



## **Economic Impact of poor Security Management in Prince Abubakar Audu University, Anyigba, Kogi State**

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### **Abstract**

*The researchers investigated the economic impact of security management in Prince Abubakar Audu University Anyigba, Kogi State. The study adopted a survey research design. The population of the study is made up of 396 academic and non-academic staff. The sample for this study was 78 academic staff and 120 non-academic staff using cluster random sampling technique. Two research questions and two hypotheses guided the study. A researcher made questionnaire, observation schedule and oral interview titled, 'Economic Impact of Poor Security Management in Tertiary Institutions Questionnaire (EIPSMTIQ)' was used to collect data. The questionnaire was divided into two main sections. The first section was used to generate demographic information while the second section contains the questionnaire items addressing the various variables identified in this study such as cost impact and resource allocation impact. A face and content validity method was employed to ascertain the authenticity of the questionnaire items. Pearson product-moment correlation coefficient was used to ascertain the reliability of the instrument. The reliability index obtained was 0.86. Mean, standard deviation and rank order to analyze the data related to the research questions and z-test statistical analysis was used to test the hypotheses. The findings of the study revealed among others that both the academic and non-academic staff unanimously agreed that resource allocation impact of security management in Prince Abubakar Audu University, Kogi State is to a low extent and there is no significant difference between the mean rating of academic staff and that non-academic staff on the extent of resource allocation impact of security management in Prince Abubakar Audu University, Kogi State. The researchers recommended among others that the Kogi State government should ensure that resources allocation for security management of the state-owned institution is improved and adequate to meet the security demands of the institution.*

**Keyword:** Management, Security, Security Management, Economic Factor



## Introduction

In the current environment of protracted security tensions and high policy uncertainty, the global growth outlook of the Nigerian education system has weakened significantly. This threatens to undermine progress towards eradicating security management in institution. The broad-based growth slowdown in the Nigeria economy over the past year has been accompanied by a sharp slowdown in resource allocation to tackle security management in institutions. Amid decline in the standard of education has deteriorated; dampening investment in education growth across the country. Softening demand of security management in education has also weighed on global cost, in particular resource allocation. While the global shift towards more accommodative security management in school policies has raised serious concerns in the management of the education system. Economic impact of education across Nigeria economies have been revised downward. In several states, domestic weaknesses such as heightened government uncertainty, resource allocation are compounding the difficulties linked to the challenging environment of security management of the education system.

The management of safety and security is paramount to the effective management of schools. It is an issue that has attracted a great deal of attention and concern from learners, educators, teachers, parents, and the public at large. Management is viewed as the coordination of all the resources of an organization, through the process of planning, organizing, directing and controlling in order to attain organizational goal (Ogunu, 2009). Management as seen by (Onye, 2012) is the process of designing and maintaining an environment in which individuals, working together in groups efficiently accomplish selected aims. It should be noted that a school as an organization has the objective to bring out products (pupils, student and graduates) with expected skills that will assist them to become good citizens.

Management as seen by Graffin (2003), is a set of functions directed at the efficient and effective utilization of resources in the pursuit of organizational goals. In school, management is the identification of the organization's objectives, mobilizing the people and material resources such as funds, equipment and facilities in the school to achieve school objectives (Oboegbulem, 2011). The Education Board with the school manager has multiplicity of functions to perform. They must be concerned with quality instruction as well as the maintenance of safety and security in the school. Musibau and Isaac (2010) states that the school management should work to make school experience to be humanized so that students feel valued and motivated to learn and achieve. They further said that the school management has to work for the school environment to be improved so that lecturers feel confident, respected and safe. This is what provides a well-managed school with a good social climate. A well-managed school begins with thorough advanced



planning by the institution management body and the lecturers, to ensure proper learning environment, and security needs of the students and staff.

Security is the degree of protection against danger, damage, loss and crime (Devine and Cohen, 2007). Morrison (2007) addresses security as a form of protection where a separation is created between the assets and threat. Security is the precaution taken to safeguard an environment from an impending danger or injury. It is a measure taken to prevent danger and threat. There are measures taken to make the school environment safe. A place where there is security is a place of safety (Trump, 2010). The indication of a secure school is the existence and execution of planned policies which are well-drawn policies of the protection that should be given to the stakeholders within the school, be it learners, teacher or school managers. According to Cox, Bynum and Davidson (2010), they are the strategies and procedures required to coordinate the diverse activities of the school. Security measures in schools give the students and staff the feeling of protection (Kaiko 2021). It is indeed safer for them because school is meant to be an environment conducive for teaching and learning if security is ensured and safety is well managed. California School Board Association in trump (2010) explained that a safe and secured school is one where teaching and learning are not distracted; disruptions are minimized; violence, drugs, bullying and fear are not present; learners are not discriminated against; expectations for behaviour are clearly communicated; and consequences for infractions are consistently and fairly applied. The most effective approach to creating safe and supportive school environments requires a comprehensive, coordinated effort including school wide, district wide and community wide strategies.

School Security management procedures are vital part of security system in any institution. It sets guidelines and provides direction as to how situations should be effectively managed and handled (Rogers & Schoeman, 2010). Procedures are the 'guidelines' that inform everybody how the objectives in the policy should be carried out and provide instructions on the conduct of security activities. Procedures also involve the development and implementation of efficient measures to deal with those security/risk problems. In support, Rogers and Schoeman (2010) stated that a security risk analysis is conducted to identify vulnerable assets and security weaknesses. It is a process used to calculate the probability (likelihood) of security risks actually occurring and the impact that these risks would have should they occur. When security procedures are in place, it then provides a platform on which other security measures are put in place to curb security threats in higher institutions.

A secure school encompasses all measures taken to combat threats to learners, teachers, support staff and property in education environments. Cowan, Vaillancourt, Rossen, and Pollitt, (2013) confirmed this by stating that a secure school environment has a very low risk of physical,



emotional and psychological injury to its occupants. McGuire (2017) also explained what he feels about school security schools. He noted that secured schools should have policies and procedures instituted to protect learners and staff from intruders. For example, when entering the school premises, a visitor should record details in a book and perhaps given an Identity Card to carry wherever they go within the school. Visitors could also be often required to show identification to pick up a child from school as a method of proving they are named on the child's approved pick up list (McGuire, 2017). Additionally, secured schools should be built in such a way that they have layouts or designs that minimize unauthorized entry. For example, a school may have a gate that controls in flows and out flows in school premises.

The fear of school crisis occurring is best managed by education, communication and preparation, rather than through denial (Campbell, 2007). Firstly, school community members need to be educated on the plans for a crisis. They are much more likely to accept a plan if they know and understand the rationale behind it. Secondly, communication with the school community members should occur, to converse about risk reduction and enhancing security and emergency preparedness plans. All the community members should be involved. Lastly, schools will need to prepare for both natural disasters as well as man-made acts of crime and violence. This is achieved by taking an 'all-hazards' approach to school emergency planning. This 'allhazards' approach should incorporate emergency plans for all-natural disasters (i.e. floods, fires, earthquakes) and man-made acts of crime and violence (i.e. shootings, stabbings, theft, robbery, rape). It is necessary to have a crisis plan with specific procedures and strategies for each possible crisis that could occur.

However, Ike, (2015) pointed out, it has been observed that certain economic factors that could affect university of poor school security management procedures in their schools. Institutional support in terms of funding, resource allocation (human and equipment) and providing the needed facilities in the school could affect the university management of poor security management procedures (Trump, 2010). Other factors blamed it on the location of the institution, the ability of the school management to security conscious, support from host community and availability of infrastructures in the communities where the schools are located. However, it has not been empirically determined on the extent to which these assertions are true. It is against this background that the study investigated the economic impact of poor security management in tertiary institutions in kogi state.

School climate theory by Halphin and Croft in 1963, posits that safe school climate has its significant influence on educational outcomes. It posits that positive school encourages interpersonal relationship and optimal learning opportunities for all students and reduces disruptive



behaviour which School climate theory refers to the quality and character of the school life. It is based in patterns of school life experience and reflects norms, goals, values, interpersonal relationship, teaching, learning and leadership practices, and organizational structure. The theory further recommends The relationship between a positive school climate and the improvement of school security is that a positive school climate has been associated with fewer behavioural problems and has less of security threats. According to Halphin and Croft (1963), positive school climate can significantly shape the degree of academic success experienced. Empirically, Onuorah, and Iruom, (2020). Findings on human security management practices indicated that principals of public secondary schools in Anambra State apply human security management practices to a low extent. This might be as a result of the failure of the principals to adequately interact with leaders in their host community in order to provide the adequate human security needs of the school. Eric (2009) found that many of the public secondary schools in Lesotho are not provided with safety and security devices.

The rise rate of cult activities among students of Imo State University, Owerri has become very problematic to all stakeholders of education in the State. This has led to increased rate of truancy and hooliganism among young boys and girls who should be fully focused in their academic pursuit. If this situation is left to fester, the researchers are worried that this will draw down the objective of academic excellence projected by the State government. It is therefore against this backdrop that the researcher questions if the school management makes adequate resource allocation to curb the menace of poor security in the state owned institution?

The aim of this study is to investigate the economic impact of poor security management in Prince Abubakar Audu University. Specifically, the objectives of the study are:

- i. examine the resource allocation impact of poor security management in Prince Abubakar Audu University
- ii. ascertain the cost impact of poor security managements in Prince Abubakar Audu University.

The following research questions were posed to guild the study:

- i. What is the resource allocation impact of poor security management in Prince Abubakar Audu University, Kogi State?
- ii. What is the cost impact of poor security managements in Prince Abubakar Audu University, Kogi State?



The following null hypotheses are formulated to guide the study and was tested at 0.05 level of significance.

- i. **H<sub>01</sub>**: There is no significant difference between the mean rating of academic staff and that non academic staff on the extent of resource allocation impact of poor security management in Prince Abubakar Audu University, Kogi State.
- ii. **H<sub>02</sub>**: There is no significant difference between the mean rating of academic staff and that non academic staff the cost impact of poor security managements in Prince Abubakar Audu University, Kogi State

### Methodology

The study adopted a survey research design. The population of the study is made up of one hundred and fifty-six (156) academic staff and two hundred and forty (240) non academic staff, given a total population of three hundred and ninety-six (396) respondents (academic and non academic staff). The sample of this study was 78 academic staff and 120 non academic staff. A cluster random sampling technique was used to draw the sample. This represented 50% of academic and non academic staff, given a total of one hundred and ninety- eight (198) respondents. A researcher made questionnaire, observation schedule and oral interview. The questionnaire was titled, 'Economic Impact of Poor Security Management in Tertiary Institutions Questionnaire (EIPSMTIQ)'. The questionnaire was divided into two main sections. The first section was used to generate demographic information while the second section will contain the questionnaire items addressing the various variables identified in this study such as cost impact and resource allocation impact. A face and content validity method was employed to ascertain the authenticity of the questionnaire items. This was done by presenting the questionnaire items to three specialists, one from Education Management and Planning, one from economics education unit and one from Measurement and Evaluation. In order to establish the reliability of the instrument, copies of the instrument was administered to fifteen (15) academic staff and ten (10) non academic staff who are not part of the sample size for this study. The responses from the two tests were correlated using Pearson product-moment correlation coefficient to ascertain the reliability of the instrument. The reliability index obtained was 0.86. Mean, standard deviation and rank order was used to analyze the data related to the research questions and z-test statistical analysis was used to test the hypothesis.





## Results

**Research Question 1:** What is the resource allocation impact of poor security management in Prince Abubakar Audu University, Kogi State?

**Table 1:** mean scores, standard deviation and rank order analysis of academic and non academic staff perception on the extent resource allocation impact of poor security management in Prince Abubakar Audu University, Kogi State

<b>Items: extent resource allocation impact of poor security management in Prince Abubakar Audu University, Kogi State</b>	<b>academic n=78 <math>\bar{X}_1</math></b>	<b>SD<sub>1</sub></b>	<b>non academic n=120 <math>\bar{X}_2</math></b>	<b>SD<sub>2</sub></b>	<b>mean set <math>\frac{\bar{X}_1 + \bar{X}_2}{2}</math></b>	<b>rank order</b>	<b>Decision</b>
The institutions ensures that equipment needed for night patrol are made available	1.92	0.69	1.96	0.80	1.94	4 <sup>th</sup>	Rejected
Wireless unified communication network for easy communication between the security workers and the management	1.74	0.72	2.28	0.76	2.01	3 <sup>rd</sup>	Rejected
resources are allocated to provide patrol vehicle for security personnel	1.96	0.62	1.86	0.66	1.91	5 <sup>th</sup>	Rejected
The way the institution security is managed to develop fast ways of evacuation in case of emergency	2.16	0.84	2.16	0.78	2.16	1 <sup>st</sup>	Rejected
Budgets are made for students involved in the security plan	2.00	0.88	2.06	0.94	2.03	2 <sup>nd</sup>	Rejected
<b>Aggregate mean and standard deviation</b>	1.96	0.75	2.06	0.79	2.01		Rejected

The data on Table 1 shows that; the institution ensures that equipment needed for night patrol are made available has an average means score of 1.94. This mean score is far below the criterion mean of 2.50 and in the rank order, it occupies the fourth position. It is therefore rejected that the institutions ensures that equipment needed for night patrol are made available. The mean set score of 1.94 clearly indicates that both the academic and non academic staff unanimously



agree that resource allocation impact of poor security management in Prince Abubakar Audu University, Kogi State is to a low extent.

The wireless unified communication network for easy communication between the security workers and the management enhances security management in the second item on Table 1, it has a mean set score of 2.01. This mean score is below the criterion mean and occupies the third position in the rank order. It was therefore rejected that Wireless unified communication network for easy communication between the security workers and the management are not allocated. The third item which states that, resources are allocated to provide patrol vehicle for security personnel has a mean set score of 1.91. This mean set score is below the criterion mean and occupies the fifth position in the rank.

**Research Question 2:** What is the cost impact of poor security managements in Prince Abubakar Audu University, Kogi State?

**Table 2:** Mean scores, standard deviation and rank order analysis of academic and non-academic staff perception on the extent cost impact of poor security managements in Prince Abubakar Audu University, Kogi State

<b>Items: Ascertain the cost impact of poor security managements in Prince Abubakar Audu University, Kogi State</b>	<b>Academic n=78 <math>\bar{X}_1</math></b>	<b>SD<sub>1</sub></b>	<b>Non Acade mic N=120 <math>\bar{X}_2</math></b>	<b>SD<sub>2</sub></b>	<b>Mean set <math>\frac{\bar{X}_1 + \bar{X}_2}{2}</math></b>	<b>Rank order</b>	<b>Decision</b>
The institutions makes adequate costing of equipment needed for night patrol are made available	2.06	0.66	2.26	0.64	2.16	3 <sup>rd</sup>	Rejected
Impress are allocated to security unit to ensure safety of staff and students	3.05	0.71	3.25	0.60	3.15	1 <sup>st</sup>	Accepted
Adequate funding are allocated to provide patrol vehicle for security personnel	1.95	0.60	2.00	0.75	1.98	5 <sup>th</sup>	Rejected
Emergency evacuation plans are funded for the security management of staff and students	2.22	0.83	2.14	0.91	2.18	2 <sup>nd</sup>	Rejected
Students who are part of the security unit are remunerated	2.08	0.76	2.10	0.82	2.09	4 <sup>th</sup>	Rejected
Aggregate mean and standard deviation	2.27	0.71	2.35	0.74	2.31		Rejected





From the data on Table 2, item number six which states that the institutions makes adequate costing of equipment needed for night patrol are made available has an average mean of 2.16, item number eight which states that the adequate funding are allocated to provide patrol vehicle for security personnel has an average mean score of 1.98. Item number nine which states that emergency evacuation plans are funded for the security management of staff and students has an average mean score of 2.18, and item number ten which states that the students who are part of the security unit are remunerated has an average mean score of 2.09. Items number 6, 8, 9 and 10 have average mean scores which are below the criterion mean of 2.50. They were therefore rejected to be appropriate. On the other hand, item number seven which states that the impress are allocated to security unit to ensure safety of staff and students has an average mean score of 3.15. This is above the criterion mean and it is therefore accepted that the impress allocated to security unit are appropriate. Based on the aggregate mean score of 2.27 for academic and 2.35 for non-academic staff which is below the criterion mean, the academic and non-academic staff unanimously agreed that the cost impact of poor security managements in Prince Abubakar Audu University, Kogi State is low.

**Null Hypothesis 1:** There is no significant difference between the mean rating of academic staff and that non academic staff on the extent of resource allocation impact of poor security management in Prince Abubakar Audu University, Kogi State.

**Table 3:** Mean, standard deviation and z-test of different between the mean rating of academic staff and that non academic staff on the extent of resource allocation impact of poor security management in Prince Abubakar Audu University, Kogi State.

Status	n	Mean	SD	df	Z-Cal	Z-Critical	Decision
Academic	78	1.96	0.75				
Non-Academic	120	2.06	0.79	196	$\pm 0.898$	$\pm 1.960$	H <sub>0</sub> : Accepted

The result of the analysis on Table 3 using z-test shows that the there is no significant difference between the mean rating academic staff and that non academic staff on the extent of resource allocation impact of poor security management in Prince Abubakar Audu University, Kogi State. This was so because the calculated z-test value of  $\pm 0.898$  was less than the critical value of  $\pm 1.960$  at 0.05 level of significance and at 196 degrees of freedom. Consequently, the hypothesis was agreed on at 0.05 level of significance



**Null Hypothesis 2:** There is no significant difference between the mean rating of academic staff and that non academic staff the cost impact of poor security managements in Prince Abubakar Audu University, Kogi State.

**Table 4:** Mean, standard deviation and Z-test of difference between the mean rating of academic staff and that non academic staff the cost impact of poor security managements in Prince Abubakar Audu University, Kogi State

Status	Number	DF	Mean	SD	Z-Cal	Z-Critical	Decision
Academic	78		2.27	0.71			
Non Academic	120	196	2.31	0.74	$\pm 0.759$	$\pm 1.960$	H <sub>0</sub> : Accepted

The z-test analysis result on Table 4 shows that there is no significant difference between the mean scores of academic staff and that non academic staff the cost impact of poor security managements in Prince Abubakar Audu University, Kogi State. This was so because the z-calculated value of  $\pm 0.759$  was less than the z-critical value of  $\pm 1.960$  at 0.05 level of significance and at 196 degrees of freedom. The null hypothesis was therefore accepted.

### Discussion of Findings

The findings of the study revealed that the resource allocation impact of security management in Prince Abubakar Audu University, Kogi State, Imo State to a to a high extent does not ensures that equipment needed for night patrol are made available, wireless unified communication network for easy communication between the security workers and the management, resources are not adequately allocated to provide patrol vehicle for security personnel, the way the institution security is managed do not develop fast ways of evacuation in case of emergency, and budgets are not made for students involved in the security plan. Ike, (2015) opined that resources such as devices for the improvement of security in the public secondary schools such as central communication centre, staff and students identity cards, visitors' guild lines, burglary bars, iron doors, secured car parks are available, while a good number of the devices such as closed circuit television, access control, security lightening, sprinkler system to control fire and damage, armed responses service are not available. The institution security team is so deficient and under managed as it concerns the available resources to combat insecurity in within the school and outside the school environment.

The purpose of including students in the security team according to Campbell, (2007). is to ensure adequate information of events happening within the school hostels are communicated promptly for safety of the students who lives within and outside the school campus Resource allocation for security management in Prince Abubakar Audu University, Kogi State are allocated without adequate attention to the above discussed factors and this has a negative effect on moral



safety of the staff and student. The study also revealed that the cost impact of poor security managements in Prince Abubakar Audu University, Kogi State is low. The institutions makes adequate costing of equipment needed for night patrol are made available, adequate funding are allocated to provide patrol vehicle for security personnel, emergency evacuation plans are funded for the security management of staff and students, and students who are part of the security unit are remunerated are not appropriate. This observation is supported by Rugar (2010) who posited that the level of emergency preparedness, prevention, mitigation and awareness in many public schools are too poor due to poor funding of the security unit. In consonance with this findings, Rogers and Schoeman (2010) security risk analysis should be conducted to identify vulnerable assets and provide funding for equipment. Also, insecurity can affect students' achievement and attention. A student in the school is said to be well safe if he has a clear view of the security emergency unit number, security persons stationed around their classrooms, and the students going to and from adjacent lecture halls, are not bullied or threatened by anybody. This condition is rarely found in Prince Abubakar Audu University, Kogi State.

### Conclusion

Security is a fundamental and necessary condition for the attainment of institutional goals and must not be compromised. To ignore the need for security management in the University, will terribly cripple meaningful activities of the institution. Security management at anywhere and all time requires continuous efforts and at no point of time it can be deemed perfect. It has been established that resources allocation and poor funding are the economic factors that hinders the management of security in Prince Abubakar Audu University, Ayingba. Therefore, the identified issues must be tackled to ensure safety of staff, students and school plant.

### Recommendations

Based on the findings of this study, the following recommendations were made;

1. Kogio State government should ensure that resources allocation for security management of the institution is improved and adequate to meet the security demands of the institution.
2. The Kogi state Government should also adequate funding is made available for the security management of the institution.

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