International Journal of Economics, Environmental Development and Society, 2024, 5(4), 483-498.



SAFETY MEASURES AND STUDENT LEARNING OUTCOME IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE NIGERIA

Christian Bekwele WORLU Department of Educational Management Faculty of Education Ignatius Ajuru University of Education, Nigeria

Okai N. Okai Department of Educational Management Faculty of Education Ignatius Ajuru University of Education, Nigeria

ABSTRACT

This study discussed Safety Measures and Students Learning Outcomes in Public Senior Secondary Schools in Rivers State. The study was guided by three objectives, three research questions which translated into three corresponding null Hypotheses. The study adopted a correlational research design. The population of the study consisted of all the 310 principals (Male = 218 and Female = 92) from the 311 Public Senior Secondary Schools in Rivers State. The sample size for the study was one hundred and forty (140) respondents representing 45% of the entire population. The sampling technique that was used to draw the samples for this study was stratified random sampling technique. The instrument used for data collection was a self-designed questionnaire, developed by the researcher. The titled of the instrument was Safety Measures and Learning Outcome Questionnaire (SMLOQ). The general reliability index of the instrument which was ascertained through Pearson stood at .890. Pearson Product Moment Correlation coefficient (PPMC) statistical tool was used to answer the research questions and test the null hypotheses at .05 significant level. The findings of the study revealed that the presence and effectiveness of security personnel, emergency preparedness measures, and psychological support systems are all positively and significantly correlated with student learning outcomes. The study recommended that Schools should invest in effective security personnel and systems to ensure a safe learning environment, update regularly and practice emergency preparedness measures to ensure that students feel secure and able to focus on their studies and implement comprehensive psychological support services, including counseling and mental health programs, to address students' emotional and psychological needs, thereby improving learning outcomes.

Keywords: Safety Measures, Students, Learning Outcomes.

Reference to this paper should be made as follows:

Worlu, C. B., & Okai, N. O. (2024). Safety measures and student learning outcome in public senior secondary schools in Rivers State Nigeria. *International Journal of Economics, Environmental Development and Society*, 5(4), 483-498.

Copyright © IJEEDS 2024 [ISSN: 2992-5614].

INTRODUCTION

Ensuring the safety of students is paramount for fostering an environment conducive to learning. Recent incidents of violence, bullying, and infrastructural deficiencies have raised significant concerns about the adequacy of safety measures in schools (Okeke & Nwankwo, 2018).

Globally, student safety in schools has become a pressing issue and Nigeria is no exception. The increase in school-related violence, inadequate safety policies, and insufficient infrastructural facilities pose significant threats to student well-being and academic performance (Olumide, 2019). In Rivers State, these challenges are compounded by socio-economic factors and political instability. The relationship between safety measures and student learning outcomes in public senior secondary schools is a critical area of educational research, particularly in regions like Rivers State, Nigeria. For instance, research by Ogunsanya and Adekunle (2017) demonstrated that students who feel safe are more likely to attend school regularly, engage in classroom activities, and perform better academically. Conversely, unsafe school environments have been linked to higher dropout rates and lower academic achievements. In Rivers State, the implementation of safety measures has been inconsistent, with significant variations across different schools (Ibrahim & Musa, 2020).

Studies have shown that schools with robust safety measures tend to have better student performance and lower incidences of disciplinary issues (Adewale, 2019). Adewale (2019) emphasized the role of adequate facilities and security personnel in preventing school violence. Furthermore, studies by Ogunsanya and Adekunle (2017) have highlighted the importance of psychological safety, noting that students who experience bullying or harassment are less likely to perform well academically.

The lack of empirical data linking safety measures to learning outcomes in this region necessitates a focused study to address these gaps and propose actionable strategies (Ekechukwu & Nduka, 2020). The safety of students in public senior secondary schools is a critical factor influencing their learning outcomes. Therefore, this study sought to explore the extent to which safety measures impact student learning outcomes in public senior secondary schools in Rivers State, Nigeria, providing a comprehensive analysis that integrates recent literature and proposes effective solutions.

Statement of the Problem

Overtime, students are exposed to environmental hazards such as unsafe electrical appliances, broken chairs and tables, waterlogged areas, dilapidated classrooms, untreated bad, unsecured school environment, cumulative of which affect adversely students' learning outcome and despite numerous policies and initiatives aimed at improving school safety, there remains a significant disparity in the safety standards across different schools in the region. This inconsistency not only jeopardizes the well-being of students but also hampers their academic performance, leading to suboptimal educational outcomes.

Improved safety in schools is expected to enhance student attendance, engagement, and performance, thereby contributing to higher educational standards and better future prospects for students in Rivers State. Ultimately, this study aim to promote a culture of safety that supports academic excellence and fosters a more conducive learning environment for all students.

The primary problem this study intends to address is the insufficient implementation and effectiveness of safety measures in public senior secondary schools in Rivers State, Nigeria, and how these deficiencies adversely affect student learning outcomes.

Aim and Objectives of the Study

The aim of this study is to investigate the impact of safety measures on student learning outcomes in public senior secondary schools in Rivers State, Nigeria. Specifically, the objectives of the study were to:

- To evaluate how the presence of security personnel relate to student learning outcomes in public senior secondary schools in Rivers State.
- To examine the relationship between emergency preparedness measures and student learning outcomes in public senior secondary schools in Rivers State.
- To analyze how psychological support systems relate to students' learning outcomes in public senior secondary schools in Rivers State.

Research Questions

The following research questions guided the conduct of the study:

- How does the presence of security personnel relate to student learning outcomes in public senior secondary schools in Rivers State?
- What is the relationship between emergency preparedness measures and student learning outcomes in public senior secondary schools in Rivers State?
- How does psychological support systems relate to students' learning outcomes in public senior secondary schools in Rivers State?

Hypotheses

The study was guided by the following hypotheses and each hypothesis was tested at .05 alpha level of significance:

- There is no significant relationship between the presence of security personnel and student learning outcomes in public senior secondary schools in Rivers State.
- There is no significant relationship between emergency preparedness measures and student learning outcomes in public senior secondary schools in Rivers State.
- There is no significant relationship between Psychological support systems and students' learning outcomes in public senior secondary schools in Rivers State.

THEORETICAL REVIEW

This study is anchored on the Ecological Systems Theory developed by Urie Bronfenbrenner in 1979. Bronfenbrenner's theory emphasizes the multifaceted layers of environmental influence on an individual's development, positing that development is affected by interactions within nested systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. This

theoretical framework is particularly relevant for examining the impact of school safety measures on student learning outcomes, as it allows for a comprehensive analysis of how different environmental factors interact to influence educational performance.

Micosystem Level

At the microsystem level, Bronfenbrenner's theory highlights the immediate environment of the student, including interactions with teachers, peers, and school staff. In the context of this study, the physical infrastructure and the presence of security personnel directly affect the student's day-to-day school experience. Safe and well-maintained physical environments foster a sense of security and stability, enabling students to focus better on their academic tasks (Ogunsanya & Adekunle, 2017). Additionally, the presence of security personnel can deter violence and bullying, creating a safer and more conducive learning environment.

Mesosystem Level

The mesosystem involves interconnections between various microsystems. For instance, the relationship between home and school is crucial in shaping student outcomes. This study will examine how emergency preparedness measures, such as drills and protocols, involve not only the school but also parents and the community. Effective communication and cooperation between these entities are essential for ensuring that safety measures are understood and implemented consistently, thereby enhancing student attendance and engagement (Adewale, 2019).

Exosystem Level

At the exosystem level, Bronfenbrenner's theory considers the larger social systems that do not directly involve the individual but still have an impact. In the context of this study, this includes the policies and regulations set by educational authorities and government bodies regarding school safety. The study will explore how these policies are enforced in Rivers State and their effectiveness in creating a safe educational environment. The influence of governmental support and resources on the implementation of safety measures can significantly affect school conditions and student outcomes (Ibrahim & Musa, 2020).

Macrosystem Level

The macrosystem encompasses the broader cultural and societal context in which the student lives. This includes societal norms, values, and expectations about education and safety. In Rivers State, cultural attitudes towards education and security can influence how safety measures are perceived and prioritized by schools and the community. Understanding these cultural factors is crucial for designing and implementing safety measures that are culturally appropriate and effective. This study will consider these broader societal influences to provide context for the findings and recommendations (Chukwu, 2016).

Chronosystem Level

Bronfenbrenner also introduced the chronosystem, which includes the dimension of time as it relates to an individual's environment. This can involve changes over the lifespan, such as the development of safety policies over time, or significant events like natural disasters or political instability that impact school safety. The study will examine how historical and temporal factors have influenced the current state of school safety in Rivers State and how these factors continue to shape student experiences and outcomes.

Relevance of the Ecological Systems Theory to the Present Study

Adopting the Ecological Systems Theory for this study is important because it provides a holistic framework for understanding the complex and interrelated factors affecting school safety and student learning outcomes, and by considering multiple levels of influence from immediate school environments to broader societal contexts, this theory allows for a comprehensive analysis of the issues. It also highlights the importance of interactions between different environmental factors, such as the synergy between physical safety measures and psychological support systems, in promoting student well-being and academic success (Okeke & Nwankwo, 2018).

While the Ecological Systems Theory is comprehensive, its application can be challenging due to the complexity of analyzing multiple environmental levels. However, its strength lies in its ability to integrate various factors and provide a detailed understanding of their interconnections. This is particularly relevant for addressing the multifaceted issue of school safety and its impact on learning outcomes. Using this theory, the study can develop nuanced insights into how different safety measures work together to create a conducive learning environment.

Bronfenbrenner's Ecological Systems Theory offers a robust framework for examining the impact of safety measures on student learning outcomes in public senior secondary schools in Rivers State, Nigeria. Considering the interactions between various environmental factors, this theory helps to provide a comprehensive understanding of the complex dynamics at play. This approach is crucial for developing effective, evidence-based recommendations to improve school safety and enhance student academic performance. The insights gained from this study will contribute to the broader discourse on educational safety and its critical role in promoting academic excellence and overall student well-being.

CONCEPTUAL FRAMEWORK



Figure 1: The relationship between Safety Measures and Student Learning Outcome

Physical Infrastructure

Physical infrastructure is a fundamental aspect of school safety that significantly impacts student learning outcomes. This is because physical infrastructure plays a pivotal role in ensuring the safety of students within educational environments. Adequate and well-maintained facilities, such as secure buildings, proper lighting, clean water supply, and functional sanitation systems, are essential for creating a safe learning environment.

Research has shown that schools with robust physical infrastructure tend to have lower incidences of accidents and violence (Olumide, 2019). Inadequate physical infrastructure, on the other hand, often correlates with higher risks of injury and violence, which can detract from the learning experience. For instance, Ibrahim and Musa (2020) found that schools in Rivers State with better-maintained facilities had fewer disciplinary issues and higher student engagement, indicating the critical role that physical safety measures play in fostering a conducive learning environment.

In Rivers State, the disparity in the quality of physical infrastructure across public secondary schools is a critical issue that affects student performance and well-being. Ensuring that all schools have safe and adequate facilities is crucial for promoting a conducive learning environment.

Security Personnel

The presence of trained security personnel in schools is another essential safety measure that has a direct impact on student learning outcomes. Security personnel help maintain order, prevent violence, and respond to emergencies effectively. A study by Ogunsanya and Adekunle (2017) highlighted that schools with dedicated security staff experienced fewer incidents of bullying and vandalism, which in turn led to improved academic performance and a more positive school climate. Security personnel not only protect students physically but also provide a sense of

security that enables students to focus better on their studies. In the context of Rivers State, where socio-political instability can heighten security risks, the role of security personnel is particularly significant.

Emergency Preparedness in Schools

Emergency preparedness encompasses the strategies and measures put in place to handle crises such as fires, natural disasters, or security threats. Effective emergency preparedness plans, including regular drills and clear protocols, are crucial for ensuring the safety of students and staff. Adewale (2019) emphasized the importance of comprehensive emergency preparedness in schools, noting that schools with robust emergency plans had better student attendance and less disruption to learning. This is particularly relevant in regions prone to natural disasters or sociopolitical instability, such as Rivers State, where preparedness can significantly impact student safety and learning continuity.

Psychological Support and Student Well-being

Psychological safety is an integral component of overall school safety that significantly influences student learning outcomes. Psychological support systems, including counseling services, mental health programs, and anti-bullying initiatives, are crucial for addressing the emotional and mental well-being of students. Chukwu (2016) found that schools with strong psychological support systems reported lower levels of student stress and anxiety, leading to better academic performance and higher levels of student satisfaction. Providing resources for mental health support helps create a nurturing environment where students feel valued and supported, which is essential for their academic and personal development.

Factors Influencing Student Learning Outcomes

Student learning outcomes are influenced by a multitude of factors, ranging from individual student characteristics to broader institutional and socio-economic conditions. Academic performance is often shaped by students' socio-economic background, parental involvement, and prior educational experiences (Bakker et al., 2013). Additionally, the quality of teaching, availability of learning resources, and school environment play crucial roles. In Rivers State, Nigeria, disparities in these factors contribute to significant variations in student learning outcomes across different public senior secondary schools. Understanding these influencing factors is critical for developing strategies to improve educational performance.

Impact of School Environment

The school environment, including its safety, infrastructure, and overall climate, significantly affects student learning outcomes. A safe and supportive school environment fosters better academic performance, as students can focus on learning without fear of violence or bullying (Juvonen et al., 2011). Studies have shown that schools with positive climates, characterized by mutual respect, strong teacher-student relationships, and a focus on student well-being, tend to have higher student achievement levels (Thapa et al., 2013). In Rivers State, addressing

environmental factors such as school safety and infrastructure can have a profound impact on improving student learning outcomes.

Role of Teacher Quality and Instruction

Teacher quality and instructional practices are pivotal in determining student learning outcomes. Effective teachers who employ engaging, student-centered instructional methods can significantly enhance students' academic performance (Hattie, 2009). Professional development for teachers, along with adequate support and resources, is essential for maintaining high teaching standards. Research has highlighted the importance of teacher-student interactions and feedback in fostering academic success (Stronge et al., 2011). In Rivers State, initiatives to improve teacher quality and instructional methods are crucial for raising student achievement levels.

Influence of Learning Resources and Technology

Access to learning resources and technology also plays a critical role in shaping student learning outcomes. Adequate textbooks, laboratory equipment, and technological tools enable students to engage more deeply with the curriculum and develop critical thinking skills (Lai, 2011). The integration of technology in education has been shown to enhance learning experiences and outcomes, particularly in resource-limited settings (Tamim et al., 2011). In Rivers State, ensuring that schools are equipped with necessary learning resources and technological infrastructure can help bridge educational disparities and improve student performance.

Socio-Economic and Cultural Contexts

The broader socio-economic and cultural contexts in which students live significantly impact their learning outcomes. Economic stability, parental education, and community support are critical factors influencing academic performance (Siraj-Blatchford, 2010). Cultural attitudes towards education and gender norms also play a role in shaping students' educational experiences and achievements. In Rivers State, socio-economic challenges and cultural factors contribute to variations in student learning outcomes. Addressing these broader contextual issues through community engagement and targeted interventions is essential for promoting equitable educational opportunities and improving overall student performance.

Integrated Safety Measures and Learning Outcomes

An integrated approach to school safety that combines physical infrastructure, security personnel, emergency preparedness, and psychological support is necessary for creating a holistic and effective safety strategy. Research has shown that schools implementing a combination of these measures tend to have more positive educational environments and better academic outcomes (Ekechukwu & Nduka, 2020). For instance, a school with secure facilities, vigilant security personnel, well-practiced emergency plans, and accessible psychological support creates a stable and nurturing environment for students. This integrated approach addresses all aspects of safety, reducing barriers to learning and enabling students to thrive

academically. In Rivers State, adopting such a comprehensive safety strategy is crucial for improving student learning outcomes and ensuring their overall well-being.

The synergy between various safety measures is crucial for maximizing their impact on student learning outcomes. Studies have demonstrated that schools implementing multiple safety strategies simultaneously tend to have better educational environments compared to those focusing on isolated measures (Thapa et al., 2013). For instance, the combination of effective emergency preparedness and robust psychological support can help students feel more secure and supported, which in turn reduces anxiety and enhances focus on academic tasks. By integrating physical, psychological, and procedural safety measures, schools can address a wide range of potential issues that might otherwise hinder student performance, thus promoting higher academic achievement and overall student well-being.

Integrated safety measures not only improve academic performance but also contribute to the overall well-being of students. When students feel safe and supported, they are more likely to attend school regularly, participate actively in class, and engage in extracurricular activities, all of which are linked to better academic outcomes (Olumide, 2019). Furthermore, the presence of comprehensive safety measures can lead to a reduction in disciplinary issues, allowing for a more focused and productive learning environment. In the context of Rivers State, adopting an integrated safety approach can help mitigate the various challenges faced by students, thereby enhancing their educational experience and future prospects. The positive effects of such measures extend beyond academics, fostering a more holistic development of students that includes emotional and social growth.

EMPIRICAL REVIEW

Earthman's (2014) studied investigated the impact of school facilities on student achievement, attendance, behavior, completion rates, and teacher turnover in selected Texas high schools. The objective of the study was to assess how variations in school facility conditions influence various student outcomes. Data were sourced from student achievement scores, attendance records, behavioral incidents, graduation rates, and teacher turnover rates. Multivariate analysis techniques were employed to analyze the data and determine correlations between school facility conditions and student outcomes. The findings revealed a significant positive relationship between high-quality school facilities and improved academic performance, increased attendance rates, and reduced disciplinary incidents. The study concludes that investing in and maintaining well-equipped school facilities is crucial for enhancing overall school effectiveness and supporting student success. However, gaps in knowledge remain regarding the long-term effects of sustained investment in school facilities on student outcomes.

Hines and Loeb (2008) explored the relationship between school facilities and student achievement through student-level data analysis. The study's objective was to examine how variations in physical infrastructure affect academic performance across a diverse set of schools. The data consisted of academic performance metrics combined with school facility condition assessments. Statistical tools were used to analyze the data and identify correlations between school facility quality and student achievement. The findings indicated a significant positive association between better school facilities and higher academic achievement among students. The report underscores the importance of maintaining and improving school facilities to support enhanced student learning outcomes and promote educational equity. However, gaps in knowledge persist regarding the specific mechanisms through which school facilities influence student achievement, as well as the optimal strategies for funding and maintaining high-quality facilities in schools.

Johnson and Smith (2016) examined the impact of school security measures on students' academic performance in urban high schools across the United States. The study aims to assess how different security measures implemented in schools influence student learning outcomes. Data were gathered from urban high schools, including information on security protocols, incidents of violence, and student academic records. Statistical analysis, including regression models, was employed to analyze the data and determine the relationship between school security measures and academic performance. Findings indicated that effective security measures, such as the presence of security personnel, metal detectors, and surveillance systems, correlate positively with improved student academic performance. The study concluded that comprehensive security measures play a crucial role in creating a safe learning environment, which in turn supports better student outcomes. However, gaps in knowledge exist regarding the specific mechanisms through which different security strategies impact academic achievement, as well as the optimal balance between security measures and educational priorities.

Ndlovu and Mabunda (2018) investigated the role of school safety officers in enhancing school security and student performance in secondary schools in South Africa. The objective of the study is to explore how the presence and activities of safety officers contribute to school security and student outcomes. Data were collected through surveys and interviews with school administrators, teachers, safety officers, and students regarding their perceptions of school safety and its impact on learning. Qualitative analysis methods were used to analyze the data and identify themes related to the effectiveness of safety officers in improving security and academic performance. Findings suggested that proactive safety measures, including the presence of trained safety officers, contribute significantly to reducing incidents of violence and creating a conducive learning environment. The study concluded that investing in safety personnel and their training is essential for maintaining a secure school environment that fosters positive student outcomes. However, further research is needed to explore the long-term effects of safety officer interventions on student behavior and academic achievement, as well as the scalability of these practices across different school settings.

Waugh and Streib (2015) presented a national portrait of school emergency preparedness in the United States, aiming to assess the state of preparedness across schools and its impact on student outcomes. The study's objective is to examine the extent of emergency preparedness measures implemented in schools, including plans for various emergency scenarios such as natural disasters and intruder incidents. Data were gathered through surveys administered to school administrators nationwide, documenting the presence and effectiveness of emergency plans and resources. Descriptive statistical analysis was employed to summarize the data and identify trends in preparedness levels. Findings revealed significant variations in the adoption and implementation of emergency preparedness measures among schools, with implications for student safety and academic continuity during crises. The study concluded that comprehensive and well-practiced emergency preparedness plans are essential for mitigating risks and ensuring a secure learning environment. Knowledge gaps persist regarding the effectiveness of different types of emergency drills and the integration of mental health support into emergency response protocols.

Lee and Chae (2017) explored lessons learned from a school shooting incident to elucidate the role of emergency preparedness in responding to such crises and its impact on student outcomes. The study was aimed at analyzing the effectiveness of emergency response

protocols in schools through a case study approach. Data were collected through interviews with school officials, law enforcement personnel, and stakeholders involved in the response to the shooting incident. Qualitative content analysis was utilized to identify themes and lessons regarding the effectiveness of emergency preparedness plans and their influence on student safety and academic recovery. Findings highlighted the critical importance of coordinated emergency response efforts, including communication protocols, lockdown procedures, and crisis counseling services, in minimizing harm and supporting student well-being. The study concluded that ongoing evaluation and refinement of emergency preparedness plans are crucial for enhancing school safety and ensuring effective responses to future emergencies. Further research is needed to explore the long-term psychological and academic impacts on students affected by school violence incidents, as well as strategies for enhancing community resilience and support in crisis situations.

Atkins et al. (2000) investigated the impact of school-based mental health services on academic achievement. The objective of the study is to assess how the availability and utilization of mental health services within schools influence students' academic performance. Data were collected through a review of existing literature and meta-analysis of studies examining the relationship between school-based mental health interventions and academic outcomes. Statistical tools such as effect size calculations and meta-regression analyses were employed to synthesize findings across various studies. Results indicated that comprehensive mental health services integrated into school settings contribute positively to students' academic achievement, particularly among those at risk of behavioral or emotional difficulties. The study concluded that effective school-based mental health programs can mitigate barriers to learning, enhance student engagement, and improve overall academic performance. However, gaps in knowledge remain regarding the optimal delivery models, long-term sustainability, and specific mechanisms through which mental health interventions influence academic outcomes.

Sink et al. (2014) explored the role of school counselors in supporting students' mental health and academic achievement. The study aims to investigate how school counselors contribute to students' mental well-being and educational success. Data were collected through surveys and interviews with school counselors, administrators, teachers, and students, capturing perceptions and experiences related to counseling services and their impact on student outcomes. Qualitative thematic analysis was employed to identify key themes regarding the effectiveness of counseling interventions in promoting mental health and supporting academic achievement. Findings highlighted the critical role of school counselors in providing emotional support, crisis intervention, and academic guidance, which are essential for creating a supportive school environment conducive to learning. The study concluded that effective collaboration among school counselors, educators, and families is crucial for addressing students' diverse needs and fostering positive academic outcomes. However, further research is needed to explore best practices in counselor training, equitable access to counseling services, and the integration of mental health support into broader school policies and practices.

METHODOLOGY

This study adopted a correlational research design. The population of this study consisted of all the 310 principals (Male = 218 and Female = 92) from the 311 Public Senior Secondary Schools in Rivers State (Source: Planning, Research and Statistics Department, RSSSB 2023). The sample size for the study was one hundred and forty (140) respondents representing 45% of the

entire population. The sampling technique that was used to draw the samples for this study was stratified random sampling technique. The instrument used for data collection was a self-designed questionnaire, developed by the researcher. The titled of the instrument was Safety Measures and Learning Outcome Questionnaire (SMLOQ).

The instrument has two sections: A and B. Section A was used to collect demographic information about the respondents while B contains questionnaire items on the three safety measures under study. The questionnaire was made up of fifteen (15) items consisting of 5 items each for each of the independent variables. The instrument was structured in modified Linkert Scale of four point in the following rating order; Strongly Agree (SA) – 4points, Agree (A) – 3points, Strongly Disagree (SD) – 2points, Disagree (D) – 1point. To ascertain the face and content validity of the instrument, the questionnaire was presented to the researcher's supervisor and other experts in test and measurements for scrutiny. The comments, suggestions, and corrections of these evaluators were incorporated into the final version of the questionnaire. To ascertain the reliability, there was test-retest approach. Reliability of the instrument was determined Pearson Product Moment Correlation coefficient (PPMC).

The general reliability index of the instrument after correlating the first and the second scores obtained from the questionnaires administered to 20 respondents who were not part of the study sample, stood at .890. The researcher and two trained research assistants administered and collated the distributed copies of the questionnaire which were retrieved after one week. A total of 140 questionnaires were distributed and all were dully filled, returned and used for data analysis. This represents 95% returned rate. Pearson Product Moment Correlation coefficient (PPMC) statistical tool was used to answer the research questions and also test the null hypotheses at .05 significant level.

RESULT

Research Question 1: How does the presence and effectiveness of security personnel relate to student learning outcomes in public senior secondary schools in Rivers State?

Hypothesis1: There is no significant relationship between the presence of security personnel and student learning outcomes in public senior secondary schools in Rivers State.

Table 1: Relationship between presence of security personnel and students' learning outcomes in public senior secondary schools in Rivers State

Variables	Ν	r	df	p-value	Remarks
Security Personnel	140	.790	138	.001	Significant
Learning Outcome					
			2-		

P<.05; significant at .05 level of significance

Table 1 revealed how the presence of security personnel relates to student learning outcomes using a Pearson Correlation. The results showed that there was a positive relationship between presence and effectiveness of security personnel and student learning outcomes r (138) = .790. The results revealed a significant correlation between presence and effectiveness of security personnel and student learning outcomes, (p-value = .001, p < .05). Based on these results the null hypothesis is rejected.

Research Question 2: What is the relationship between emergency preparedness measures and student learning outcomes in public senior secondary schools in Rivers State?

Hypothesis 2: There is no significant relationship between emergency preparedness measures and student learning outcomes in public senior secondary schools in Rivers State.

Table 2: Relationship between emergency preparedness measures and students' learning outcomes in public senior secondary schools in Rivers State

Variables	Ν	r	df	p-value	Remarks
Emergency P.	140	.541	138	.035	Significant
Learning Outcome					

P< 0.05; significant at .05 level of significance

Table 2 revealed the relationship between emergency preparedness measures and student learning outcomes using a Pearson Correlation. The results showed that there was a positive relationship between emergency preparedness measures and student learning outcomes r (138) = .541. The results revealed a significant correlation between emergency preparedness measures and student learning outcomes, (p = .035, p < .05). Based on these results the null hypothesis is rejected.

Research Question 3: How does psychological support systems relate to students' learning outcomes in public senior secondary schools in Rivers State?

Hypothesis 3: There is no significant relationship between Psychological support systems and students' learning outcomes in public senior secondary schools in Rivers State.

Table 3: Relationship between Psychological support systems and students' learning outcomes in public senior secondary schools in Rivers State

Variables	Ν	r	df	p-value	Remarks
Psychological S.	140	.362	138	.001	Significant
Learning Outcome					

P< 0.05; significant at 0.05 level of significance

Table 3 revealed how the Psychological support systems relate to student learning outcomes using a Pearson Correlation. The results showed that there was a positive relationship between Psychological support systems and student learning outcomes r (138) = 0.790. The results revealed a significant correlation between Psychological support systems and student learning outcomes, (p = .001, p < .05). Based on these results the null hypothesis is rejected.

DISCUSSION

Analysis of Table 1 provides insightful data on the relationship between the presence and effectiveness of security personnel and students' learning outcomes in public senior secondary schools in Rivers State. The Pearson Correlation analysis reveals a strong positive relationship

between the presence and effectiveness of security personnel and students' learning outcomes. This suggests that the presence and efficiency of security personnel significantly enhance students' learning outcomes, leading to improved academic performance.

These findings support those of Johnson and Smith (2016), who found that effective security measures, including the presence of personnel, positively correlate with improved student academic performance in urban high schools in the United States. Their study highlights how various security strategies, such as metal detectors and surveillance, contribute to a safer environment, enabling students to focus better on academics. Similarly, Ndlovu and Mabunda (2018) found that proactive safety measures, such as the presence of well-trained safety officers, significantly reduced incidents of violence in South African schools. Their study emphasizes the role security personnel fostering conducive learning environment. of in a It is evident that the presence and effectiveness of security personnel play a vital role in improving students' learning outcomes, which can be attributed to the safer, more disciplined, and conducive learning environments that well-managed security personnel help to create.

The results from Table 2 indicate a moderate positive relationship between emergency preparedness and learning outcomes, which was statistically significant. This finding suggests that schools that invest in effective emergency preparedness measures tend to experience improved student learning outcomes. Several factors can explain this relationship. Regular emergency drills enhance the ability of students and staff to respond effectively during emergencies, creating a safer school environment that minimizes disruptions to learning. The presence of clear emergency protocols ensures that everyone in the school knows how to act in a crisis, contributing to a greater sense of security. This, in turn, allows students to focus better on their studies as their anxiety about potential emergencies is reduced. Additionally, the involvement of parents in emergency preparedness initiatives fosters a collaborative approach to safety, which can boost student attendance and engagement, further enhancing learning outcomes.

Emergency preparedness contributes to an environment in which students feel confident in their safety, positively impacting their concentration and academic performance. The study supports the findings of Waugh and Streib (2015), who found that schools with comprehensive and well-practiced emergency preparedness plans are better equipped to mitigate risks and ensure a secure learning environment. They also noted that such plans are crucial for academic continuity during crises, which directly relates to the findings of this study. Similarly, Lee and Chae (2017) emphasized the importance of coordinated emergency responses, including effective communication protocols and crisis counseling services, in safeguarding student well-being and supporting academic recovery after emergencies. Their findings underscore the need for continuous evaluation of emergency preparedness plans to maintain a safe and stable learning environment

Table 3 shows a significant positive correlation between psychological support systems and student learning outcomes. This indicates that psychological support systems play a critical role in improving student learning outcomes. Consequently, psychological support has a meaningful impact on academic performance. Psychological support systems in schools, such as counseling services, mental health programs, and anti-bullying initiatives, are vital for creating a safe, inclusive, and emotionally supportive learning environment. For instance, counseling services help students manage stress and emotional challenges, which can directly influence their academic performance. Mental health programs, including initiatives like mindfulness and resilience training, promote focus and engagement, thereby enhancing learning outcomes.

Similarly, anti-bullying initiatives foster a sense of safety, encouraging students to perform better academically. Moreover, training teachers to recognize and respond to students' psychological needs positively impacts both the learning environment and student achievement.

The findings of this study are consistent with Atkins et al. (2000), who found that school-based mental health services positively influence students' academic achievement, particularly among those at risk of behavioral or emotional issues. These services mitigate barriers to learning and enhance student engagement, which aligns with the current study's results. Similarly, Sink et al. (2014) highlighted the crucial role of school counselors in providing emotional and academic support, contributing to a supportive environment that fosters better academic outcomes. These empirical studies emphasize the importance of integrating mental health interventions in schools to improve student well-being and academic success

CONCLUSION

The findings of this study reveal that the presence and effectiveness of security personnel, emergency preparedness measures, and psychological support systems are all positively and significantly correlated with student learning outcomes.

Recommendations

- Schools should invest in effective security personnel and systems to ensure a safe learning environment, as this has a direct impact on academic performance.
- Schools should regularly update and practice emergency preparedness measures to ensure that students feel secure and able to focus on their studies.
- Schools should implement comprehensive psychological support services, including counseling and mental health programs, to address students' emotional and psychological needs, thereby improving learning outcomes.

REFERENCES

- Adewale, O. (2019). Impact of School Safety on Students' Academic Performance in Nigeria. Journal of Education and Practice, 10(8), 45-52.
- Atkins, M. S., Hoagwood, K. E., Kutash, K., & Seidman, E. (2000). The impact of school-based mental health services on academic achievement. *Journal of School Health*, 70(7), 305-312.
- Bakker, J. T. A., Denessen, E., Dennissen, E. M. P., & Oolbekkink-Marchand, H. W. (2013). The impact of parent involvement on children's education: A meta-analysis. *Educational Research Review*, 10, 1-21.
- Chukwu, G. (2016). Psychological safety in schools: Its effect on student performance. *Educational Psychology Review*, 28(2), 215-230.
- Earthman, G. I. (2014). The impact of school facilities on student achievement, attendance, behavior, completion rate, and teacher turnover rate in selected Texas high schools. *Journal of Educational Administration*, 42(2), 174-196.
- Ekechukwu, R. O., & Nduka, S. (2020). School safety measures and academic achievement in Nigerian secondary schools. *International Journal of Education and Development*, 25(1), 33-48.

- Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. Routledge.
- Hines, E. M., & Loeb, S. (2008). School facilities and student achievement: Student-level data analysis. *National Clearinghouse for Educational Facilities*. <u>https://www.edfacilities.org/pubs/school facilities and student achievement student level data analysis.pdf</u>.
- Ibrahim, A., & Musa, K. (2020). Safety Practices in Secondary Schools: A Case Study of Rivers State, Nigeria. *Journal of Educational Management*, 19(3), 112-125.
- Johnson, L., & Smith, M. (2016). School security measures and their impact on students' academic performance: Evidence from urban high schools in the United States. *Journal of School Violence*, 15(3), 301-320.
- Juvonen, J., Wang, Y., & Espinoza, G. (2011). Bullying experiences and compromised academic performance across middle school grades. *Journal of Early Adolescence*, 31(1), 152-173.
- Lai, K.-W. (2011). Digital technology and the culture of teaching and learning in higher education. *Australasian Journal of Educational Technology*, 27(8), 1263-1277.
- Lee, J., & Chae, Y. (2017). Emergency preparedness and response: Lessons learned from a school shooting incident. *Safety and Health at Work*, 8(3), 283-287.
- Ndlovu, T., & Mabunda, G. (2018). The role of school safety officers in enhancing school security and student performance: A case study of secondary schools in South Africa. *South African Journal of Education*, 38(4), 1-11.
- Ogunsanya, O., & Adekunle, T. (2017). The role of school safety in enhancing student academic performance. *International Journal of Educational Research*, 21(2), 58-73.
- Okeke, C., & Nwankwo, B. (2018). Violence in Nigerian schools: Causes and prevention. *African Journal of Education and Technology*, 12(4), 78-89.
- Olumide, O. (2019). Infrastructural challenges and student safety in Nigerian schools. *Journal of Education and Society*, 23(4), 204-218.
- Sink, C. A., Akos, P., Turnbull, R. J., & Mvududu, N. (2014). The role of school counselors in supporting students' mental health and academic achievement. *Professional School Counseling*, 18(1), 43-51.
- Siraj-Blatchford, I. (2010). Learning in the home and at school: How working class children "succeed against the odds." *British Educational Research Journal*, *36*(3), 463-482.
- Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good? A crosscase analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education*, 62(4), 339-355.
- Tamim, R. M., Bernard, R. M., Borokhovski, E., Abrami, P. C., & Schmid, R. F. (2011). What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study. *Review of Educational Research*, 81(1), 4-28.
- Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A review of school climate research. *Review of Educational Research*, 83(3), 357-385.
- Waugh, W. L., & Streib, G. (2015). School emergency preparedness: A national portrait. *Journal* of School Violence, 14(2), 101-121.