The Effect of Security Management on the Safety of Students in Public Secondary Schools in Kwara South Local Government Areas of Kwara State

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Abstract

This study examine School Security Management and Safety of Students in Public Secondary Schools in Kidnapping-Affected Areas of Kwara South LGAs, Kwara. The population of the study was 320 comprising the Principals and teachers from all the 158 secondary schools in Kwara South Local Government Areas. Using a descriptive survey research design, data was collected from 10 principals and 30 teachers as respondents across 10 public secondary schools in Kwara South Local Government Areas. A self-designed questionnaire of School Security Management and Safety of Students in Public Secondary Schools in Kidnapping-Affected Areas of Kwara South Questionnaire (SSMSSPSSKAKSQ) was used for data collection. Pilot test was conducted to determine the reliability of the self-designed questionnaire, validity was attained through construct, face and content validity with the help of other experts in the field of Educational Administration. The data was collected and analyzed using mean and standard deviation, and the null hypothesis was examined at 0.05 significance level using analysis of variance (ANOVA). Findings revealed that Kidnappings, inconsistent security measures result in some schools more vulnerable to potential threats and lack of surveillance puts students at risk of being kidnapped or attacked. To improve security, the study recommends that public secondary schools in the affected areas should engage local officials in security measures, encourage security professionals, teachers and students to receive crisis management training to respond to security issues more effectively and install monitoring systems like CCTV cameras to aid preventing threats.

Key words: Kidnapping, School security management, Safety of students, Kwara south, Public secondary schools.

Introduction

Once thought of as safe havens for literacy, educational institutions are now targets of terror and violence. A country's progress is built on its educational system, which promotes opportunity, critical thinking, and a better future. This foundation is still under attack in Nigeria. Insecurity has been a major problem in Nigeria's education sector, especially in secondary schools, where kidnappings, bullying, cult-related killings and armed robberies, attacks, and theft primarily caused it. School kidnappings and attacks seem to have continued despite the federal government's audacious introduction of the "Safe School Initiative" program, which was intended to empower school communities with appropriate guidelines, provide teachers, parents, students, and stakeholders with comprehensive information on safety skills, and equip schools with the necessary knowledge and skills to conduct customized risk and threat audits of their establishments. Some public secondary schools have closed as a precaution against insecurity; therefore, they are not excluded (Orekelewa, 2022). To address these problems, school administrators should set up school security units. The recent increase in insecurity brought on by kidnapping, terrorism, banditry, and insurgency has created new aspects of insecurity in Nigeria's education sector. It appears that the international censure surrounding the adoption of 276 schoolgirls in Chibok, Borno state, Nigeria, attracted rebels to kidnappings and crimes against education. Several kidnappings and attacks have occurred recently in primary, secondary, and higher educational institutions throughout Nigeria, especially in the northeast and northwest and currently all this security challenges are moving towards the southwest through the North central region of Nigeria. According to Orekelewa (2025) and Jacob, Ukozor & Ayoko (2023), these include: kidnapping of 54 students and teachers from primary and community secondary schools Ahoro-Esinele in Orire LGA, 27 students in Kagara, Kaduna State; 37 students at the Federal College of Forestry Mechanization; 300 schoolgirls in Jangebe; 110 students from Dapchi schools among others. The effect of security management on the safety of students in public secondary schools must be empirically investigated. Therefore, the study looks at the effects of effect of security management on the safety of students, as the nation has seen a rise in insecurity.

Literature Review

Security management techniques and safety of students in public secondary schools are the focus. Security management proffers solutions to the problem of schools insecurity. According to Garba, Jacob, Musa, and Idris (2022), school insecurity occurs when principals, teachers, non-teaching staff, students, and all other stakeholders in the school system are in danger. Orekelewa (2025) defines insecurity as a situation within a social unit, system, organization, or society where a problem escalates to a critical degree, endangering the social structure's existence or survival. The main point is

that any culture, community, nation, or organization can be affected by instability. However, the article explains that insecurity in this context specifically refers to the frequent attacks on Nigerian schools and the education system, which have caused serious harm to parents, teachers, students, and the broader society.

Safety of Students and Academic Performance

As a result, "no safe school, no future for the world" according to Ekpoh, Edet, and Ukpong (2020). They went on to say that convenient studying activities are made possible by a safe learning environment free from both internal and external dangers and a reliable campus security service. Puckett (2022) support this claim by emphasising that safety of students in public secondary schools guarantees that students learn in a safe and secure academic environment, which is essential to maximising their academic potential and feeds into the broader goals of economic stability, social cohesion, and national progress. In light of personal safety, incident reporting, lost property, security advice, monitoring and surveillance, first responder, facility access, safe walks, key tags, and more, it is impossible to overstate the importance.

According to Roberts, Naisby, and Mulligan (2025), students who are uncomfortable at school stop attending and stay tense throughout the day, which causes them to miss out on academic activities and perform poorly. All of the aforementioned Safety of Students responsibilities contribute to security competence and confidence in the school's security architecture.

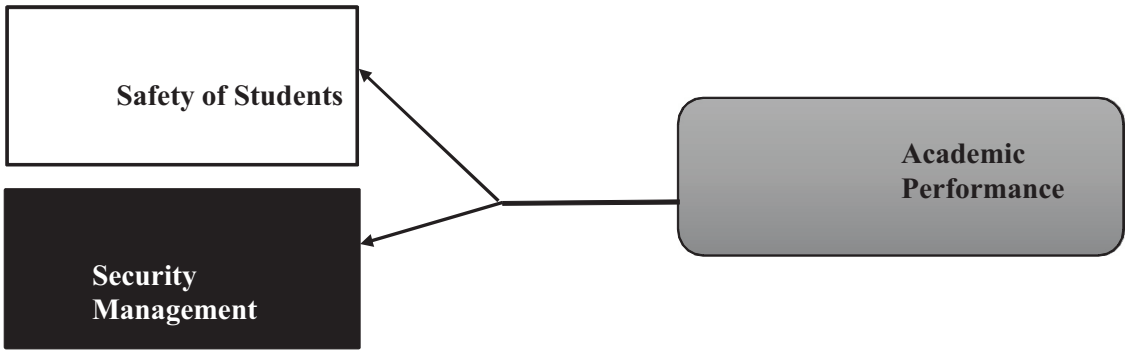


Fig 1: Safety of Students and Security Management on Academic Performance

Security Management and Academic Performance

Security management in school is a crucial aspect of educational administration (Aziz, Busa, Obile, Godfrey and Busa, 2025), particularly in conflict prone environment like Kwara South Local Government Areas of Kwara State, Nigeria, where kidnapping poses a significant threat to safety of students and learning continuity. Effective security management has a direct, positive impact on students' academic performance, whereas weak or absent security creates an environment of fear that hurts learning outcomes. the application of security management techniques for school safety like including local officials in security measures, security professionals will respond to security issues more effectively if they receive crisis management training, installing monitoring systems like CCTV cameras will aid in preventing threats, creating quick response procedures will enhance school security, school security will be enhanced by fortifying ties with law enforcement, restrict building access while classes are in session, students will be better prepared for crises with regular security drills and evacuation plans, staff will respond to security issues more effectively if they receive crisis, management training, students and employees wearing identity cards, complete perimeter fences will aid in preventing threats, staff will be better prepared for crises with regular security drills and evacuation plans and school safety will be improved by including parents in security measures will directly impact the academic performance of students.

Statement of the Problem

Problem of kidnapping is an issue of poor security structure in public secondary schools in Kwara south LGAs of Kwara State. Inadequate security measures exacerbate anxiety and interfere with academic performance, attendance is lowered and academic performance is disrupted by inadequate security measures, schools are more vulnerable to threats due to unequal security implementation, schools that lack complete perimeter fencing are easy targets. teachers and

students are at serious risk if schools lack complete perimeter, students' physical and mental health is at risk due to emergency systems, inconsistent security measures result in some schools more vulnerable to potential threats, lack of surveillance puts students at risk of being kidnapped or attacked, reliance on unskilled vigilantes result in inadequate security measures putting schoolers at risk, reliance on unskilled vigilantes frequently result in kidnappings and school closures and inconsistent security measures result in varying levels of safety. Further school closures, an increase in serious risk, a decline in academic performance, and a rise in student mental health problems are all repercussions of failing to solve the security holes. The region's poverty, unemployment, and instability could worsen as a result of the ongoing insecurity, jeopardizing long-term growth and public confidence in the educational system.

Purpose of the Study

The purpose of this study is to examine school security management techniques on safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state. Other objectives are to:

1. Determine the school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state.
2. Examine various forms of school security management techniques adopted for safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state.
3. To understand the school administrator's perception of the school security management techniques adopted that improves safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state.

Research Questions

Two research questions were raised:

1. What are the school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state?
2. What are the various forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state?

Research Hypothesis

H0: There is no significant difference between the mean ratings of the Principals and Teachers on the school security management techniques adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state.

Methodology

A descriptive survey research design was adopted for the study. The population of the study was 320 comprising the Principals and teachers from all the 158 secondary schools in Kwara South Local Government Areas. Using the purposive sampling technique, 10 principals and 30 teachers were selected as respondents across 10 public secondary schools in Kwara South Local Government Areas. The instrument for data collection was a self-designed 24-item questionnaire titled "School Security Management and Safety of Students in Public Secondary Schools in Kidnapping-Affected Areas of Kwara South Questionnaire (SSMSSPSSKAKSQ)". Pilot test was conducted to determine the reliability of the self-designed questionnaire, validity was attained through construct, face and construct validity with the help of experts in the field of Educational Administration. The questionnaire was made up of two parts, A and B. Part A dealt with the demographic data of the respondents, while Part B dealt with the 24-item statements which the respondents were expected to respond to in line with the purpose of the study and research questions posed for the study. Part B has two clusters with 12 items in each cluster. The response options for items are Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. The reliability of the instrument adapted was reported at 0.86, Cronbach's Alphareliability coefficient. The mean, standard deviation, and t-test statistics were used to examine the information gathered from the respondents. The research issues were addressed using the mean and standard deviation. Decision rule: An item was considered agreed if its mean rating was 2.50 or higher, and disagreed if its mean rating was less than 2.50. A null hypotheses was tested at the 0.05 level of significance using the t-test statistic. A hypothesis was not rejected if its probability level was larger than the 0.05 threshold of significance, but it was rejected if its probability level was less than or equal to that level.

Table 1: Distribution of Targeted Study Population

LGAs	No. of Schools		Grade 10 (SS1)		Grade 11 (SS II)		Grade 12 (SS III)		Total
	Public	Private	Public	Private	Public	Private	Public	Private	
Kwara Central									
Asa	21	10	1308	373	1463	412	1791	419	5766
Ilorin East	26	15	3767	405	3463	472	2718	630	11455
Ilorin South	22	37	4187	1234	3460	1084	1938	1167	
Ilorin West	26	19	6627	863	5966	714	2913	680	8883
Moro	20	12	1256	237	1235	186	1336	184	4454
Kwara North									
Baruteen	17	8	1495	188	1522	137	1546	64	4952
Edu	19	15	1967	306	1931	281	1867	248	6600
Kaiama	9	3	900	61	756	23	696	15	2451
Patigi	15	4	961	172	931	92	865	97	3118
Kwara South									
Ekiti	15	3	489	65	437	40	640	41	1712
Ifelodun	42	15	1488	206	2021	183	2652	242	6792
Irepodun	39	12	1725	445	1792	464	1653	371	6450
Isin	16	1	390	14	437	15	640	14	1510
Offa	13	13	1913	346	1606	256	1124	196	5441
Oke-Ero	14	1	669	37	705	9	652	37	2109
Oyun	19	3	1215	59	1124	43	1060	63	3564
Total	**333**	**171**	**30,357**	**5,011**	**28,849**	**4,411**	**24,091**	**4,468**	**97,187**

Source: Adapted from Atunde et.al. (2023)

Presentation of findings

Research Question 1: What are the school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state?

Table 2: Mean, standard deviation and t-test of respondents' opinions on the school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping - affected areas of Kwara South LGAs, Kwara state.

Items	XA	XH	XG	SD	P-value	Remarks	
						RQ	HO
School safety will be improved by including local officials in security measures.	3.92	3.88	3.89	0.30	0.46	Agree	NS
Security professionals will respond to security issues more effectively if they receive crisis management training.	3.85	3.86	3.87	0.35	0.83	Agree	NS
Installing monitoring systems like CCTV cameras will aid in preventing threats.	3.75	3.83	3.79	0.40	0.7'6	Agree	NS
Creating quick response procedures will enhance school security.	3.80	3.39	3.82	0.38	0.63	Agree	NS
School security will be enhanced by fortifying ties with law enforcement.	3.78	3.79	3.78	0.40	0.96	Agree	NS
Restrict building access while classes are in session.	3.79	3.73	3.76	0.42	0.81	Agree	NS
Students will be better prepared for crises with regular security drills and evacuation plans.	3.75	3.83	3.79	0.40	0.76	Agree	NS
Staff will respond to security issues more effectively if they receive crisis management training.	3.83	3.75	3.79	0.40	0.86	Agree	NS
Students and employees wearing identity cards.	3.78	3.77	3.79	0.41	0.84	Agree	NS
Complete perimeter fences will aid in preventing threats.	3.75	3.83	3.79	0.40	0.76	Agree	NS
Staff will be better prepared for crises with regular security drills and evacuation plans.	3.82	3.82	3.82	0.37	0.97	Agree	NS
School safety will be improved by including parents in security measures.	3.80	3.81	3.81	0.39	0.94	Agree	NS

Source: Fieldwork, 2026 XA =mean for Principals XH =mean for Teachers XG =Grand mean for

Ps & Ts Table 2 shows the mean ratings of the respondents on the twelve (12) identified items relating to the school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state had mean values ranging from 1.35 to 3.79, which are greater than the cut-off mean of 2.50 on a 4-point scale. The table data revealed that respondents concurred that the twelve (12) items represent forms of school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state. The data in the table indicated that the respondents agreed that the twelve (12) items are school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state. The standard deviation values for the twelve (12) items ranged from 0.14 to 0.37, which showed that the respondents' opinions were not far from one another in their responses and that their responses were not far from the mean. School safety will be improved by including local officials in security measures, security professionals will respond to security issues more effectively if they receive crisis management training and installing monitoring systems like CCTV cameras will aid in preventing threats are prominent are school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state.

Research Question 2: What are the various forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state?

Table 3: Mean, standard deviation and t-test of respondents' opinions on the forms of challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state.

Items	XA	XH	XG	SD	P-value	Remarks	
						RQ	HO
Reliance on unskilled vigilantes frequently result in kidnappings and school closures.	1.35	1.80	1.74	0.18	0.33	Disagree	NS
Inadequate security measures exacerbate anxiety and interfere with academic achievement.	3.63	3.64	3.63	0.40	0.87	Agreed	NS
Attendance is lowered and academic performance is disrupted by inadequate security measures.	3.65	3.65	3.58	0.33	0.56	Agreed	NS
Kidnappings	3.80	3.83	3.82	0.38	0.63	Agreed	NS
The schools is more vulnerable to threats due to unequal security implementation.	3.65	3.68	3.67	0.40	0.87	Agreed	NS
Schools that lack complete perimeter fencing are easy targets.	3.66	3.68	3.67	0.38	0.53	Agreed	NS
Teachers and students are at serious risk if schools lack complete perimeter.	3.65	3.65	3.67	0.38	0.56	Agreed	NS
Students' physical and mental health is at risk due to emergency systems.	3.62	3.63	3.62	0.42	0.92	Agreed	NS
Inconsistent security measures result in some schools more vulnerable to potential threats.	3.79	3.73	3.76	0.34	0.85	Agreed	NS
The lack of surveillance puts students at risk of being kidnapped or attacked.	3.68	3.69	3.67	0.37	0.86	Agreed	NS
Reliance on unskilled vigilantes results in inadequate security measures putting schoolers at risk.	1.49	1.90	1.91	0.14	0.23	Disagree	NS
Inconsistent security measures result in varying levels of safety.	3.62	3.63	3.62	0.42	0.56	Agreed	NS

Source: Fieldwork, 2026**XA =mean for Principals XH =mean for Teachers XG =Grand mean for Ps &Ts**

Table 3 shows that the mean ratings of respondents' responses on the twelve (12) identified items relating to security management challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state ranged from 3.39 to 3.92, all of which were greater than the cut-off point of 2.50 on a 4-point rating scale. According to the data in the table, respondents agreed that ten (10) items comprise the form of security concerns and two (2) items; reliance on unskilled vigilantes result in inadequate security measures putting schoolers at risk and inconsistent security measures result in varying levels of safety did not comprise solutions for addressing security concerns in public secondary schools in the affected areas. The standard deviation values for the twelve items ranged from 0.30 to 0.49, indicating that the respondents' replies were not dissimilar to one another and were not far off from the mean.

Hypotheses

Hypothesis 1: There is no significant difference between the mean ratings of the Principals and Teachers on the forms school security management techniques to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state.

At 33 degrees of freedom, the items' p-values, as displayed in Table 1, varied from 0.23 to 0.92 and were higher than the 0.05 level of significance. The mean responses of principals and teachers about the forms of school security management techniques to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state did not differ significantly, according to the results (P>0.05). As a result, HO1, the hypothesis of no substantial difference, was maintained.

Table 4: Mean, standard deviation and t-test of respondents' opinions on the forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state.

Items	XA	XH	XG	SD	P-value	Remarks	
						RQ	HO
Reliance on unskilled vigilantes frequently result in kidnappings and school closures.	1.35	1.80	1.74	0.18	0.33	Disagree	NS
Inadequate security measures exacerbate anxiety and interfere with academic achievement.	3.63	3.64	3.63	0.40	0.87	Agreed	NS
Attendance is lowered and academic performance is disrupted by inadequate security measures.	3.65	3.65	3.58	0.33	0.56	Agreed	NS
Kidnappings	3.80	3.83	3.82	0.38	0.63	Agreed	NS
The schools is more vulnerable to threats due to unequal security implementation.	3.65	3.68	3.67	0.40	0.87	Agreed	NS
Schools that lack complete perimeter fencing are easy targets.	3.66	3.68	3.67	0.38	0.53	Agreed	NS
Teachers and students are at serious risk if schools lack complete perimeter.	3.65	3.65	3.67	0.38	0.56	Agreed	NS
Students' physical and mental health is at risk due to emergency systems.	3.62	3.63	3.62	0.42	0.92	Agreed	NS
Inconsistent security measures result in some schools more vulnerable to potential threats.	3.79	3.73	3.76	0.34	0.85	Agreed	NS
The lack of surveillance puts students at risk of being kidnapped or attacked.	3.68	3.69	3.67	0.37	0.86	Agreed	NS
Reliance on unskilled vigilantes results in inadequate security measures putting schoolers	1.49	1.90	1.91	0.14	0.23	Disagree	NS
Reliance on unskilled vigilantes results in inadequate security measures putting schoolers at risk.	1.49	1.90	1.91	0.14	0.23	Disagree	NS
Inconsistent security measures result in varying levels of safety.	3.62	3.63	3.62	0.42	0.56	Agreed	NS

Source: Fieldwork, 2026**XA =mean for Principals XH =mean for Teachers XG =Grand mean for Ps &Ts**

Table 4 shows the mean ratings of the respondents (principals and teachers) on the twelve (12) identified items relating to the forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state had mean values ranging from 3.58 to 3.79, which are greater than the cut-off mean of 2.50 on a 4-point scale. The table data revealed that respondents concurred that ten (10) items comprise the forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state and two (2) items; reliance on unskilled vigilantes result in inadequate security measures putting schoolers at risk and inconsistent security measures result in varying levels of safety did not forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state. The data in the table further indicated that the respondents disagreed that two (2) items; Reliance on unskilled vigilantes result in inadequate security measures putting schoolers at risk and reliance on unskilled vigilantes frequently result in kidnappings and school closures are not the forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state. The standard deviation values for the twelve (12) items ranged from 0.33 to 0.42, which showed that the respondents' opinions were not far from one another in their responses and that their responses were not far from the mean. At 33 degrees of freedom, the items' p values, as displayed in Table 4, varied from 0.53 to 0.92 and were higher than the 0.05 level of significance. The mean responses of principals and teachers about the forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state did not differ significantly, according to the results ($P>0.05$). As a result, the hypothesis (H0) of no substantial difference, was maintained. The principals and teachers agreed that kidnappings, inconsistent security measures result in some schools more vulnerable to potential threats and the lack of surveillance puts students at risk of being kidnapped or attacked are the high forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state.

Discussion of the Findings

The findings of this study were discussed under the following sub headings;

Research Question 1: What are the school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state? The data analysis in Table 2 shows the mean ratings of the respondents on the twelve (12) identified items relating to the school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state had mean values ranging from 1.35 to 3.79, which are greater than the cut-off mean of 2.50 on a 4-point scale. The table data revealed that respondents concurred that the twelve (12) items represent forms of school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state. The data in the table indicated that the respondents agreed that the twelve (12) items are school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state. The standard deviation values for the twelve (12) items ranged from 0.14 to 0.37, which showed that the respondents' opinions were not far from one another in their responses and that their responses were not far from the mean. School safety will be improved by including local officials in security measures, security professionals will respond to security issues more effectively if they receive crisis management training and installing monitoring systems like CCTV cameras will aid in preventing threats are prominent are school security management techniques that can be adopted to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state. This finding is consistent with that of Orekelewa (2025), who assert that school security management techniques that can be adopted to improve safety of students include: Control access to buildings during school hours, wearing of identity card by staff and students and use of security cameras

Research Question 2: What are the various forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state? The data analysis in Table 3 shows that the mean ratings of respondents' responses on the twelve (12) identified items relating to forms school security management techniques to improve safety of students in public secondary schools in

kidnapping-affected areas of Kwara South LGAs, Kwara state ranged from 3.39 to 3.92, all of which were greater than the cut-off point of 2.50 on a 4-point rating scale. According to the data in the table, respondents agreed that ten (10) items comprise the form of security concerns and two (2) items; reliance on unskilled vigilantes result in inadequate security measures putting schoolers at risk and inconsistent security measures result in varying levels of safety did not comprise solutions for addressing security concerns in public secondary schools in the affected areas. The standard deviation values for the twelve items ranged from 0.30 to 0.49, indicating that the respondents' replies were not dissimilar to one another and were not far off from the mean. This finding is consistent with that of Aziz, Busa, Obile, Godfrey and Busa (2025), who assert that a variety of security issues in Nigerian public secondary schools include: Lack of complete perimeter fencing makes schools easy targets, absence of surveillance and emergency systems leaves students vulnerable to abductions and attacks, Weak security measures increase fear, reducing attendance and disrupting academic performance and also poor security responses, causing frequent school closures and kidnappings.

Hypothesis: There is no significant difference between the mean ratings of the Principals and Teachers on the forms school security management techniques to improve safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state. The data analysis in Table 4 shows the mean ratings of the respondents (principals and teachers) on the twelve (12) identified items relating to the forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state had mean values ranging from 3.58 to 3.79, which are greater than the cut-off mean of 2.50 on a 4-point scale. The table data revealed that respondents concurred that ten (10) items comprise the forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state and two (2) items; reliance on unskilled vigilantes result in inadequate security measures putting schoolers at risk and inconsistent security measures result in varying levels of safety did not forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state. The data in the table further indicated that the respondents disagreed that two (2) items; Reliance on unskilled vigilantes result in inadequate security measures putting schoolers at risk and reliance on unskilled vigilantes frequently result in kidnappings and school closures are not the forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state. The standard deviation values for the twelve (12) items ranged from 0.33 to 0.42, which showed that the respondents' opinions were not far from one another in their responses and that their responses were not far from the mean. At 33 degrees of freedom, the items' p values, as displayed in Table 4, varied from 0.53 to 0.92 and were higher than the 0.05 level of significance. The mean responses of principals and teachers about the forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state did not differ significantly, according to the results ($P>0.05$). As a result, the hypothesis (H0) of no substantial difference, was maintained. The principals and teachers agreed that kidnappings, inconsistent security measures result in some schools more vulnerable to potential threats and the lack of surveillance puts students at risk of being kidnapped or attacked are the high forms of security challenges that hinders the improvement of safety of students in public secondary schools in kidnapping-affected areas of Kwara South LGAs, Kwara state. This result is in line with Orekelewa (2025) assertion that the mean responses of school administrators about the types of security challenges in schools did not differ significantly.

Conclusion

The study concluded as follow:

- Kidnappings, inconsistent security measures result in some schools more vulnerable to potential threats and the lack of surveillance puts students at risk of being kidnapped or attacked are the high forms of security challenges that hinders the improvement of safety of students in public secondary schools.
- Reliance on unskilled vigilantes result in inadequate security measures putting schoolers at risk and inconsistent security measures result in varying levels of safety did not comprise solutions for addressing security concerns.
- School safety will be improved by including local officials in security measures, security professionals will respond to security issues more effectively if they receive crisis management training

and installing monitoring systems like CCTV cameras will aid in preventing threats.

Recommendations

Based on the findings, the following recommendations are made:

- To improve the safety of students, consistent security measures should be adopted to discourage varying levels of safety for addressing security concerns.
- To improve the safety of students, local officials should be included in security measures, security professionals should receive crisis management training to enable them respond to security issues more effectively and
- To improve the safety of students, technology must lead security operations like installing monitoring systems (CCTV cameras) to aid in preventing threats.
- To improve the safety of students, dedicated funding should be made available for school safety security operations.

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