the difficulties faced by their institution. Parents and children will learn more about their responsibilities in creating a safe learning environment, and teachers will learn how to address classroom safety issues. In the end, maintaining a secure learning environment in schools is essential for good instruction service delivery. Schools can foster an environment where children can study without fear, teachers can teach with confidence, and communities can have faith that their children are in capable hands, by tackling security issues and putting in place organised safety procedures.

Understanding School Safety and Security Risks

A thorough awareness of the numerous dangers and threats that could interfere with the educational process is necessary to ensure school safety. From internal problems like bullying, rape, gangsterism, cultism and student violence to external threats like armed incursion and kidnapping, schools face a variety of security obstacles. Furthermore, there is a serious risk to school safety from natural catastrophes, which makes appropriate emergency preparedness measures necessary. Students' psychological and emotional health must be taken into account in addition to their physical protection because exposure to violence and insecurity can have long-lasting impacts on mental health (Nickerson et al., 2021).

Common Security Threats in Schools

Internal Threats

Internal threats that come from within the student population or school environment are a common problem for schools. Bullying, which can take many different forms, such as verbal harassment, physical aggression, and cyberbullying, is one of the most common problems. These actions can cause victims to experience emotional discomfort, perform worse academically, and, in extreme situations, hurt themselves or take their own lives (Alordiah, 2020; Jonson, 2017). Student violence and indiscipline pose a serious internal threat as well. Incidents of physical altercations, gang activity, and interruptions in the classroom produce a dangerous environment that impedes learning. Vandalism and theft are additional factors that contribute to insecurity since they cause financial losses, and psychological suffering for both staff and students when they damage school property and personal possessions (Rajan, 2018). Another issue that is becoming more prevalent in many schools is drug and substance addiction. In addition to having an impact on students' behaviour and health, the presence of illegal substances on school property raises the risk of criminal activity. Schools must handle substance abuse since it is frequently linked to aggressive behaviours, high dropout rates, and subpar academic performance (Omumu et al., 2024; Hong, 2020).

External Threats

Additionally, schools are susceptible to outside attacks that could seriously jeopardise the security of both employees and pupils. With more school shootings and attacks by extremist groups

occurring worldwide, armed incursions and terrorism have become urgent concerns. These incidents result in a large number of fatalities, psychological harm, and ongoing educational interruption (Crawford, 2015). Another concerning external threat is kidnapping and abduction, especially in areas where criminal organisations target schools for ideological or ransom demands. Teachers and students who are the targets of these attacks frequently experience extreme psychological suffering, and their fear of more attacks fosters a climate of worry (Cornell, 2015). Furthermore, safety issues may arise if neighbourhood violence spills onto school property. Schools that are situated in high-crime or conflict-prone areas are especially vulnerable. Schools must set up robust security procedures and work with local law enforcement agencies since violence from the neighbourhood, such as gang wars, rallies, or riots, can quickly impact students and staff (King, 2019).

Natural Disasters

In addition to hazards posed by humans, schools also need to be ready for natural disasters, which can disrupt instruction and put lives in danger. Pandemics, floods, and fires are some of the most frequent disasters that schools deal with. These incidents can result in serious fatalities, damage to infrastructure, and extended school closures if sufficient disaster preparedness procedures are not in place (Flannery et al., 2021). Schools must create thorough emergency response and disaster preparedness plans that include evacuation plans, fire drills, and health safety measures to reduce the hazards connected with natural disasters. For instance, the COVID-19 pandemic made clear how crucial it is to have health and safety procedures in place to guarantee school continuity while shielding employees and students from medical emergencies (Osegbue, 2022; Omiegbe et al., 2024; Omumu, 2024; Leone et al., 2017).

Psychological and Emotional Safety Concerns

In order to provide a secure learning environment, psychological and emotional safety are just as vital as physical safety. Students' mental health can be negatively impacted by being exposed to violence, bullying, or any other kind of insecurity. Anxiety, sadness, and post-traumatic stress disorder (PTSD) are common among children who suffer trauma at school, and they can have a detrimental impact on their general wellbeing, social interactions, and academic achievement (Alordiah, 2022; Burton et al., 2020). Schools must offer counselling and emotional support services to help pupils deal with stress, trauma, and other psychological issues in order to allay these worries. Peer support groups, school counsellors, and mental health specialists can all be extremely helpful in spotting and helping students who are experiencing emotional discomfort. Furthermore, the impact of insecurity on students' mental health can be considerably lessened by cultivating a positive school culture that values inclusivity, respect, and emotional well-being (Reeping et al., 2022). The first stage in creating efficient safety measures is comprehending school safety and security hazards. Schools must prioritise their pupils' psychological and emotional health, identify and manage external and internal dangers, and prepare for natural calamities. Educational institutions may establish a safe environment where students feel supported, comfortable, and able to concentrate on their studies by putting in place thorough safety and security procedures.

Developing School Safety and Security Protocols

It takes a systematic and proactive approach to risk identification and the implementation of suitable security measures to create a safe and secure school environment. There are several steps involved in creating a thorough school safety protocol, such as risk assessment, emergency planning, behavioural regulations, and working with outside parties. Schools can prevent, respond to, and recover from security concerns while preserving a positive learning environment if they have a strong safety protocol.

Steps in Developing a School Safety Protocol

Several crucial steps are involved in creating an efficient school safety and security protocol, which aids in risk identification, preventive measure development, and emergency preparedness.

Conducting a Risk Assessment to Identify Vulnerabilities

A comprehensive risk assessment is the first step in creating a school safety protocol. This entails assessing possible security risks in the educational setting, encompassing both external and internal threats, such as armed invasion, kidnapping, and natural disasters, as well as internal dangers like bullying, student violence, and drug addiction. Physical security flaws like unattended entryways, insufficient surveillance, or subpar emergency exits should be evaluated by schools. A risk assessment serves as the basis for creating focused safety measures (Chrusciel et al., 2015).

Establishing a School Safety Committee

To supervise the application of safety precautions, a special school safety committee ought to be constituted. Teachers, parents, security guards, school officials, and student representatives should all be on this committee. They are responsible for creating safety regulations, keeping an eye on security issues, holding frequent safety exercises, and making sure that set procedures are followed. The foundation of a school's security system is a functional safety committee (Curran et al., 2019).

Developing an Emergency Preparedness Plan

An emergency preparation strategy is essential to efficiently respond to emergencies like fires, lockdowns, or natural catastrophes. Clear protocols for sheltering, evacuation, and crisis communication should be outlined in this strategy. Schools should regularly practise lockdowns, fires and first aid to make sure staff and children know what to do in case of an emergency. The likelihood of panic during real situations is greatly decreased by having a well-written and practised emergency response plan.

Implementing Behavioural and Disciplinary Policies

Schools must put in place explicit behavioural regulations that address problems like bullying, student violence, and drug misuse in order to foster a culture of safety and discipline. These

guidelines ought to specify what conduct is inappropriate, spell out the penalties for infractions, and offer channels for reporting security issues. For pupils who are having behavioural issues, schools should also set up conflict resolution programs and offer counselling services. Maintaining a safe school environment requires enforcing stringent regulations on forbidden objects, such as weapons and illegal narcotics (Weiler et al., 2020).

Key Components of an Effective Safety Protocol

A secure learning environment is produced by a number of essential elements that make up an efficient school safety policy. These elements include physical security measures, emergency preparedness plans, behavioural policies, and collaboration with external agencies.

Physical Security Measures

One essential component of school safety is making sure there is physical security. Schools must put policies in place that improve monitoring capabilities and stop illegal access. Schools should set up safe entrances and exits that are closed to unauthorised people. Visitors should go through a rigorous screening process that includes identity verification and sign-in procedures. Installing motion sensors, alarm systems, and CCTV cameras can assist keep an eye on school property and discourage criminal activity. Law enforcement can also use surveillance footage to help them look into security breaches. Schools should have security guards, closed gates, and well-maintained fencing to stop unwanted access. Ensuring perimeter security makes it difficult for trespassers to enter the school grounds (Muschert, 2014; Onyekazi et al., 2024; Eklund et al., 2016).

Emergency Preparedness

It is crucial to have an emergency response strategy in place to safeguard employees and students in times of disaster. Regular lockdown and fire drills should be held in schools to prepare staff and children for emergencies. Thanks to these drills, everyone has become more accustomed to safety protocols and evacuation routes. It's crucial to communicate well in emergency situations. To promptly notify students, staff, and parents about emerging security dangers, schools should have emergency alert systems, such as loudspeakers, SMS notifications, or smartphone apps (Rocque, 2012).

Behavioural Policies

The disciplinary structure and culture of a school are important factors in preserving safety. Strong behavioural guidelines that encourage accountability, inclusivity, and respect must be put in place in schools. Schools should implement strict anti-bullying measures that encourage students to report bullying incidents. Peer mediation and conflict resolution initiatives can be put into place to assist stop violence and encourage constructive student relationships. Zero-tolerance rules against the use of firearms, drugs, and gang-related activities must be implemented in schools. Frequent security inspections and education initiatives can assist in preventing students from bringing forbidden objects onto school property (Jennings et al., 2010; Manafa et al., 2022).

Collaboration with External Agencies

Collaboration with external stakeholders, such as law enforcement, emergency responders, and the community, is necessary to manage school safety. Schools should collaborate closely with law enforcement, fire agencies, and medical personnel to guarantee prompt response in an emergency. Emergency preparedness can be enhanced by planning cooperative safety exercises with law enforcement. Community members and parents are essential in promoting school safety. To enhance safety measures both inside and outside the school environment, schools should involve parents in neighbourhood watch programs, safety education efforts, and security awareness campaigns (Osegbue et al., 2025; Kalesan et al., 2016).

Technological Innovations in School Security

Urban schools can improve safety measures by utilising technology-driven solutions. In addition to preventing threats, advanced security systems offer real-time monitoring and quick emergency reaction. AI-powered CCTV cameras with facial recognition can be installed in schools to keep an eye on classes, halls, and entry points. Only students, employees, and authorised visitors may enter school grounds thanks to biometric access control, which uses facial recognition or fingerprints to prevent unwanted admission. By identifying odd patterns of behaviour, AI-driven analytics can assist authorities in addressing risks before they become more serious (Russell et al., 2021; Kutsyuruba et al., 2015).

RFID-enabled ID cards can improve security overall, limit access to sensitive places, and track student attendance. Parents can get real-time warnings when their children enter or exit the school grounds. Additionally, digital IDs can be connected to cafeteria cashless payment systems, which lowers theft and financial mismanagement (Alordia, 2023a; Bradshaw et al., 2021; Williams et al., 2018).

Schools can install panic button systems in administrative offices and classrooms to immediately notify law enforcement and security staff. Emergency alert systems that use SMS can inform students, parents, and teachers about evacuation plans, school closures, and security threats. School buses equipped with GPS can improve transportation security by enabling parents and administrators to monitor students' whereabouts in real time (Alordiah, 2023b; Osegbue, 2022; Mayer et al., 2021).

Monitoring and Evaluating Security Measures

Security measures must be regularly evaluated to handle emerging threats. Schools should put in place frameworks for data-driven monitoring and evaluation to gauge the success of safety efforts. Schools should regularly conduct security audits to find vulnerabilities and enhance security architecture. Policies pertaining to emergency responses, bullying, and harassment should be revised in light of new threats and international best practices. Independent security experts can evaluate school vulnerabilities and suggest customised fixes (Nickerson et al., 2021; Osegbue & Nnubia, 2020).

Schools should set up anonymous methods for staff and students to report safety issues, including suggestion boxes or digital reporting apps. Security committees should hold focus groups, town hall meetings, and surveys to determine how the community feels about school safety. Involving neighbourhood associations and local authorities can assist in coordinating school security with larger community policing initiatives (Crawford, 2015).

Schools must incorporate IT security rules to safeguard student data and stop hacking in light of the growing prevalence of cyber threats. Schools should update their security protocols to consider new urban realities as cities grow and crime trends shift. Emergency response exercises should be regularly updated and enhanced to be ready for a variety of crisis situations, including protests, natural catastrophes, and terrorist threats (Bradshaw et al., 2021).

Challenges in Implementing School Safety Protocols

Well-organised procedures are necessary to ensure school safety, but putting them into practice presents several difficulties. The efficient implementation of safety measures in schools is frequently hampered by social, ethical, budgetary, and policy-related issues. School security measures could not be sufficient if these issues are not resolved, leaving employees and children open to danger. Highlighted below are some of the challenges:

Financial Constraints

The high expense of security infrastructure, staff, and training is one of the main obstacles to implementing school safety procedures. Training programs and security infrastructure are expensive. Installing perimeter fencing, CCTV cameras, biometric entry systems, and alarm systems costs much money. Furthermore, ongoing financing is required for emergency response, conflict resolution, and crisis management training for educators, administrators, and security staff. Many schools lack the funding to keep up these security measures, particularly those in low-income communities. Limited Private Sector Involvement and Government Funding for many public schools comes from government grants, which are frequently insufficient to afford extensive security initiatives. Education budgets sometimes do not prioritise safety and security, leaving schools with little money to improve security. Although private schools might provide greater flexibility, not all can afford cutting-edge security measures. Additionally, a lack of participation from the commercial sector restricts chances for collaborations and sponsorships that may assist schools in funding security upgrades (Ohamobi et al., 2024; Espelage et al., 2014).

Resistance to Change

Students, parents, and staff frequently oppose the implementation of new safety procedures, which makes enforcement challenging. Some parents and students oppose staff, Parents, or Students' Disapproval of Tough Policies. Strict security measures like clothing restrictions, computerised surveillance, bag checks, and limited access to school grounds. Parents may believe their children's freedoms are being unduly restricted, while students may see these restrictions as invasive or restricting. Difficulties in regularly implementing security measures and inconsistent enforcement can reduce the effectiveness of safety measures, even after they are implemented. For example,

children may figure out ways to get around security measures, or teachers or security guards may neglect to do routine inspections. Implementation may be made more difficult by staff members' resistance to taking on extra duties like monitoring security drills or implementing behavioural standards (Ohamobi et al., 2020; Osegbue et al., 2022; Russell et al., 2021).

Ethical and Legal Concerns

Legal and moral considerations, especially those about student rights and privacy, must be weighed with the need to ensure school safety. Safety precautions must be balanced with students' rights and confidentiality.

Using student monitoring devices, biometric systems, and surveillance cameras raises concerns about privacy and data security. Parents and students might wonder how much control schools have over their children's behaviour, particularly online. Students shouldn't feel oppressed or uneasy in a constantly monitored environment caused by strict security measures. Ethical Issues with Monitoring and Surveillance Systems

Schools must ensure that monitoring systems are used ethically and transparently to prevent students' rights from being violated or authorities from abusing them. For instance, rather than punishing minor transgressions, surveillance should concentrate on preventing security problems. Additionally, when schools store and handle student data gathered by security systems, they must adhere to data protection rules (Kingshott, 2013).

Policy Gaps and Inconsistencies

Strong enforcement measures and well-defined policies are essential to the efficacy of school safety procedures. However, a lot of schools suffer with poor policy implementation or lack standardised rules. Inconsistency in safety regulations among school safety policies in several areas differs greatly from one school to another. While some schools may have stringent security procedures, others could not even have emergency drills or controlled entrance points. Particularly in underfunded public schools, the lack of standardised safety regulations leaves loopholes that put pupils at risk. Due to inadequate enforcement, supervision, and poor implementation of current regulations, the efficacy of school safety rules is diminished. Many schools continue to use antiquated security measures because they don't routinely update or review their safety regulations. Schools are able to function without the required security measures because some local authorities and school officials do not enforce compliance. Safety regulations frequently lose their effectiveness in the absence of consistent oversight and accountability (Xaba, 2014).

Best Practices and Recommendations

Strong regulations, tried-and-true tactics, and ongoing research to keep up with new threats are all necessary to ensure school safety and security. Schools may establish safer environments that promote academic performance and student wellbeing by strengthening policy frameworks, investigating new research areas, and learning from effective school safety programs.

Lessons from Successful School Safety Programs

Analysing case studies of schools that have implemented successful security measures offers important insights into the most effective ways to guarantee the safety of both staff and students. Strong physical security, student behaviour initiatives, and emergency preparedness are just a few of the many components of a multifaceted strategy used by schools that have effectively implemented complete safety measures. To ensure that unauthorised people cannot enter school grounds, certain schools, for instance, have stringent visitor management systems, controlled access points, and round-the-clock surveillance. Others have decreased bullying and violence by implementing peer monitoring programs and student mentorship. Schools frequently work in tandem with parents, law enforcement, and local communities to improve safety. Some schools have neighbourhood watch programs where volunteers from the community keep an eye on the school's surroundings and report any suspicious activity. Other organisations make sure that parents actively participate in preserving a secure learning environment by involving them in decisions about school security. These neighbourhood-based strategies encourage a sense of collective accountability for school security.

Policy Recommendations

Governments, educational authorities, and school administrators must enact stricter laws, more financing, and required training programs to improve school security. Governments should provide thorough regulations and guidelines that specify precise safety requirements for every school. These rules should include minimum security criteria, including emergency preparedness plans, controlled access systems, and anti-bullying campaigns. Policies must also guarantee stringent enforcement procedures, including recurring safety audits and sanctions for noncompliance. Many schools lack the funding to implement suitable safety measures, especially those in low-income areas especially in third world countries. Schools can benefit from increased government funding and private-sector collaborations to install emergency response systems, fencing, and surveillance equipment. Grants and subsidies should also be available so that even those in disadvantaged countries can adopt fundamental safety measures in their schools. Teachers, administrators, and security staff should all be required to complete safety threat management training at every school. This covers instruction in crisis communication, active shooter response, emergency evacuations, and mental health first aid. Regular simulation exercises and refresher courses should be held to keep school employees ready for any security event.

Future Research Directions

The topic of school safety is still evolving, and more study is required to examine novel approaches, cutting-edge tools, and how they affect student performance. Future research should explore the effects of security measures on student conduct, mental health, and academic achievement. Studies might examine how well students do academically in schools with robust safety measures and whether less bullying and violent occurrences result in more engaged pupils.

As technology develops, smart security systems and artificial intelligence (AI) present creative approaches to school safety. Future studies should examine how well-automated emergency

response technology, facial recognition software, and AI-driven surveillance work to thwart security threats. Studies should also evaluate the moral issues around data security and student privacy when using AI-based monitoring systems.

Conclusion

Creating an atmosphere where students may study and flourish fearlessly requires ensuring school safety and security. This study has identified the main risks to school safety, ranging from external hazards like armed invasions and natural catastrophes to internal risks like bullying and student violence. Along with outlining important tactics for creating and carrying out school safety procedures, it has strongly emphasised risk assessment, physical security, emergency readiness, and cooperation with outside organisations. While offering best practices and policy recommendations for enhancing school security, the study has examined budgetary limitations, opposition to change, and policy gaps.

Implications and Call to Action

The study's conclusions significantly impact parents, law enforcement, educators, school administrators, and legislators. Governments must prioritise school safety by enforcing adherence to safety laws, bolstering legislation, and increasing financing. Schools should use technology advancements like AI-driven monitoring and digital ID systems, adopt structured security procedures, and regularly teach staff and students. Meanwhile, community engagement is still essential since joint initiatives by law enforcement, parents, and schools may greatly improve security and emergency response systems.

The Need for Continuous Improvement

School safety is an ongoing process that needs to be reviewed, adjusted, and improved frequently. Schools must remain proactive in emerging security threats by investing in new safety technologies, upgrading existing security procedures, and doing regular risk assessments. Future studies should examine the connection between student achievement and school security and the function of artificial intelligence (AI) and smart technologies in contemporary school safety management.

In the end, maintaining school safety is a shared duty. To create safe learning settings where children can pursue their education without fear of danger, policymakers, educators, parents, and the larger community must collaborate.

References

- Alordiah, C. O. (2023a). Proliferation of Artificial Intelligence Tools: Adaptation Strategies in the Higher Education Sector. (2023). *Propellers Journal of Education*, 2(1), 53-65. <https://ijvocter.com/pjed/article/view/68>
- Alordiah, C. O. (2023b). Appreciating the AI revolution: Empowering educational researchers through AI tools for writing research articles. *Zamfara International Journal of Humanities (ZAMFARA IJOH)*, 2(1), 178-191. <https://doi.org/zamijoh.2023.v02i01.013>
- Alordiah, C. O., Omumu, F. C., & Kaizar V. O. (2023). Investigating why students in Nigeria perceive education as a scam. (2023, May 23). *Journal of Applied Learning & Teaching (JALT)*, 6(1). <https://doi.org/10.37074/jalt.2023.6.1.31>
- Alordiah, C. O. (2022). An examination of the latent constructs in a well-being scale for children: Application of Rasch Model. *University of Delta Journal of Contemporary Studies in Education*, 1(2), 39-57.
- Alordiah, C. O. (2020). Development and factorial validation of a well-being scale for the Nigerian child. *Journal of the Nigerian Council of Educational Psychologists*, 13(1), 1-12.
- Borum, R., Cornell, D. G., Modzeleski, W., & Jimerson, S. R. (2010). What Can Be Done About School Shootings? *Educational Researcher*, 39(1), 27–37. <https://doi.org/10.3102/0013189x09357620>
- Blosnich, J. R., & Bossarte, R. M. (2011). Low-Level Violence in Schools: Is There an Association Between School Safety Measures and Peer Victimization? *Journal of School Health*, 81(2), 107–113. <https://doi.org/10.1111/j.1746-1561.2010.00567.x>
- Burton, A. L., Pickett, J. T., Jonson, C. L., Cullen, F. T., & Burton, V. S. (2020). Public Support for Policies to Reduce School Shootings: A Moral-Altruistic Model. *Journal of Research in Crime and Delinquency*, 58(3), 269–305. <https://doi.org/10.1177/0022427820953202>
- Crawford, C., & Burns, R. G. (2015). Preventing school violence: assessing armed guardians, school policy, and context. *Policing an International Journal*, 38(4), 631–647. <https://doi.org/10.1108/pijpsm-01-2015-0002>
- Chrusciel, M. M., Wolfe, S. E., Hansen, J. A., Rojek, J., & Kaminski, R. J. (2015). Law enforcement executive and principal perspectives on school safety measures. *Policing An International Journal*, 38(1), 24–39. <https://doi.org/10.1108/pijpsm-11-2014-0115>
- Cornell, D. G. (2015). Our schools are safe: Challenging the misperception that schools are dangerous places. *American Journal of Orthopsychiatry*, 85(3), 217–220. <https://doi.org/10.1037/ort0000064>

- Curran, F. C., Fisher, B. W., & Viano, S. (2019). Mass School Shootings and the Short-Run Impacts on Use of School Security Measures and Practices: National Evidence from the Columbine Tragedy. *Journal of School Violence, 19*(1), 6–19.
<https://doi.org/10.1080/15388220.2019.1703713>
- Eklund, K., Meyer, L., & Bosworth, K. (2016). Examining the Role of School Resource Officers on School Safety and Crisis Response Teams. *Journal of School Violence, 17*(2), 139–151. <https://doi.org/10.1080/15388220.2016.1263797>
- Espelage, D. L., Low, S., & Jimerson, S. R. (2014). Understanding school climate, aggression, peer victimisation, and bully perpetration: Contemporary science, practice, and policy. *School Psychology Quarterly, 29*(3), 233–237.
<https://doi.org/10.1037/spq0000090>
- Flannery, D. J., Fox, J. A., Wallace, L. N., Mulvey, E. P., & Modzeleski, W. (2021). Guns, School Shooters, and School Safety: What We Know and Directions for Change. *School Psychology Review, 50*(2–3), 237–253. <https://doi.org/10.1080/2372966x.2020.1846458>
- Hong, J. S., & Espelage, D. L. (2020). An Introduction to the Special Issue: Firearms Homicide and Perceptions of Safety in American Schools Post-Columbine. *Journal of School Violence, 19*(1), 1–5. <https://doi.org/10.1080/15388220.2019.1703721>
- Jennings, W. G., Khey, D. N., Maskály, J., & Donner, C. M. (2011). Evaluating the Relationship Between Law Enforcement and School Security Measures and Violent Crime in Schools. *Journal of Police Crisis Negotiations, 11*(2), 109–124.
<https://doi.org/10.1080/15332586.2011.581511>
- Jonson, C. L. (2017). Preventing School Shootings: The Effectiveness of Safety Measures. *Victims & Offenders, 12*(6), 956–973.
<https://doi.org/10.1080/15564886.2017.1307293>
- Kalesan, B., Lagast, K., Villarreal, M. D., Pino, E. C., Fagan, J., & Galea, S. (2016). School shootings during 2013–2015 in the USA. *Injury Prevention, 23*(5), 321–327.
<https://doi.org/10.1136/injuryprev-2016-042162>
- King, S., & Bracy, N. L. (2019). School Security in the Post-Columbine Era: Trends, Consequences, and Future Directions. *Journal of Contemporary Criminal Justice, 35*(3), 274–295. <https://doi.org/10.1177/1043986219840188>
- Kingshott, B. F., & McKenzie, D. G. (2013). Developing Crisis Management Protocols in the Context of School Safety. *Journal of Applied Security Research, 8*(2), 222–245.
<https://doi.org/10.1080/19361610.2013.765339>

- Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and wellbeing: a review of the literature. *Review of Education*, 3(2), 103–135. <https://doi.org/10.1002/rev3.3043>
- Leone, P. E., Mayer, M. J., Malmgren, K. W., & Meisel, S. M. (2017). School Violence and Disruption: Rhetoric, Reality, and Reasonable Balance. *Focus on Exceptional Children*, 33(1). <https://doi.org/10.17161/foec.v33i1.6777>
- Manafa, I.F., Ohamobi, I.N. & Osegbue, G.C. (2022). Utilization of ICT resources in the management of UBE in secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 7(1), 119-128
- Mayer, M. J., Nickerson, A. B., & Jimerson, S. R. (2021). Preventing School Violence and Promoting School Safety: Contemporary Scholarship Advancing Science, Practice, and Policy. *School Psychology Review*, 50(2–3), 131–142. <https://doi.org/10.1080/2372966x.2021.1949933>
- Muschert, G. W. (2014). Responding to school violence: confronting the Columbine effect. *Choice Reviews Online*, 51(09), 51–5152. <https://doi.org/10.5860/choice.51-5152>
- Nickerson, A. B., Randa, R., Jimerson, S. R., & Guerra, N. G. (2021). Safe Places to Learn: Advances in School Safety Research and Practice. *School Psychology Review*, 50(2–3), 158–171. <https://doi.org/10.1080/2372966x.2021.1871948>
- Ohamobi, I. N. & Anasiudu, I.B. (2024). Principal’ Administrative strategies for the achievement of quality assurance in public secondary schools in Anambra State”. *Int’l Journal of Education Research and Scientific Development*, 5 (5):73-85. <https://ijresd.org>
- Ohamobi, I.N., Anaeché, I.C., Oguejiofor, C.S., Osegbue, G.C., Obi, I.E., Onyekazi, P.I. & Anagor, N.A. (2024). Professional development of teachers as correlates of teachers’ job commitment in public secondary schools in Anambra State. *Journal of Higher Education Theory and Practice*, 24(2), 63-73.
- Ohamobi, I.N., Manafa, I.F., & Osegbue, G.C. (2020). Curriculum implementation in secondary school on national cohesion and global competitiveness. *Journal of Contemporary Education Research*, 20(8), 30-40. Scholar.google.com
- Ohamobi, I.N., Osegbue, G.C. & Manafa, I.F. (2018). Perceived influence of politics on personnel management of secondary schools in Anambra State. *American Academic and Scholarly Research Journal*, 10(3), 1-11.
- Omiegbe, O., Alordiah, C. O., Okokoyo, I. E., Osagiede, M. A., Ikpeba, V. A., & Ugoma, I. O. (2024). COVID-19 and Social Media Usage Among Undergraduate Students in Nigeria: Content and Discontent. In *The Palgrave Handbook of Global Social Problems* (pp. 1-8).

Cham: Springer International Publishing. Palgrave Macmillan, Cham.

https://doi.org/10.1007/978-3-030-68127-2_330-1

Omumu, F., Chenube, O., John, O. J., & Alordiah, C. (2024). A retrospective study of the impact of covid-19 stress and confinement on the emotional well-being of high school students in Delta state, Nigeria. *ESUT Journal of Social Sciences*, 9(2). Retrieved from <https://www.esutjss.com/index.php/ESUTJSS/article/view/234>

Onyekazi, P.I., Ohamobi, I.N., Osegbue, G.C., Oguejiofo, C.S., Anagor, N.A. & Anaeche, I.C. (2024). Principals' stress management techniques as correlates of teachers' task performance in public secondary schools in Anambra State, Nigeria. *Educational Administration: Theory and Practice*, 30(5), 14776-14783.

Osegbue, G., Ekwe, N., & Alordiah, O. S. (2025). Artificial Intelligence and the Future of School Leadership. *Nigerian Journal of Social Psychology*, 8(1). <https://www.nigerianjss.com/index.php/NJSP/article/view/196>

Osegbue, G.C. (2022). Effectiveness of visual video tutoring on students' learning in coping with COVID 19 in the new normal. *International Journal of Educational Practice (IISTE)*, 13(21) 110-122.

Osegbue, G.C. (2021). Principal' management of students' personnel services for attainment of educational goals in Anambra State. *Journal of Educational Research and Development*, 4(1), 85-92.

Osegbue, G.C., & Nnubia, J.N. (2020). Adequacy of strategic plan implementation in secondary schools' administration for sustainable educational development in Anambra State, Nigeria. *Unizik Journal of Educational Management and Policy*, 4(1), 104-114.

Osegbue, G.C. (2019). Perceived impact of effective educational planning on education system for national cohesion and global competitiveness. *International Journal of Educational Practice (IISTE)*, 10(11), 108-117.

Osegbue, G.C., Manafa, I.F. & Ohamobi, I.N. (2022). Collaborative teaching practice and teachers' job performance: A contemporary innovative practice for employability and global competitiveness. *COOU Journal of Educational Research*, 7(1), 78-88

Osegbue, G.C., Manafa, I.F. & Ohamobi, I.N. (2018). Effective leadership: Imperative for primary school management and supervision in Anambra State. *American Academic and Scholarly Research Journal*, 10(3), 33-43.

Rajan, S., & Branas, C. C. (2018). Arming Schoolteachers: What Do We Know? Where Do We Go From Here? *American Journal of Public Health*, 108(7), 860-862. <https://doi.org/10.2105/ajph.2018.304464>

- Reeping, P. M., Klarevas, L., Rajan, S., Rowhani-Rahbar, A., Heinze, J. E., Zeoli, A. M., Goyal, M. K., Zimmerman, M. A., & Branas, C. C. (2022). State Firearm Laws, Gun Ownership, and K-12 School Shootings: Implications for School Safety. *Journal of School Violence, 21*(2), 132–146. <https://doi.org/10.1080/15388220.2021.2018332>
- Rocque, M. (2012). Exploring school rampage shootings: Research, theory, and policy. *The Social Science Journal, 49*(3), 304–313. <https://doi.org/10.1016/j.soscij.2011.11.001>
- Russell, S. T., Bishop, M. D., Saba, V. C., James, I., & Ioverno, S. (2021). Promoting School Safety for LGBTQ and All Students. *Policy Insights from the Behavioral and Brain Sciences, 8*(2), 160–166. <https://doi.org/10.1177/23727322211031938>
- Weiler, S. C., Skousen, J. D., Kopanke, J., & Cornelius, L. (2020). Taking Aim at Preventing School Shootings: A Comparative Analysis of School Board Policy Related to the Practice of Arming Educators. *Journal of School Violence, 20*(1), 89–100. <https://doi.org/10.1080/15388220.2020.1850464>
- Williams, S., Schneider, M., Wornell, C., & Langhinrichsen-Rohling, J. (2018). Student's Perceptions of School Safety. *The Journal of School Nursing, 34*(4), 319–330. <https://doi.org/10.1177/1059840518761792>
- Xaba, M. I. (2014). A Holistic Approach to Safety and Security at Schools in South Africa. *Mediterranean Journal of Social Sciences, 5*(2), 1580–1589. <https://doi.org/10.5901/mjss.2014.v5n20p1580>