



## Security Management: Through Security Risk Education as a Panacea for Conducive Learning Environment in Nigerian Universities

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### ABSTRACT

The paper is discussed security management through security risk education as panacea for a conducive learning environment in universities in Nigeria. On the paper are definitions of management, security management, education, security, risks, and security risk education. It also discussed types of security risks in schools and the two forms of security risk education, its methods as well as its benefits were discussed extensively. The meaning of environment, learning environment, its components, and the concept of conducive learning environment, its variables as well as importance were also discussed with the ways forward were discussed and conclusions drawn and recommendations made.

## **INTRODUCTION**

One way to define management is the process of using people to accomplish tasks in an efficient way. It might alternatively be defined as the process of completing the tasks or work necessary to effectively and efficiently accomplish an organization's objectives. This suggests that management is the process of organizing, staffing, planning, directing, and controlling in order to successfully accomplish the organization's objectives while using the fewest possible resources and expenses (Terry, 2012). As a result, security management may be defined as the continuous process of determining every security risk that a company has and putting plans in place to successfully handle or manage those risks. This supports Turner's (2023) assertion that "security management is the process by which organizations aim to achieve sustainable benefits within each activity and across the portfolio of all activities by methodically addressing and managing the security risks affecting their activities." The management of the university will become attentive to the need to defend itself against threats and guarantee the safety of its material and human resources if an efficient security management strategy is implemented. This suggests that an organization is susceptible to a variety of risks, such as physical and natural security breaches, if it does not have a robust security management strategy in place. It therefore can be said that, for any university to be able to protect its human and material assets in an efficient and effective manner, there must be an effective security management strategy in place in their strategic management plan, and one of these strategies is security risks education.

The process of receiving or providing systematic instructions, particularly in formal, informal, and non-formal contexts, could be viewed as education. Another way to describe it would be an enlightening experience. According to Bronkhorst et al. (2011), education is an intentional and conscious attempt to establish a learning environment and learning process so that students actively develop the potential to possess the spiritual strength, self-control, personality, intelligence, noble character, and skills that they and society require. Security can be characterized as the sense of safety from danger, oppression, poverty, danger, dread, worry, and threats to one's essential principles. According to Kaiko (2017), security is the state of safety, tranquillity, and the defence of individuals and their property. It has to do with the lack of dangers to human life and dignity as well. According to Home and Staniszewski, referenced in Noah (2021), security is a type of defence in which the assets and the risks are kept apart. According to these authors, security can be summed up as the steps done to keep the entire company or school in order, disciplined, and safe from damage. Events that endanger the security of students, faculty, stakeholders, and school property are considered risks in educational institutions. Risks to school security can also be defined as issues that compromise the safety of any members of the school community and the surrounding area. It can also be interpreted as the potential for a negative event to occur. Another definition of security risk is the exposure to the potential for harm, loss, or other unfavourable or undesirable events, as well as a change or circumstance involving such a possibility.

## LITERATURE REVIEW

Thus, based on the several definitions, Security Risks Education is the process of introducing the student to the concepts, values, information, and experiences that are essential for citizens to attain complete national security. According to Ozoemena (2019), security education is the process of helping professionals and students acquire attitudes and values that are in harmony with the realities of modern security. Making intentional rules that will help raise awareness and make staff and students aware of how to defend themselves from security risks both within and outside the school environment is another aspect of it. In support of this, Longman (2019) claimed that establishing security education in colleges and universities covers all the information a person needs to know about security or how to react to security threats in order to safeguard their own belongings. According to the aforementioned, security education is the process of educating people about the many security hazards so they can become aware of and cognizant of security using a variety of training techniques. This is a crucial component of any security management program. Essentially, the organization's entire security posture and the security compliance process are facilitated and enhanced by the training and sensitization component of security education (Taylor, 2013). Giving school community members the information and abilities to alter participant behavior is the main objective of security training and sensitization.

## METHODOLOGY

### Literature Review

1. The study reviews key concepts such as security management, security risk education, and conducive learning environments by referencing various literature and previous studies.
2. It incorporates definitions, perspectives, and theories from experts such as Bronkhorst, Ozoemena, Yasar, Pratt, and others to support its arguments.

### Descriptive Approach

1. A descriptive approach is employed to explain security phenomena within Nigeria's educational environment.
2. The study discusses the current conditions, security risks, and the importance of security risk education in creating a conducive learning environment.

### Conceptual Analysis

1. The research focuses on analyzing concepts like security education, security awareness training, and sensitization strategies.
2. It emphasizes the benefits of security risk education on the learning environment.

### Practice-Oriented Recommendations

1. The study provides practical recommendations for educational institutions to manage security risks, such as integrating security risk education into curricula and orientation programs.

## **RESULTS AND DISCUSSION**

### **Security Sensitization Strategy**

The systematic process of teaching staff members physical security best practices to help them better handle the various security hazards they may encounter at work and at home is known as security sensitization. Strategies for raising security awareness could involve the following:

1. Program to educate employees about common natural and man-made security risks.
2. Individual responsibility for the organizations security policies.
3. Metrics to gauge the organizations success from security threats rate to security culture surveys.
4. Inculcation of compliance mind-set and knowledge of default consequences. An effective security sensitization program is crucial for any organization, but it is not enough to simply provide training to employees. Organizations must measure the program's effectiveness. Accountability is also a key, as employees need to understand the importance of following security protocols and the consequences of not doing so. By taking these steps, organizations can better protect themselves against security threats and manage the risks associated with it effectively.

### **Security Consciousness Training**

Yasar and Pratt (2021) sees security consciousness training as a strategic approach security experts take to educate employees, students and other stakeholders on the importance of physical security around them and their environment. The ultimate objective is to enhance security awareness and consciousness among employees, students and staff within the school community and to reduce the risks associated with natural and man-made security threats. It also ensures the acquisition of special security knowledge and self defense skills for school community members in case of the occurrence of security emergencies in the school and outside the school. Yasar and Pratt (2021) opined that in crafting a good security training program, organizations should emphasize to employees or school community members the criticality of protecting the organizations assets and themselves and provide overview of the corresponding corporate policies and procedures that cover how to work securely and who to contact if they discover a potential threat. The security awareness training should be customized to engage school community members of all levels, regardless of how long they have been within the school. Effective security awareness training lets members of the school community to practice proper physical security hygiene, recognize the security risks tied to their actions and identify potential natural and human attacks that can be encountered through any means (Yasar and Pratt, 2021).

### **Security Consciousness Training can be Broken Down Into Four Stages**

1. Determining the current state of the school community members' awareness and culture.
2. Developing a security sensitization program-from topic to frequency to target success metrics.
3. Developing the security sensitization program to school members.

4. Organizing physical security training drills and exercises for all school members.
5. Measuring the effectiveness of the program and revising as necessary.

From these stated facts, it can be said that, specialized security training needs to be targeted at the variety of audiences within the school environment such as students, staff school management, and other stakeholders. Corroborating to this view, Aiguier (2019), outlined some of security training and awareness every individual should learn especially within the school environment so as to improve the conducive atmosphere of the learning environment to include: First Aid Training, Active Shooter training, how to protect Identity theft, Personal protection/ self-defence as well as cyber security training. All these training and awareness methods are geared towards equipping the individuals within the school environment with the necessary knowledge, attitude, and skills so that they can live a security conscious life, and as well protect themselves from the varied emerging security threats within and outside the school environment there by resulting to conducive learning environment. Similarly Gorrods cited in Macharia (2023) opined that in today's increasingly interconnected world, security education has become paramount in ensuring personal safety and protecting against emerging threats whether its physical security or cyber security. These authors emphasized that being equipped with the knowledge and skills to mitigate potential risks is essential. Security education plays a vital role in promoting awareness, knowledge and preparedness. It empowers individuals to understand potential threats, assess risks, and take appropriate measures to safeguard themselves and their asset. From basic safety protocols to advanced cyber security practices, security education provides the necessary foundation to navigate an ever-evolving security landscape like ours in Nigeria.

### **Concept of Learning Environment**

The surroundings in which a person, animal, or plant lives or functions are referred to as the environment. It can also be thought of as the natural world, either in its entirety or in a specific location, particularly how it is impacted by human activities. The environment, according to the Merriam Webster online dictionary (2024), is the items, circumstances, or conditions that surround a person. It is the environment we live in, which includes the land, water, and atmosphere as well as any other living things or natural elements (Anyuogu, 2016).

The two categories of environment-physical and social-have mutually reinforcing relationships. It is widely acknowledged that an individual's character is shaped by their surroundings. Therefore, it is expected of educational management to design a safe, secure, and enjoyable learning environment that will enable students to use their imaginations to turn their creative ideas into action that leads to new discoveries.

The various physical settings, situations, and cultural norms in which pupils learn are referred to as the learning environment. What a teacher can package for a student from their surroundings is learning. Learning occurs in a

variety of contexts, including places outside of schools and the outdoors. This explains why, as opposed to classrooms, which have constrained and conventional meanings, the phrase "learning environment" is frequently used and preferred.

Classrooms, offices, dorms, libraries, restrooms, business centers, labs, research, workshops, cafes, sports, and leisure facilities are all examples of structural learning environments. The school field, garden, and landscape or layout are additional physical learning spaces. The organizational atmosphere of a classroom or school, sometimes referred to as the social environment, is also included in the learning environment. These include how people behave and interact with one another, how the teacher sets up the classroom to promote learning, such as holding classes in a natural setting that is relevant to the lesson, arranging desks in particular ways, and furnishing the space with educational resources, digital, audio, and video equipment, etc. It is the entirety of the activities and elements that make up learning. Since different instruction requires different setting arrangements, learning environments must be carefully and purposefully created by the school administration and the teacher to be conducive. This is based on the argument that learning environments have both direct and indirect influences on the students' learning, including their active participation in class activities, motivation, sense of wellbeing, belongingness, and safety. This is due to the fact that adult-to-adult interactions are regarded as elements of the learning environment that may be either beneficial or negative.

Students get irritated when their learning environment does not fit their learning styles because learning environments are a reflection of both school and classroom settings. Because they are unsure of what they should be doing, the student may become unruly and inattentive, which can occasionally result in deviant actions that could disturb the learning environment in the classroom.

**Given this, the Learning Environment must be One that Prioritizes and Attends to the Following:**

1. Offering kids a variety of well planned, supervised, and managed learning activities.
2. The emotional climate and calibre of interpersonal interactions in the classroom.
3. Encouragement of innovation, pupils' uniqueness.
4. The problems of animosity, resentment, and damaging criticism of other people.
5. Planning educational activities that can be completed alone, in small groups, and in large groups.
6. Helping students complete learning activities in class (Nosiri, in Anyaogu, 2016).

### **Conducive Learning Environment**

To achieve the desired educational goals while taking into account each learner's physical, psychological, social, and cultural needs, a conducive learning environment is one that permits teachers and students to freely exchange ideas, thoughts, and skills. It may also be viewed as the environmental frustration that permits professors and students to freely share ideas. According to Nathaniel (2014), a conducive learning environment is a conglomeration of social and

physical elements that make up the classroom setting. He believed that this includes classroom management practices as well as how the area is set up, decorated, and kept up. Along with reflecting on regulations made at the school or community level, it also incorporates school-level variables that are directly related to the school environment, such as principals or curriculum coordinators for teachers. It also considers the effects on the entire school, faculty, parents, and kids.

According to Smith (2019), a conducive learning atmosphere is one in which students feel free to share their thoughts with teachers and fellow students while also feeling at ease enough to explore many facets of various subjects and themselves. According to Smith (2019), a conducive learning environment includes a decent physical space, a healthy learning atmosphere, and a sense of community and belongingness in addition to having the appropriate school supplies and furnishings. According to the authors, schools will have a favourable learning environment when these conditions are met. Little ones are encouraged to enjoy the entire process of learning new and significant topics in a conducive learning atmosphere. According to Ihekoronye (2020), the environment's suitability, safety, and availability of high-quality human and material resources have a significant impact on how teaching and learning activities are conducted more effectively and efficiently. For this reason, according to Abott (2014), the school environment is a crucial component of both teaching and learning, and without it, no rational teaching-learning process can occur. Similarly, Kwa (2017) noted that establishing a favourable learning environment is just as crucial as the lessons and information imparted. This suggests that it involves more than just the students, teachers, technology, or infrastructure. According to WHO (2010), the school environment is a crucial setting for successful control efforts. As a result, schoolchildren's respiratory function may be lowered by woodsmoke, ambient tobacco smoke, emotions, and several volatile substances present in indoor spaces. Both intellectual and emotional development may suffer as a result of school absences linked to these respiratory conditions. Healthy school environments are necessary because children are more vulnerable to environmental diseases than adults. According to Alexander (2013), a supportive and healthy school environment fosters teaching and learning while also influencing students' attitudes toward the institution. A good location, safe buildings, protection from loud noises, natural light, clean indoor air and water, a healthy outdoor environment, and healthy school-related activities like safe management and maintenance procedures, the use of non-toxic cleaning supplies, the careful application of pesticides, vector control, and the use of non-toxic art supplies are all necessary for a safe and healthy physical environment.

According to Blum, who was quoted in Ihekoronye (2020), students who attend schools with a respectful and supportive environment are better able to concentrate and reach their full potential in the areas of academics, relationships, and athletics. These schools have defined and well-communicated rules and procedures that establish clear guidelines for treating members of the school community in a courteous and non-violent manner and that promote an

atmosphere free from harmful and negative words and behaviours that are physical, social, emotional, and intellectual. A supportive and encouraging school environment offers a strong basis for fostering students' academic success as well as the growth of constructive attitudes and actions.

Blum (2015) also acknowledged that students who feel connected to school-that is, who feel safe, believe adults treat them fairly, are content to be there, feel like they belong to the school community, and feel close to others-have lower levels of distress and take fewer risks. High school connectivity students report more reasons that prevent them from engaging in dangerous sexual and substance misuse behaviours, and they also exhibit lower levels of aggression. Students that are dedicated to their studies have strong self-esteem, according to teachers. Students who feel safe, cared for, supported correctly, and compassionately pushed to learn in difficult and meaningful ways have higher academic accomplishment. There is a clear correlation between school climate and student self-concept, absenteeism, and suspension rates. According to Hankins et al., reported in Pohnpei (2010), students are less likely to engage in substance misuse, aggression, and other problem-related behaviours when they perceive their school environment to be encouraging and caring. Because they are more likely to have favourable views about other people, they support schools, which in turn nurture these beneficial outcomes by encouraging children to feel connected to one another throughout the school day. Similarly, Pekka (2010) asserts that today's students and kids are tomorrow's adults, and as such, they should inherit a safer and healthier environment. Protecting their habitat is the most crucial duty.

Nathaniel (2014) asserts that the terms "school environment," "learning environment," and "educational environment" are interchangeable. According to Nathaniel (2014), the school environment is made up of both physical and social elements that contribute to the classroom experience. It covers classroom management practices as well as the layout, furnishings, and upkeep of the area. It also refers to school-level factors that have a direct bearing on the school environment, like administrators, curriculum coordinators, and teachers. These factors also influence school-level or community-level regulations that affect all students, parents, and faculty. This supports Abbot's (2014) assertion that an effective learning environment in schools is a necessary component of teaching and learning. He went on to say that although kids can learn in a wide range of settings, including outdoor and non-school sites, the school environment is a diversified physical location, context, and culture. A classroom, which has more constrained and conventional meanings-a space with rows of desks and a chalkboard-is not as accurate or desired as a school learning environment. It also includes the prevailing ethos and traits of a school or class, such as how people respect and interact with one another and how teachers may set up a classroom to promote learning.

Higher levels of performance are encouraged, students are more motivated to exercise higher level critical thinking abilities, and their attention and focus are increased in a supportive learning environment. Students' interactions with teachers and peers also grow as a result. Among other things, it

gives students regular feedback and the chance to apply what they have learned in different contexts. According to this study, creating a supportive learning environment in universities can be accomplished by making sure that the elements that affect students' learning are there and that they have access to the security and safety instructions they require. These include, among other things, a security education program, well-designed and constructed school buildings, curriculum content, teacher-student relationships, a good school landscape, relationships with the school community, and efficient student personnel management. Security Education: The first step to successful security risk management and creating a favourable learning environment is comprehending the potential security hazards in schools through security education programs. The process by which people of any organization gain the necessary information and attitude regarding the protection of the organization's material and human resources is known as security awareness, and it is a security risk management strategy. The school can implement this awareness strategy by providing high-quality orientation services. It needs to be a recurring activity in the academic calendar for all members of the school community, including new and returning students. This suggests that intentionally including a security awareness program in the school calendar will help students and staff-especially new hires-acquire the knowledge, attitude, skills, and values necessary to live a security-conscious life both inside and outside of the classroom. Every member of the school community will flourish through the educational process with the appropriate knowledge and attitude by adopting the required security precautions in the school environment, which will lead to a conducive learning environment. Having well-designed and built school buildings is a prerequisite for having a strong security awareness program.

The process of planning and constructing buildings, roadways, drainage systems, landscaping, and other structures in a school setting is known as school plant design and construction. Therefore, the degree to which the school environment is secure, safe, and conducive to efficient teaching and learning is a measure of the quality of the facilities provided by the school. This supports the necessity of taking safety and security into account while planning and building school plant facilities.

The location, school buildings, and other tangible resources offered in the school to support efficient teaching and learning can be viewed as the school plant. The school site, school buildings, classrooms, labs, workshops, playgrounds, libraries, furniture, staff offices, and other infrastructures are all included in the school plant, according to Sani (2007). In a similar vein, Manga (2014) defined school plant as the tangible assets placed in schools to establish and maintain a supportive environment for efficient instruction and learning. Put another way, school administration, aware of the always changing security threats, particularly in educational institutions, should use the information they have gained from security education to take the following actions while planning and building school facilities:

1. School site/location: Schools should be situated in a safe place that takes into account specific safety and security factors, such as industrial

pollution, traffic hazards, topographical hazards, proximity to security posts, and outside of criminal regions. A strong fence and school gate are essential for a school's safety and security (Manga, 2014). This will make the school more accommodating by discouraging criminals and intruders from entering. In order to deter burglaries, school facilities should be designed with enough room, decent ventilation, good lighting, high-security doors, and window covers that are securely fastened. Additionally, the school's scenery is nice, with lovely trees and flowers placed to add to its tranquillity. This implies that a suitable learning environment will be improved when these security measures-among many others-are taken into account while building school buildings. Having well-furnished classrooms would help students and teachers manage their relationships. The term "teacher-student relationship management" refers to the process of establishing a classroom environment that will influence students' learning and performance both within and outside of the classroom. According to Robert, referenced in Onyeocha (2023), it is the process of making sure that the teacher-student interaction runs smoothly without students causing disruptions that jeopardize the quality of education and the goal of creating well-behaved members of society. The aforementioned description leads to the conclusion that a setting with well-designed and built school facilities that take proper security and safety precautions is the only way to manage the relationships between teachers and pupils effectively. Both teachers and students will feel more at ease teaching and learning as a result. According to research, instructors who manage their relationships with students would encourage their pupils to be honest with them about their difficulties and problems, and teachers will act as mentors and counsellors, offering answers to those issues.

Both a conducive learning atmosphere and harmony among the members of the school community will arise from this. The ratio of teachers to students is another element that might provide a positive learning environment in classrooms. The teacher-to-student ratio shows how busy teachers are and how readily they can provide their students with attention and services. The educational process will be better if there are fewer students in the class, as has been demonstrated. The teacher-to-student ratio is crucial in the classroom because it allows teachers to concentrate on quality rather than quantity, gives each student more time for individualized attention, improves guidance, gives each student a voice, and improves student performance (Centre, 2021). A decent classroom setting and a suitable learning atmosphere are undoubtedly promoted when the teacher-to-student ratio is in the proper order.

A student's capacity to learn and feel safe and at ease in the classroom can be enhanced or hindered by the classroom setting, which is a vital aspect of the school environment.

Classroom environment is another name for classroom setting. It is a general phrase that has numerous theoretical and practical definitions. The

physical surroundings of the classroom, such as its size, lighting, desk and chair arrangements, and noise levels, have an impact on both teachers' and students' attention spans. The classroom environment has an impact on both the teachers' and students' learning, thus if proper security measures are not taken, the teaching-learning process will not be supported. A student's capacity to learn and feel at ease in the classroom can be positively or negatively impacted by the atmosphere that the instructor fosters and supports. As much as the teacher's manner of instruction, the classroom setting should promote collaboration and acceptance (James in Ihekoronye, 2020).

The curriculum, actual instruction, classroom management, temperature, and physical state of the classroom (dark or lit, hard or sandy floor, seat arrangement, etc.) are all part of the classroom setting, according to Fraser, who was quoted in Nathaniel (2014). A favourable learning environment in schools will also be ensured by efficient student personnel management and strong school community relations management.

### **Benefits Of Security Risks Education**

The following are the benefits of security education

1. **Safeguarding Personal Safety:** Security risks education play a crucial role in safe guarding personal safety. It equips individuals with the knowledge to identify and avoid potentially dangerous situations both in physical and digital environments. By understanding self-defence techniques, emergency response procedures and online safety practices, individuals can reduce their vulnerability to threats and make informed decisions to protect themselves and others.
2. **Mitigating Security Risks:** In this digital age, cyber security is a pressing concern. Security education provides individuals with the awareness and skills to protect their online presence and sensitive information. By understanding common cyber threats, recognizing phishing attempts, employing strong passwords and practicing safe browsing habits, individuals can mitigate risks and maintain their digital security especially in school environment where young adults form a greater part of the population.
3. **Promotion of Proactive Measures:** Security education instils a proactive mind-set, encouraging individuals to take preventive measures rather than reacting to security incidents. By promoting preparedness, risk assessment and proactive planning, security education empowers individuals to anticipate potential threats, implement safeguards, and mitigate security risks before they occur.
4. **Fostering a Secure and Conducive Environment:** French (2023) opined that security education goes beyond personal safety; it contributes to creating a secure environment for school community members and their host communities. This is because when individuals are educated about security best practices, they become active participants in maintaining the safety and wellbeing of their surroundings. By fostering a collective culture of security awareness, school community members can work together to prevent crime,

respond effectively to emergencies and promote a sense of safety for everyone, thereby resulting to conducive learning environment.

### **The Way Forward**

For the schools in Nigeria to have conducive learning environment, effective security education must be incorporated into their strategic management plan and should be implemented as part of the school curriculum. Education managers should make sure that during school orientation exercises for new entrants, security experts should be drafted to give quality security awareness and training to the students and staff so that they have the needed knowledge and attitude towards security issues within and outside their school environment.

### **CONCLUSIONS AND RECOMMENDATIONS**

It is pertinent to have an effective security education in schools because it creates the needed awareness and training required of the school community members to navigating through life. School management should make it as a norm to become sensitive to security risks through security risk education so as to have conducive learning environment.

### **FURTHER STUDY**

This research still has limitations so further research is still needed on this topic.

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