Safety Measures by School Management for Enhanced Students' Protection in Secondary Schools in FCT, Abuja, Nigeria

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ABSTRACT

In recent times, safety in secondary schools has become a topical issue in many countries of the world, including Nigeria. This is because secondary schools have allegedly become a breeding ground and soft targets for criminals instead of contributing to the achievement of the goals of secondary education in Nigeria. In secondary schools in the Federal Capital Territory (FCT) of Nigeria, there are alleged criminal cases most of which are not reported to the appropriate law enforcement agencies. Such cases include: robbery, kidnaping, laying of ambush for "non-cooperating teachers" after the close of school and even the use of weapons by students to assault principals and teachers. To proffer remedies to this pitiable situation, this study examined safety measures that can be adopted by school management for assurance of enhanced students' protection in FCT schools. It was concluded that school administrators and educators have roles to play in adopting various safety measures to enhance students' protection in schools. This paper suggested that proper moral upbringing of children and wards by parents and guardian respectively is strongly advocated as strategy for curbing antisocial behaviour among students in secondary schools in the FCT.

Keywords: Safety Measures, School Management, Student Crime.

Introduction

School safety has become a major concern globally in recent times. These have been trace to increasing violent in crime in our society. The school has become a direct target and breeding ground for some of these vices. Schools in Nigeria as other nations are increasingly faced with ongoing and growing threats such as violent, drugs abuse, stealing, rape, bullying, and even terrorism. The situations in the north eastern Nigeria exemplified the risk that the schools are exposed to daily.

The chief security officer, Mr. John Ike, of the University of Nsukka in Vanguard newspaper of 22nd October 2015 lead credence to worrisome level of insecurity and violence among the students of staff school and university of Nsukka campus. The incidences of April 14th 2014 where over 200 girls were adopted from Government secondary school Chibok by Boko Haram terrorists are clear example of how our schools have increasingly become unsafe for academic pursuit. Similar event occurred recently in Dapchi, Yobe State where 130 students were adopted by the same terrorist group. Unsafe school environment has been blamed on increasing loss of moral values in our society with children (Students) becoming most vulnerable. Inadequate management of schools by School Administrators and Teachers has equally been identified to be responsible for this unacceptable state in our schools.

The average traditional Nigerian society is expected to be a crime free type where people are trained to be nobles and socially responsible. It is a society where emphasis is on diligence that includes honesty, truthfulness, hard work and bravery. Children are taught self-restraint which means that people have to think carefully before they say certain things. These characteristics are self- evident in the good manners of children which result in good human relations and truthfulness and respect for elders. The traditional Nigerian society is characterized by individuals that are honest, respectful, skilled, obedient and cooperative.

Building on the values of the traditional Nigerian society, the constitution of the federal republic of Nigeria and the various criminal and penal codes were enunciated. These codes are such which prohibit the people in Nigerian from engaging in anti-social behaviours which are obvious evidence of crime. In order to ensure that every person, citizen and non-citizen alike comply and conform to the crimes prohibition laws, the schools are structured to create foundation for the knowledge of the various crimes and their attendant penalties. Such knowledge is inculcated into the students through instructions in subjects such as Social Studies and Civic Education.

In the same vein the teaching of religious studies in the schools to make students abhor crime. However, crimes have crept into the secondary school system in our contemporary society as it is no longer uncommon to find secondary school students engage in all forms of criminal activities such criminal activities including: stealing, rape, internet fraud, examination malpractices, murder etc. It is disturbing to note that secondary school students commit crimes that are categorized as heinous. Murder, armed robbery, kidnapping, homosexuality, lesbianism, have been listed as some of such crimes. What

has become even more disturbing in recent times is the menace of cultism which manifests itself as criminal behaviour among "little initiates" of various fraternities in secondary schools.

The term crime in the strict legal sense of usage connotes any form of offence such as first degree murder, insurgency, armed robbery, militancy, arson and other life threatening atrocities. They constitute offences to the state in a given society. On the other hand, crime in the sociological perspective could be seen as any form of deviance, anti-social behaviour, or act of indiscipline perpetrated by a person or group against well-defined laws of a society or place. A society riddled with crime is an unsettled society. Crime has grave consequences, loss of property, loss of life, insecurity, psychological trauma, waste of the nation's resources in attempts to curb crime are just few of the implications of crimes in the society.

From the school context, crime among students includes but is not limited to: Murder, Attempted Murder, Suicide, Grievous Harm/Wounding, Assault, Rape/Indecent Assault, Armed Robbery, Demanding with Menace, Stealing, Burglary, House Breaking, Receiving Stolen Property, Store Breaking, Forgery, Unlawful Possession, Arson, threat to Life, Malicious Damage, Defilement and Cultism. The committal of these atrocities has increased among students over the years. According to report from the Research and Criminal Investigation Department FCT (2017), crime committed by secondary school students can be grouped into the following cases: robbery, rape/indecent assault, assault, breach of peace, secret cultism, stealing and burglary. It has been observed that the secret activities among student cultists are rampant in schools. Fellow students are oppressed, maimed and killed. Teachers are harassed and so many withhold discipline from suspected cultists which in turn may lead to general breakdown of law and order.

Some criminal behaviours could be seen as less severe, but they significantly constitute challenges to educators in the management of the school. Some of these criminal behavior include: stealing of fellow students lesson notes and textbooks, absconding from classes, smoking in hidden places, playing with irrelevant objects or materials while a lesson is going on in class, making rude remarks to teachers, talking when they are supposed to be writing, fighting in class, chasing one another around the classroom, packing up early as if to leave, wearing bizarre clothing and make-up, threatening the teacher, and leaving class before the end of teacher's period. When these illicit behaviours are done deliberately against the laid down rules of the school, they become precursors to crime committals on the part of the perpetrator. When these acts become too persistent and are not check among students, they become potential practices for committing crimes.

Over years, efforts have been made by school management and school authorities to provide a safe environment for students to learn and acquire knowledge effectively. The success and effectiveness of such efforts varies from place to place. Professor Peter Okebukole, former executive secretary of NUC noted that Safety in schools is mostly human security issues and if not tackles the future of our Nation will be greatly affected. He asserted that they are three compelling reasons to make our schools safe. These are to harness education to achieve good health, food, energy and other subset of human security. Also without safe school, education for all contain in Sustainable Development Goal (SDG) will not be attend. This paper therefore examines creation of safety measures by school management for assurance of enhanced students' protection in FCT schools. To achieve the goal of this paper, the following outline is used: Concept of safe School Environment, sources of threats to school safety, possible safety measures to achieve safe schools, conclusion and recommendations

Concept of Safe School Environment

Safety measure refers to any action step that is taken to increase or ensure safety or protection from danger. These action steps may be preventive or corrective; directed at humans (behavioural modification/reward) or physical structure or environment. Therefore, safety measures in schools are measures that are put in place to protect both staff and students from harm and to enhance teaching and learning, which is the main goal of the school. It is expected that school environment should be a nurturing environment that provide opportunities to pursue knowledge to achieve personal goal (Jacobson 2011). Every student has a right to safe school environment that is peaceful, orderly, and secured. It should be a place where staff and students are free to teach and learn without fear or threat to their lives and properties. It should also be violence free; encourage and reward good students' behavior; and punish anti-social behavior appropriately.

Most parents agree that their number one reason for sending their children to school is to give them an opportunity to learn in a safe, peaceful and secure environment (Jacobson 2011). Langhout (2010) noted that unsafe school environment caused parents to fell insecure about sending their children to school. Equally many nations have recognized students' need for school safety. California in USA has passed anti-bulling law aimed at making school safe for learning (Find Lawyer, 2010). Such laws allow parents of bullied students to file a suit against the school for failing to provide safe environment prevent harmful behavior. In Nigeria many policies has been enacted by Federal Ministry of Education to guide school authorities in developing school-specific guidelines to enhance safety measures in schools.

Sources of Threats to School Safety

School environment can become unsafe from various reasons. This could be from internal causes or External causes. Internal causes can be seen from perspective of students, Teachers, School authority and physical structure and environment.

Student as a source of threat to school safety: Unsafe school environment have been traced to increasing deviance attitude of students leading to criminal tendencies. In secondary schools, deviant behavior among students is understood in relation to body of existing rules and regulations (Dalhatua & Yunusa, 2013). In Nigeria, deviance could be described as a violation of culturally acceptable norms and or a failure to conform to set rules and ways of doing something that is traditionally prescribed. For example, theft is a common instance of deviant behavior which violates the social norms. Homicide

also is a form of extreme deviant behavior which violates the cultural norm which states that it is unacceptable to kill another human being. In general "deviance" can be defined as the concept that encompasses a variety of forms of human behaviour that have been defined in a society as wrong, bad, immoral or illegal (Jensen, 2003).

Criminal behaviours on the part of the students appeared to be learned practice from the system. The situation is causing serious concern to school management, parents and some of the students, whose education may be adversely affected. The prevailing situation cannot be ignored; otherwise the schools will become centres for breeding criminals instead of being places where discipline and other teaching and learning activities hold. In the secondary schools, there are alleged criminal cases most of which are not reported to the appropriate law enforcement agencies. Such cases include teachers being threatened by students in the course of discharging their lawful duties. Clashes of rival cults whose memberships are secondary schools students or dropouts. In the midst of all these problems, there is a growing hopelessness over the dwindling standards of secondary education due to facilities and staff personnel shortages, as well as poor attitude of teachers to work especially in the public schools.

Over the years, school or students' crime has been described along the same pedestal with anti-social behaviour such as deviance and/or student indiscipline (Olusegun, 2005; Popoola, 2010; Dalhatua & Yunusa, 2013). Popoola (2010) argued that students' crime in the school system can only be described in the sociological context of deviance or acute (gross) indiscipline because an attempt to substantiate a legal definition for their various atrocities could make one erroneously describe students as 'criminals'. He further averred that criminal behaviour among school going students "stems out from youthful exorbitances that is commonly known to be one of the challenges that all educators face in the school system. Hence, it only constitutes a form of deviance, and nothing more". Buttressing this, Dalhatua & Yunusa (2013) noted that many of the criminal behaviours perpetrated among leaners in schools are often exhibited by teenagers and under-aged learners who cannot be tried under the general criminal laws. Hence, criminal behaviour is anti-social problems that can be attributed to indiscipline or deviance.

According to Shelden and Brown (2003), this tendency-creating crime perception, may be because of the efforts of trying to control a society in chaos and establish a moral panic-oriented life to increase profits, establish social control, practice certain motivations, and achieve political goals via criminal justice policies and the highly motivated perception of crimes. Crime control as an industry may be profitable for certain people, institutions, or groups who hold the power and interest in society. The students' deviance behavior and criminal tendency not only affect themselves but also become a threat to other students and teachers, thus making the school unsafe to pursue its goal. They even become the source from where external threats gain entry into the school.

In the last few decades, particularly since the early eighties, the issues of school safety by members of the public have become a topical issue (Nakpodia, 2010). This is because the school system has allegedly become a breeding ground for criminals instead of contributing to the achievement of the goals of secondary education in Nigeria. In the same vein, public and other stakeholders in the sub sector seem to have problem with the quality of products from our secondary schools. This is because the products of secondary level of education have been alleged to be an index for measuring a failed system (Osadolor, 2015). The foregoing allegations are germane since the products of the level of education which are supposed to be useful inputs for the tertiary institutions and other sectors of the society are not in tandem with the expectation of the stakeholders.

The report released in 2016 by the FCT Police Command indicate that most criminal activities were carried out by products of secondary schools and those who would not complete the level of education. Specifically, the report available in the FCT police Area command office in Abuja indicates that out of the 1312 recorded crime committed in 2012. 33 representing 2.7% were those committed by secondary school students or dropouts. In 2013, 64 of the 1739 reported criminal offences representing 3.7% were committed by school juveniles. The report further stated that in 2014, 194 of the 690 criminal cases were committed by school children in the Middle (Basic 4-6) and Upper (Basic 7-9) levels.

In 2015, 365 of the 1376 criminal cases were committed by secondary school students while in 2016, out of 1042 cases charged to the court, 195 or 18.7% of them were secondary schools products or un-completers of the school that had to be charged to juvenile court according to the relevant laws. The report further has it that many of the cases in juvenile court include incidences where a student or group of students: carry weapons such as knives to schools to assault their teachers, burn down classrooms, lay ambush for staff personnel, and even set fire on school property during a student riot. It can be affirmed that these crime obviously dominate the issues of today school management and are not limited to private or public; day or boarding; large or small schools within the towns, villages and hamlets of Abuja (Crime Report of the FCT Police Command, 2016).

Zubaida (2009) identified various forms of criminal behaviour among secondary school students such as secret cultism, insulting/assaulting, stealing, rioting, vandalism, smoking, disobedience, intimidation, delinquency, murder, assault, rape, theft, and general violence. He added that a number of these acts are directed against constituted authorities and established rules. In South Africa, learners are alleged to have murdered others inside the school premises, openly challenge teachers and have an "I don't care" attitude towards their work (Masitsa, 2008).

Popoola (2010) distinguished the ten forms of unlawful behaviour which may lead to a learner's suspension, namely: defiance of school authority; not reporting to after-school detention or Saturday school; class disruption; truancy; fighting; the use of profanity; damaging school property; dress code violations; theft; and leaving campus without permission. The other common types of disciplinary problems experienced in secondary schools as mentioned by Donnelly (2000) include fights, insubordination, little support for educators, a general climate of disrespect and distrust of the administration. Mezieobi (2006) says that behaviour problems include physical fighting, stealing, disobedience, smoking, dishonest act, purposeful destruction of school property, cheating in examinations, 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.

In this context, it has been further observed that; many students disobey school rules and regulations with impunity and have little or no respect for their teachers and even the school administration. Consequently, teachers complain of behavioural problems of students and express hopelessness because various traditional approaches or strategies for controlling these menaces have not been helpful. In a similar development, Watchtower (April, 2016) reported that in the United State of America, students in junior schools who were found to be carrying guns to schools were; 2,190 in 2013, 3,010 in 2014 and 1,650 in 2015. The report also added that states and country security agencies have also reported the students at that level of schooling go to schools with dangerous weapons such as knives and explosives.

In the United States of America, the National Centre for Education Statistics (2015) reported physical attacks or fights with weapon leading to a list of reported crimes. They reported that each year, more than 8,000 students are expelled for bringing firearms or explosives to school. The report listed violent crimes such as murder, gang robbery using weapons, gang robbery without weapons, injuring people and rape, while property crimes involve burglary, theft and vehicle theft. Furthermore, the Statistics Social Welfare Department (2011) showed that each type of students' related crime and offenses has increased since 2011. According to them, Offense relate to properties amounted to 2,109 cases in 2010 and increased to 2,743 cases in 2011. Offense in connection with people also increased to 762 cases in 2011 compared to 543 cases in 2010. Gambling offenses among children have also increased by about 75 per cent, from 24 cases reported in 2010 to 42 cases in 2011. Offences related to weapons / fuel increased to 72 cases in 2011 and drug offenses increased to 1,096 cases in 2011 (Jabatan, 2011).

In Nigeria, the story is not different in most of the secondary schools. As teacher in one of the secondary schools in the Federal Capital Territory (FCT), the researchers has had direct contact with students, teachers and principals who constantly complaint about the incessant occurrence of cult practices in the Nigerian secondary schools. Some of the principals have bitter complaints on how students today engage in various forms of cultic behaviours. Such behaviours range from incessant smoking, group fighting, drinking, bullying, rape and assault of their teachers and principals. The pertinent question remains: what strategies can be adopted to manage these insecurity issues in secondary schools in FCT?

Teachers as a source of threat to school safety: Teachers are pivotal to student perceptions of learning and therefore contribute immensely to safe environment to facilitate learning. They do this by teaching and mentoring the students. The students therefore look up unto teacher for his learning and growth for future endeavour. Any untoward attitude or antisocial behaviour from teachers can truncate this expectation, thus making the school unsafe for children development. Jane Eliot (The Pennsylvania State University, 2015) in her study in 1968 found stereotyping, Prejudice and discrimination attitude exhibited by teachers greatly affect children attitude and behaviour towards each other. In the same vain, Gorham and Christophel (1999) noted that teachers' behavior is demotivating factor perceived by the pupil as central to their lack of motivation. Student of teacher with antisocial behavior therefore reported a high level of negative affect towards learning. Recently there has been increase report of teachers being involved in cultism, drug abuse and raping students or demanding sex for marks. These vices by people that are supposed to teach and lead the students make school very unsafe for leaning.

Infrastructure/educational Facilities as Source of Threats to Safety: Infrastructures in many schools are very inadequate and most of them are security and safety risk. Many school are overcrowded, no security perimeter around the school, multi-point of entry exist; dilapidated and non-functional structures among others. Ugwulashi (2016) considered educational facilities in public schools as a strategy for school safety management. She noted that educational facilities which comprised of infrastructural and instructional facilities in school are needed for effective and efficient teaching and learning process. Their absences discourage studiousness in pursuit of curriculum; and entrenched hazardous behavior (truancy) on staff and learners.

Poor infrastructural and instructional facilities have been blamed on lack of funds, poor maintenance culture and poor system of educational management (Ugwulashi 2017). The ability of the school to cope with its curriculum and extracurricular task, control behaviors and initiate serenity in the academic environment is determined by educational facilities. For educational facilities to support hazard free school environment which is necessary for school safety management, it must adhere to four stage approach which include provision, utilization, maintenance and improvement (Fasasi 2012). FCT like most places today have deteriorating infrastructural and instructional facilities that have not met minimum safety standard that will amply ensure sustainable safety for proper academic activities enunciated in the National School Health policy (FME 2013).

School management as a source of threat to school safety: School management is the identification of the school objectives, mobilizing the teachers, on-academic staff, students and material resources such as funds, equipment and facilities in the school to achieve the goal of teaching and learning. It is the process of creating a supportive environment by deciding in advance on how to secure the school, how to do it and who is to do it. This includes maintaining, comparing and correcting towards achieving the school goal (Akubue, 2012). Schools are managed by a principal and vice principals. The principal as the manager is responsible for the general oversight to hiring of staff, students and building. The school principal has various management functions. The first one is the management of instructional programme (Oboegbulem 2011). A school cannot be deemed to be effectively administered if it seems to be lagging behind in academic performance and instructional delivery. Thus, the academic performance of the students of a school usually forms the first parameter with which to judge the level of school management.

Primary responsibility of every school management is to provide a safe and secured environment for staff, student and visitors. This aimed at providing safe educational environment to enhance meaningful teaching and learning. It also provide safe environment for the well-being of the students. The World Health Organization (WHO) in 49th World Health Assembly considered violence and other vices in school as public safety priority that must be tackled by school management (Mertoglu, 2015). The report published by Sheriff Deputies (2016) revealed that lack of fund; not considering school safety a priority by school management; and lack of time to practice safe measures are responsible for inadequate security in most of our schools. School administration therefore has enormous duty to provide safety in schools by adequate management of internal and external threats to school safety. To be

able to do this School managers must possess necessary skills for effective management of material, men and finance available in schools to enhance safety to all in school. Schools become unsafe when school management fails to give required attention.

Strategies for Creating Safer Schools Environment for Enhanced School Protection

Some of the appropriate measures for creating safer school environment and enhancing students' protection among leaners are grouped into: preventive, punitive (corrective) and behaviour modification measures/reward methods are briefly discussed. In addition to that, other potential strategies for creating safer schools environment for enhanced school protection are summarized as highlighted.

Preventive measures: These are measures aimed at preventing the situations which call for remedial measures. This method requires the educator's ability to prevent any form of criminal behaviour by students in the school. For instance, to prevent, mass examination malpractice, more teacher supervisors have to be present in the class on the lookout for recalcitrant students (Cotton, 2003). Dangerous weapons that could be used by students in event of a riot could be kept out of student's reach to prevent them from hurting themselves or others.

Punitive (corrective) measures: These are those crime control measures which inflict punishment on a student with an aim of deterring the student from committing the crime. However, punitive measures or punishments can only be effective if it is commensurate with the form of crime committed (Cotton, 2003). To be effective, punishment should never appear arbitrary. To punish students in arbitrary ways can be a cause of much resentment and hostility.

Behaviour modification (reward) measures: This refers to the provision of reinforcement for instance observing and commenting positively on good behaviour (Cotton, 2003). In a study by Gathenya (1992), on management of secondary schools in Kenya, it was concluded that rewards are very effective means of maintaining discipline in students. The fact that some head teachers defined clearly the type of reward that should accompany certain behavior motivated students to strive to behave well to get the reward attained even higher standards of discipline (Gathenya, 1992). Furthermore most modern educationist in Europe and North America advocate a disciplinary policy focused on positive reinforcement with praise, merit marks, house points and the like playing a central role in maintaining behavior. Thus effective discipline requires the consent, either explicit or tacit, of parents and pupils. Therefore, to be effective a disciplinary action should never appear arbitrary (Wapedia, 2010).

Efficient and effective management of rioting, unrest among students are fundamental to the development of the school institutions, though the prevailing situations in Nigeria constitute a reversal of this reality. Many Nigerian schools - higher or lower levels experience students' unrest and insecurity that in most cases hinder them from achieving the purpose for which they were established. Sometimes, these unrests aggravate into serious conflict situations. Such conflicts or students' unrest are managed in different ways, some focusing on interpersonal relationships and others on structural changes. Robinson, Roy and Clifford (1974), advocated that managing conflict toward constructive action is the best approach in resolving conflict among students in schools. When conflict arises, we need to be able to manage them properly, so that it becomes a positive force, rather than a negative one, which would threaten the individual or group.

Parker (1974) argued that if conflicts arise and are not managed properly, they would lead to delays of work, disinterest and lack of action and in extreme cases, it might lead to complete breakdown of the group. Unmanaged unrest may result in withdrawal of individuals and unwillingness on their part to participate in other groups or assist with various group action programmes in the school system. Conflict is an attendant feature of human interaction and cannot be eliminated; however, its proper management and transformation are essential for peace and progress in human society. This is why conflict resolution is one of the most important challenges of governance.

In resolving rioting and students' unrest in schools, developing a constructive communication process and influential conflict negotiator's personality is very important. No doubt, schools cannot avoid experiencing one conflict or the other while a great deal of such conflict can be managed and be guided from disrupting school efforts towards attaining its manifest and latent goals if the conflicting parties are systematic in the way they communicate their grievances, situation of the conflict and their readiness to negotiate for peace and if the negotiator mediating the resolution process is of good personality (Agbonna, Yusuf & Onifade, 2009).

In controlling secret cultism, examination malpractices, unrest, riot and vandalism among students, Pierre (2003) suggested that a comprehensive programme of peace studies, communication studies, values clarifications, anger management, conflict resolution and decision-making strategies must be made compulsory in every school. She recommended a combined effort by all educators (involving principals and head teachers) to deal with the criminal issues. In the same vein, Nkyi (2014) emphasized that school relations with the law enforcement agencies for the purpose of providing instructions on the consequences of committal of crimes will assist in curbing teenagers and young adult's involvement in such activities either while still in the school or after school life. The scholar further opined that to assume that students in junior and senior secondary are children devoid of criminal; tendencies are thought of the past. He argued that many of the students are better exposed to knowledge and skills in crimes due to their access to the internet facilities. In conclusion, he asserts that these students find information from the social media which are indeed anti-social and more attractive.

Positive approach: This approach is grounded in educator's respect for learners. It is a strategy put forward by educational philosopher Greenberg (1987) to prevent violence and promote order and discipline in schools. The approach is based on the assumption that a positive school culture and climate will to a large extent aid reduction of indiscipline in school. It will instill in learners a sense of responsibility.

Detention: This requires making the recalcitrant student to remain school at a given time of the school day (such as lunch, recess or after school) or even to attend school on a non-school day, e.g. "Saturday detention" held at some overseas. For instance, in the United Kingdom, the Education Act of 2007

obliges a school to give parents at least 24hours notice of a detention outside school hours. This is not common in Nigerian schools but in specialized schools like "Command Secondary Schools or Navy Secondary Schools" such practice is common perhaps because of the military nature of the schools.

Suspension or Temporary Exclusion: This is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time; the learner cannot attend regular lessons. The student's parents/guardians are notified of the reason for and duration of the out-of-school suspension. Nakpodia (2010) contends that sometimes pupils have to complete work during their suspensions for which they receive no credit. Such work includes some form of corporal punishment like cutting grasses or digging holes or uprooting a plant or work in school farm.

Punishment: Punishment has a necessary place in the school system but it must be based on certain principles if it is not to be a "hit or miss" affair. Nakpodia (2010) identified that for punishment to yield desired result; a) it should fit the "crime" as well as the "criminal". This is because individuals differ from one another in the basic temperamental patterns which they inherit, and in those which they subsequently develop. For example, some children are extremely self-assertive, others unduly submissive. Some are very easily provoked to anger, others relatively placid and others patient while some are by nature very sociable and others solitary in their outlook. Therefore, educators need to exercise care in making any general statement regarding the effectiveness or otherwise upon students of any form of correctives; b) There should be no uncertainty about the punishment.

The element of uncertainty in punishment renders it almost inoperative and postponement is almost fatal; c) Punishment should help the offender to improve and this condition is satisfied only when he realized his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again. When the offender realized that he deserves punishment, punishment becomes necessary, and d) punishment should be inflicted to the barest possible minimum. Familiarity breeds not so much contempt, as indifferences in such matters.

Other Specific measures: Provision of safety in schools by school management should be directed to areas of threats to safety in schools as highlighted earlier these include proper management of teachers, students, infrastructure and facilities in schools. Generally these can be summarized as following:

a) School safety affects the students, teachers, administration and parents in many ways. It is therefore everybody responsibility in promoting school safety and security. School authority must ensure that it remind and involved all stakeholders carry out its role.

b) Students should be encouraged to be involved in school safety. Reward students who help to keep the school safe.

c) Provide students access to anonymous reporting system such as hot lines, suggestion box, etc. These would allow students who have difficulties speaking up when they see something wrong, to report freely.

d) Keep and monitor visitors' movement within the school. These may require visitors signing in, wearing badges and restricted to administrative area alone.

e) Provision of security guards in school in partnership with police, neighborhood watch and other security agencies can be explode to enhance safety in school.

f) Monitor and supervise students' common areas like cafeteria and playground. Set up video surveillance.

g) Provide perimeter fencing for school. Limit entry points into and out of school building and compound. Place clear signage to delineate where visitors are not allowed.

h) Create a safe and supportive school environment by providing psychological and counseling service and violence preventing programs (Kazlauskas, 2006).

i) Keep rooms and spaces locked when not in use.

j) Form school safety committee to monitor and review plans put in place. They should also look into peculiar safety issues, identify risk that patent school, and develop strategies and procedures to address safety issues.

k) Promote participation of all stakeholders in the provision of safety in school. Example formation parents teachers association to regularly deliberate on safety issues in school.

l) Teachers should know their students and show that they care. This can reduce vices like bully, teenage pregnancy, violence and drug abuse. It has been showed that students beginning to do and behave well when they have a feeling that they are known and care for especially their success (Gorham and Christophel, 1999).

m) Control of school related product safety: School authority usually restricts what students take to school. Most times harmful items are usually band example guns, knives, can foods. Students 'bags are usually checked before they are allowed into the school compound.

n) "Premises liability": In some countries like United State, owner of land (including schools) are legally required to keep premises reasonably safe for those legally allow to be there. This law allows parents to file suit against school authority when their children are injured due to negligence of the school management.

o) Provision of health promoting environment: Environmental and health promoter, advocated good drinking water in school to prevent diarrheal diseases, hand rails for steps. Fence, reducing overcrowding among others to promote healthy living among students (Odusola, 2017).

Conclusion

The quests for safety have recently increased in secondary schools in the Federal Capital Territory (FCT) of Nigeria. This is because of the manifestation of various unwelcomed behaviours among students, inadequate infrastructure and instructional facilities, and poor management of schools. In recent times, it is no longer uncommon to find secondary school students engage in all forms of criminal activities such as: stealing, rape, internet fraud, armed robbery, homosexuality, lesbianism, secret cultism among others, thus making school environment increasingly unsafe. It was concluded that school administrators and educators have roles to play on adopting various safety and control measures to manage the situation and enhance students' protection in schools.

Suggestions in Ensuring Enhanced Students Protection

Arising from discussion above, are the following suggestions

1) Proper moral upbringing of children and wards by parents and guardians respectively is strongly advocated as strategy for curbing antisocial behavior among students in secondary schools in the FCT.

2) Peace Education should be introduced in the curricula of tertiary education institution especially in the training colleges and similar ones should be introduced in the secondary schools. The content of this Peace Education would include teaching the students their rights and responsibilities as citizens, their civic responsibilities, gender issues, peace and conflict studies and environmental concerns.

3) Security education should be introduced into the teacher education curriculum to increase their knowledge of how to create a safer school environment for themselves.

4) All Confederation of Staff and Principals of Schools in Nigeria (ANCOPS) should organize periodic trainings and workshops that will equip educators with strategies for managing insecurity issues in schools.

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