

# International Journal Research Publication Analysis

Page: 01-16

## ASSESSMENT OF HEALTH AND SAFETY PRACTICES IN SELECTED SECONDARY SCHOOLS IN AKWA IBOM STATE, NIGERIA

*Inyene Francis Enang<sup>\*a</sup>, Marie Itoro Asuquo<sup>b</sup>, Cephass Odudu-Abasi Asuquo<sup>c</sup>*

*<sup>a</sup>University of Port Harcourt, Centre for Occupational Health, Safety and Environment,  
Institute of Petroleum Studies. Faculty of Engineering. Choba Road. Port Harcourt, Nigeria.*

*<sup>b</sup>Texila American University, Faculty of Public Health, Lot 24-42, Plantation, Providence, East  
Bank Demerara, Georgetown, Guyana*

*<sup>c</sup>University of Lethbridge, Faculty of Health Science, 4401 University Drive Lethbridge  
Alberta, Canada.*

Article Received: 24 July 2026

Article Revised: 12 August 2026

Published on: 02 September 2026

**\*Corresponding Author: Inyene Francis Enang**

University of Port Harcourt, Centre for Occupational Health, Safety and Environment,  
Institute of Petroleum Studies. Faculty of Engineering. Choba Road. Port Harcourt,  
Nigeria.

DOI: <https://doi-org/101555/ijrpa.7253>

### ABSTRACT

Secondary education is a developmental stage of education that shapes the perception and knowledge of children all over the world including Nigeria, and the management of safety and health in schools is essential for creating safe and healthy learning environments for learners and staff. The aim of this research was to assess the health and safety practices in selected secondary schools in Akwa Ibom State, Nigeria. The study used a cross-sectional survey design. Purposive sampling was used in the selection of schools based on their field of study (science and technology), location (urban), size (large), and type (public and private). The respondents used were science and technology teachers and students, and they were selected through simple random sampling. Copies of safety awareness questionnaires were used to collect data which were analyzed using descriptive statistical techniques which included frequencies and percentages presented in tables. Overall, the study indicated a reasonable positive level of awareness among students and teachers regarding health and safety hazards in school. Revealed significant gaps in safety practices within schools, found an overwhelming consensus among students and teachers regarding the importance of health and safety in schools, and identified the numerous benefits of implementing effective safety

practices in schools. The data interpretation showed that there is a significant positive correlation between the level of awareness among the teachers and students about the health and safety hazards and the implementation of effective safety practices within schools. It was recommended that there is a need to prioritize safety as a core value, providing comprehensive training to all staff and students. Encouraging a safety culture, involving students in decision-making, and conducting regular safety audits are essential to identifying and addressing potential hazards. Developing and implementing comprehensive emergency response plans, particularly for students with special needs, is also crucial. Policymakers to allocate enough funding to support safety programs, create clear guidelines and regulations, and encourage collaboration between stakeholders.

**KEYWORDS:** Secondary Education, Health and Safety awareness, Safety Practices, Students', Teachers

## **1. INTRODUCTION**

### **1.1 Background to the Study**

Across the globe, security and safety in schools are matters of paramount importance, and the economic and personal impact of workplace injuries on workers can be profound (Devasia, 2024). A fundamental aspect of creating a secure school environment is ensuring that both teachers and students must have knowledge of different health and safety hazards. This knowledge is important for preventing accidents and injuries and promoting a proactive approach to risk management.

### **1.2 Statement of the Problem**

The federal government of Nigeria's National Policy on Safety, Security, and Violence-Free Schools, with its implementing guidelines and support from the Education in Emergency Working Group (Federal Ministry of Education, 2021), has created a list of policies as guidelines for safety, security, and violence-free schools. However, not much attention has been given to the Health, Safety, and Environmental Wellbeing Management System (HSEMS) of schools as regards the employees (teaching and non-teaching staff) and the students (learners), which is of occupational and public health concern. Most vulnerable to injuries and health hazards are departments such as the sciences, technical workshops, sports, transport, and the kitchen, which require equipment, chemicals, etc. for the practical aspect of the learning processes.

### 1.3 Aim and Objectives of the Study

The study aims to assess the health and safety practices in selected secondary schools in Akwa Ibom State, Nigeria. The specific objectives are to:

1. determine the awareness level of teachers and students on common health and safety hazards in school.
2. identify the human factor causes of accidents in secondary schools.
3. ascertain the strategies for improving safety practices among teachers and students in the selected schools.
4. determine the benefits of health and safety practices in the selected schools.

### 1.4 Research Questions / Hypothesis

This research will be guided by the following research questions:

1. What is the awareness level of teachers and students on common health and safety hazards in school?
2. What are the human factor causes of accidents in secondary schools?
3. What are the strategies for improving safety practices amongst teachers and students in the selected schools?
4. What are the benefits of health and safety practices in the selected schools?

To investigate the relationship between awareness and practice, given the research objectives and questions, this study hypothesizes that,  $H_{01}$ : There is a significant positive correlation between the level of teacher and student awareness of health and safety hazards and the implementation of effective safety practices in schools.

### 1.5 Significance of the Study

The outcomes of this examine are designed to equip key stakeholders with data demonstrating the clean economic blessings of enforcing and prioritizing strong HSE practices within secondary colleges. By specializing in preventative measures and fostering a culture of safety, schools can anticipate a tangible go back on funding. Firstly, improving HSE performance requirements directly interprets to a reduction in incidents affecting each students and staff. This reduced prevalence of accidents and accidents minimizes disruptions, reduces ability liabilities, and creates a extra strong mastering surroundings.

Secondly, the studies anticipates that a heightened recognition of HSE ideas will foster a stronger feel of collaboration and cooperation amongst all participants of the faculty community. This more suitable verbal exchange and shared responsibility will result in

greater powerful problem-fixing and a extra supportive surroundings, in the end reaping rewards the overall school climate. Finally, the study initiatives a vast fantastic effect on the efficiency and productiveness of college personnel. A secure and healthful work environment promotes nicely-being, reduces absenteeism, and lets in staff to consciousness on their center obligations, ensuing in accelerated effectiveness and a greater efficient school putting.

## **1.6 Scope of the Study**

Three secondary schools were selected. The selection of schools was based on field of study, location, size, and type. Essentially for ensuring a diverse and representative sample in this study. These criteria were chosen to capture variations in health and safety practices across different educational settings.

## **2 Literature Review**

### **2.1 Conceptual Framework**

Safety climate refers to the attitude towards safety in the organization which is then believed to form a culture of safety. The occupational safety and health climate in Vocational Schools and the better role of teachers will certainly avoid hazards that result in workplace accidents. This condition must also be supported by students who must actively participate in improving and maintaining the work environment. The learning process carried out by practical vocational activities, the increased awareness of OSH will rely more on the role of a teacher who is supported by a healthy climate in vocational occupational safety and health (Makmur, et al.2019)

### **2.2 Theoretical Framework**

Much of the safety and health policies designed in developing countries are crafted and relevant for industrial plants, but not for secondary schools thus the magnitude of accident severity in schools is increasing daily. Liberal et al., (2005) noted that increasingly risk and accident in schools particularly in secondary schools makes it important for educational policy makers to formulate policies and programs that are specifically designed for schools across all levels of education. Therefore, there is a need for interventions across all levels to provide safety and health policies in schools that are specific.

Health and safety concerns everyone management in general and individual managers in particular. With collective commitment, it requires setting a clear platform for equal sharing and participation in decision making regarding health and safety, and an open-door policy. Therefore, schools are requested to consider and adopt compliance and collective

commitment because they have been found to be important in enhancing health and safety in schools of Wakiso District (Sekiwu & Kabanda, 2014)

### **2.3 Empirical Review**

According to National Institute for Occupational Safety and Health (NIOSH), a safety and health program can reduce injuries and illnesses in the workplace by 20-40% (NIOSH, 2018). Implementing a safety and health program in schools can help identify and control hazards that can lead to accidents and injuries, thus reducing the risk of harm to learners and staff.

School safety most often emphasizes keeping students safe from violence, bullying, harassment, and the influence of substances used (U.S. Department of Education, 2023), but it should also include the safety of those who work in the schools. School workers are at risk for on-the-job injuries. According to Hughes et al., (2023), there were an estimated 263,400 emergency department-treated injuries to elementary and secondary school workers from an estimated 46.7 million workers employed in primary and secondary schools in the

U.S. from 2015–2020, according to the data examined by the National Institute for Occupational Safety and Health (NIOSH) by the National Electronic Injury Surveillance System—Occupational Supplement (NEISS-Work). Workers in elementary and secondary schools were most commonly injured from slips, trips, and falls, and students were the primary source of the intentional injury events that occurred while workers were intervening in student fights or restraining a combative student. Musculoskeletal injuries to educators and staff have been associated with impaired work, increased sick leave, and early retirement (Macdonald et al., 2006). Furthermore, injuries can affect co-workers occupational stress, job satisfaction, and absenteeism rates. (Author links open overlay panel) Katherine E. Schofield et al., (2021) further elaborate those injuries have the potential to impact school budgets, both of which can be especially detrimental in economically disadvantaged districts. In this regard, the consequences of school worker injury extend beyond schools and districts to the local communities, tax payers, and beyond.

### **2.4 Gap Identification**

While there's been extensive research on schools' health and safety worldwide, in Nigeria there's need for a comprehensive study to be carried out to include the health and safety of special need students and teachers to include; disability services, best safety practices, emergency preparedness, risks assessments, basic issues of long-term clinical management etc.

By adopting a specific criterion for their inclusion in Health and Safety researches, different safety practices and occupational therapies will be assessed, and studies will reveal the steps in care at which risk can occur and determine ways to minimize errors to improve safety for the varying disabling conditions with age-appropriate measures in their involvement in various school activities.

### **3 Materials and Methods**

#### **3.1 Research Design**

This study employed a cross-sectional survey design. This design is suitable for collecting data for a target population at a single point in time, and in allowing for the assessment of health and safety practices, awareness levels, and stakeholders perceptions in the selected secondary schools in Akwa Ibom State.

#### **3.2 Study Area**

The study conducted, utilized three urban secondary schools that are located in Akwa Ibom State, Nigeria. The state was chosen due to its diverse educational landscape and the potential for significant differences in health and safety practices across different schools. It is where the researcher resides and is also familiar with its geographical locations.

#### **3.3 Population of the Study**

The target population for this research were teachers and students within the selected secondary schools in Akwa Ibom State. Even though the exact number of teachers and students in secondary schools in Akwa Ibom State is not readily available, it is reasonable to estimate a large figure from the target population. The actual population will be determined based on the sample size and sampling techniques employed.

#### **3.4 Sample and Sampling Techniques**

Two types of sampling methods, purposive sampling and simple random sampling, was used. A multistage sampling technique was used to select a representative sample of teachers and students from the selected schools. This involves:

Stage 1: School Selection: Purposive sampling of a predetermined number of selected secondary schools from the state was used based on the criteria mentioned above.

Stage 2: Teacher Selection: A simple random sampling technique was used to select teachers from each selected school. The respondents selected purposefully were the principals, being the school head and the science and technical teachers, because of their frequent exposure to safety and health risks and hazards in the laboratory and workshops.

Stage 3: Student Selection: Students in senior classes who are the most involved in practical

activities were selected randomly. A stratified random sampling technique was used to select students from each selected school, ensuring representation from the different senior grade levels.

### **3.5 Sources of Data**

Both primary and secondary data were to be collected for this study. The primary Data were collected through structured questionnaires administered to teachers and students. The questionnaire was designed to gather information on awareness levels, safety practices, accident experiences, and perceptions of health and safety measures. The Secondary data which were to be obtained from existing school records, safety policies, government reports, and previous studies related to health and safety in Nigerian schools, whose aim were to provide a broader context and help in interpreting the findings of the study were not available in the establishments.

### **3.6 Methods of Data Collection/Instrument**

Structured questionnaire was the primary instrument utilized in data collection. The questionnaire was derived from the research objectives and literature review. Closed-ended questions were utilized to gather quantitative data. The questionnaire includes demographic information, health and safety hazards risk awareness, safety practices, accidents and incidents, and perceptions of safety.

### **3.7 Validity and Reliability of Instruments**

The questionnaire was subjected to content validity by experts in the field of health and safety education to ensure that it measures the intended constructs. Pilot testing was conducted to assess the clarity, comprehensiveness, and reliability of the questionnaire before its final administration.

### **3.8 Methods of Data Analysis**

Descriptive statistics; frequencies and percentages, were used to describe the distribution of categorical variables and analyze the collected data. A data management plan was developed to outline procedures for data entry, cleaning, and analysis, and data entry was conducted by trained research assistants using a standardized data entry form. Data were regularly cleaned and checked for errors and inconsistencies.

All collected data were stored electronically in a secure database and were anonymized to protect the privacy of participants. Access to the database was restricted to authorized research team members only and the Data were securely destroyed after the research was completed, in accordance with ethical guidelines.

### **3.9 Ethical Approval**

Ethical approval was obtained from the relevant ethics committee at the University of Port Harcourt before commencing the study. Informed consent was sought from all participants, and their privacy and confidentiality were protected throughout the research process.

## **4 RESULTS AND DISCUSSION**

### **4.1 Results**

This chapter presents the research findings, analysis, and discussion of the objectives of the study. The respondents were science and technology teachers and students.

The study's findings reveal the ages and genders of the teachers and students, their years of teaching experience, the students' familiarity with the school's safety policies and procedures, their ability to identify potential safety hazards in the school environment, the frequency of trainings regarding health and safety hazards in their schools, and their encounters with these hazards.

Regarding safety practices, how often their schools conduct fire drills, the presence of a comprehensive emergency response plan, how well equipped their classrooms are, and how adequately trained and prepared they feel to handle emergencies in their schools and with students with special needs.

The perceptions and challenges of teachers and students reveal the importance they place on health and safety in their learning process, the challenges they face in implementing safety measures in their schools, their willingness to support safety practices, their belief that implementing health and safety practices in schools is necessary, and their belief that students should be involved in safety initiatives and decision-making.

Findings were also made on the benefits of safety practices in schools, and the views of teachers and students showed their thoughts on whether they think an improvement in the health and safety performance standard of schools will reduce incidents for staff and students, if safety practices can impact students' academic performance, how safety practices contribute to a change in the efficiency and productivity of school employees, and if health and safety practices can bring about any cooperation among the school management, employees, and students.

#### **4.1.1 Respondents' Age, and Years of Teaching Experience.**

A total of 90 questionnaires was distributed among the three secondary schools in Abak Local Government Area. The respondents were guided in the understanding of the questions.

At the end of the exercise, only a total of 54 students and 15 teachers' respondents were able to complete and respond to the questions accordingly. The questionnaires carried the same categories of questions for both the students and the teachers. The study included 44 (81.48%) male students and 10 (18.52%) female respondents. 14 (93.33%) of the teacher's respondents were males, and 1 (6.67%) was female. The 54 (100%) students were ages grouped between (15-20) years old. The teachers' respondents were ages ranging from (15-20) years, (21-30) years, and (31-above) years.

**Table 4. 1: Percentage Distribution of Students' gender.**

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male   | 44        | 81.48          |
| Female | 10        | 18.52          |
| TOTAL  | 54        | 100            |

**Table 4.2: Percentage Distribution of Teachers' Gender, Age, and Years of Teaching Experience.**

| Gender | Frequency | Percentage (%) | Age Frequency (years) | Percentage (%) | Experience (years) | Frequency | Percentage (%) |
|--------|-----------|----------------|-----------------------|----------------|--------------------|-----------|----------------|
| Male   | 14        | 93.33          | 15-20                 | 0              | 0                  | 1-5       | 5              |
| Female | 1         | 6.67           | 21-30                 | 1              | 6.67               | 6-20      | 7              |
|        |           |                | 31+                   | 14             | 93.33              | 21+       | 3              |
| Total  | 15        | 100            |                       | 15             | 100                |           | 15             |

Table 4.1 shows that the majority of the student respondents (81.48%) were male, while only 18.52% were female. All 54 students fell within the 15-20 age group.

From Table 4.2, 14 (93.33%) of the teachers' population were male, and only one (6.67%) was female. The majority of teachers, 14 (93.33%), were in the 31 and above age group. Only one teacher (6.67%) was between 21 and 30 years old. Nearly 46.67% of the teachers had 6–20 years of experience. A third (33.33%) had 1-5 years of experience, and the remaining 20% had 21 or more years of experience.

## 4.2 DISCUSSION OF FINDINGS.

### 4.2.1 Awareness of Health and Safety Hazards in Schools.

Students and teachers both demonstrated a high level of familiarity with school safety policies and procedures. However, a small percentage of students showed limited awareness, which created a need to provide an improved communication and training. Even though the majority of respondents felt confident in their ability to identify safety hazards, most of the students rated themselves as medium or low. The data on training frequency indicates that a

majority of students and teachers receive either frequent or occasional training. However, there were some students and teachers who reported that they never received any training, indicating the need for more comprehensive training programs. A significant number of students and teachers have encountered health and safety hazards in their school environment; a large number have not.

#### **4.2.2 Safety Practices in Schools.**

Lack of frequent fire drills among teachers and students is a key problem. Frequent drills familiarize individuals with emergency measures, reducing panic and disorganization in case of emergencies. The low percentage of students and teachers reporting having very frequent drills shows that more fire safety training and practice are needed.

The disparity between students and teachers with regards to emergency response plan knowledge is alarming. While the largest percentage of teachers are familiar with the plans, a significant number of students are unaware. This indicates a communication gap and also a gap in dissemination of emergency information.

The high percentage of students and teachers reporting well-equipped classrooms is encouraging. However, the presence of poorly equipped classrooms is a potential hazard.

The information regarding emergency training indicates that while a majority of students and teachers feel adequately trained, there is still a substantial minority who report feeling inadequately prepared. The findings concerning preparedness for special needs students identify a critical area for improvement.

#### **4.2.3 Perceptions and Challenges of Students and Teachers on Safety Practices in Schools.**

The fact that there is a consensus among the students and teachers on the importance of health and safety in the learning process is an enabling factor. It indicates a shared awareness of the critical role that safety plays in ensuring a conducive learning environment.

The universal acceptance of health and safety practices by both students and teachers is encouraging. It is a sign of wanting to create a safe and healthy school environment.

Although a majority of respondents said that they did not have significant challenges in implementing safety measures, a notable number did encounter difficulties.

The agreement on the importance of student involvement in safety initiatives is a welcome trend towards creating a more student-centered approach to safety.

#### **4.2.4 Benefits of Safety Practices in Schools.**

The vast majority of the respondents are convinced that enhanced health and safety performance standards have the ability to significantly reduce incidents. The beneficial

impact of safety practices on students' performance is evident in the responses. The majority of respondents believe that a safe and healthy environment can enhance students' academic performance and overall well-being. The findings indicate that health and safety practices have the ability to encourage cooperation among school management, employees, and students. Safety commitment can create a more collaborative and supportive school environment. School employees perceive safety practices as positively contributing to their efficiency and productivity.

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.**

### **5.1 Summary of Findings.**

Generally, the research reflects a satisfactory positive level of awareness among students and teachers regarding health and safety hazards in school. The majority of the participants were familiar with school safety policies and procedures. Although the majority of the participants have the ability to recognize possible hazards, a significant percentage, particularly the students, have limited capability to do so. The majority of the respondents receive frequent or occasional training on health and safety. But a smaller number has insufficient training. The study also pointed out the prevalence of health and safety hazards in schools, calling for the need for continuous vigilance and preventive actions.

The study also found significant school safety practices gaps. Lacking frequent fire drills and a lack of awareness of emergency response plans which reveals a potential vulnerability. While there was proper provision of first aid supplies in the classrooms, there were some concerns over adequate training for both students and teachers during emergencies. The report further found the need for increased preparedness for students with special needs.

There was a clear consensus between teachers and students that health and safety are important in school. Both groups acknowledged the centrality of safety in the learning process and expressed their readiness to support safety practices. Challenges in implementing safety measures, however, were reported by some respondents, particularly students. Additionally, the study also highlighted the importance of student involvement in safety activities and decision-making.

The study draws attention to the numerous benefits associated with proper safety practice application in schools. The safety practices result in a safe environment for learning by reducing incidents and injuries to students and staff. Additionally, the study has also linked safety practices to improved student grades and improved effectiveness among school staff. Furthermore, by encouraging a culture of safety, safety practices can create an environment

of collaboration and cooperation among school management, teachers, and learners. Overall, the data interpretation showed that there is a high positive correlation between teacher and student awareness of health and safety hazards and the good safety practice implementation in schools.

## **5.2 Limitations.**

1. Secondary data such as existing school records, safety policies, government reports related to health and safety in Nigerian schools, could not be obtained to provide a broader context and aid in interpreting the findings of the study because none of the selected schools or relevant government offices kept such records.
2. The analysis only used descriptive statistics. Means and standard deviations were not applied in the analysis as the continuous variables were grouped.
3. The data does not provide details regarding the specific challenges faced in implementing safety measures. The limited dataset on which this analysis is based may limit the generalizability of the findings.

## **5.3 Conclusions.**

1. Well-educated and trained Students and staff on health, safety, and environment management are better placed to notice and respond to potential hazards, comprehend how to perform safety protocols, and adopt sustainable behavior.
2. Past research shows that the schools with less frequency and accidents are those schools where more importance is being placed on health and safety education and which have more improved safety measures in place. A safe and healthy school environment promotes overall students' well-being, which is beneficial to academic success and personal growth.
3. Incorporation of environmental education into science and technical studies can have the ability to instill responsibility in students and teachers toward the environment, leading to enhanced sustainable attitudes and another positive contribution to the immediate environment.

## **5.4 Recommendations.**

Based on the findings and analysis of this study, the subsequent suggestions are given to enhance health and safety practices in schools:

1. Schools should inspire safety through thorough trainings of students and body of workers on proactive risk identification, and targeted emergency planning processes.
2. Policymakers need to finance school protection, supply clear guidelines, and assure

concerted movement.

3. Future research should give more attention to designated research, do comparative evaluation, longitudinal observe-up, and also student perspectives to improve school safety practices.

### **5.5 Contributions to Knowledge.**

In its capacity to aid in the provision of a better and healthier as well as safer learning environment, this research has the potential to positively affect students' and school staff's lives;

1. Health and Safety Awareness and Practices Enhanced: The study provides a better assessment of teachers' and students' awareness and practice of health and safety in Akwa Ibom State. From the areas of weakness, areas of strength, and areas of improvement, the study provides guidance for enhanced awareness and practice of health and safety in schools.

2. Evidence-Based Policy and Practice: The findings of this research can be used to develop and implement evidence-based policies and practices to improve school safety. In highlighting the need for specialized training, good communication, and increased student involvement, the study provides practical solutions to policymakers and schools.

3. Broadening the Scope of Educational Research: This study contributes to the existing literatures on school safety, paving way for further future research with a strong premise. A platform is also established for further possibilities in research through the identification of areas that require further exploration such as the long-term effect of safety protocols and the status of specific vulnerable groups of students.

### **Declaration**

Financial Support No funding agencies in any sector sponsored this study.

### **Interest Conflicts**

The authors confirm no interest conflicts.

### **Availability of data and Materials**

Upon a reasonable request, the data used or analyzed during this study will be shared from the corresponding author.

### **Research Role**

IE planned and designed the investigation, with the methodology. Data was also collected by

IE. MA carried out the tests used through the findings, and penned the first version of the paper. CA contributed in analyzing and interpreting data and prepare up the graphs and charts. All authors reviewed and edited the published version of the manuscript

### Acknowledgment

The authors express gratitude to the staff and students of Government Technical College, Holy Family College and Esteem Secondary School all in Abak Local Government Area in Akwa Ibom for participating in this research.

### REFERENCES

1. Akpan, (2013). Status of safety awareness among senior secondary school science students in Akwa Ibom state of Nigeria.
2. Al Gharsan, & Alarfaj, (2019). *Knowledge and practice of secondary school teachers about first aid*. Journal of family medicine and primary care.
3. Alunga, J. U. (2020). *Students and staff awareness on school safety measures in public boarding secondary schools in trans-nzoia county, Kenya*. European Journal of Education Studies.
4. Anijah-Obi, F. N. (2001). *Fundamental of Environmental Education and Management*. International Scholars Journals.
5. Association for Supervision and Curriculum Development, (ASCD). (2021). *Whole School, Whole Community, Whole Child (WSCC)* Awodiji, (2016). *Unilorin*. Schools' Safety, Health and Learning Environment in Nigerian Secondary Schools.
6. Centers for Disease Control and Prevention. (2023, February). *Whole School, whole community, Whole child (WSCC)*. A Collaborative Approach to Learning and Health.
7. Chen, S.C. (2010). *The current status of General Health Education curriculum in technical institutes and universities in Taiwan*. Devasia, A. (2024). *6 best school security measures & guide for students & staff*. Safe and Sound Security.
8. Emejuobi, & Jaja, (2018). Safety and Health practices in Secondary School Management in Rivers State. View of Safety and Health Practices in secondary school management in Rivers State.
9. Federal ministry of education. (2021). *National policy on safety, security and violence-free schools with its implementing guidelines*. Hendricks, Kitty, J., & Hughes, M., MA, (2023). *Safety for workers in elementary and Secondary Schools*. Centers for Disease Control and Prevention.
10. Ismail, M, Harun, H, Razzaq, A. R. A., Mahazir, I. I., Samad, N. A., & Othman, H.

- (2018). *Perceptions, knowledge, and attitudes of students towards safety practice in Culinary Laboratories*. Jurnal Pendidikan Teknologi dan Kejuruan.
11. Katherine E. Schofield a, a, b, c, Abstract Introduction: School districts employ a large number of employees who work in educational (e.g., Bradley, S., Clemens, J., Park, R. M., Sage, S. K., Smith, C. K., Tiesman, H., Wei, C., Woods, V., Zohar, D., Alamgir, H., Altassan,
  12. K. A., Barling, J., Bell, A. F., Breslin, F. C., Glazner, J. E. (2021). *Risk factors for occupational injuries in schools among educators and support staff*. Journal of Safety Research.
  13. Land, D. (2014). *Occupational Health and Safety Training: Knowledge, attitude and practice among technical education students*. Egyptian Journal of Occupational Medicine.
  14. Land, D. (2018). *Occupational Health and Safety Training: Knowledge, attitude and practice among technical education students*. Academia.edu.
  15. Liberal, E. F., Albuquerque, A. C., Aires, M. T., & Aires, R. T. (2005). *[safe school]*. Jornal de pediatria.
  16. Macdonald, E. B., Gilmour, W. H., & Brown, J. (2006). Return to work after ill-health retirement in Scottish NHS staff and teachers. Makmur, E., & Wahrini, R. (2019). *The role of teachers in awareness of Occupational Safety and Health (OSH) vocational school students*. Academia.edu.
  17. Management treasury management agency. (2005, December). *Review of Occupational Health and safety in the technologies in post-primary schools - 0fe6d7d06a.nxcli.net*. State Claims Agency.
  18. Mubita, K., Milupi, I., & Kalimaposo, K. (2023). *Management of Safety and Health in Schools: Benefits, Challenges and Prospects*. Ijssers.org.
  19. Mubita, K., Milupi, I., Daka, I., & Nalwamba, M. (2022). *An Assessment of Safety and Health Issues in Selected Students' Boarding Houses of Lusaka City*. International Journal of Social Science and Education Research Studies ISSN.
  20. Mubita, K., Timothy, P. k, Pauline, M. N., & Simooya, S. M. (2016). *Safety and Health Issues in Selected Schools of Chibombo District in Central Province of Zambia*. International Journal of Humanities Social Sciences and Education (IJHSSE) Volume 3, Issue 10.
  21. Nursyuhada, B., Mohamad, Y., How, V., Azmi, E. S., & Bin, K. (2019). *the educator's perspective: Knowledge, attitude and practices on occupational safety and health at*

- school among primary and secondary school teachers | semantic scholar.*
22. Nwagwu, NA. *Crisis in the Nigerian education system*. A key note address. National Conference of the World Council for Curriculum and Institution at the University of Lagos (2005).
  23. Ozlem, K., & Gizem, A. (2019). *Occupational Health and safety perception of students*. ResearchGate.
  24. Rielander, C., Visser, T., & Esterhuyzen, E. (2024). *Schools and Occupational Health and Safety: Perspectives for Developing Countries*. African Journal of Inter/Multidisciplinary Studies 2024 | 6(1): 1-15
  25. Sahar, A., Hemat, A., & Emad, A. (2019). *Environmental health hazards and safety measures among secondary technical schools at El Fayoum City*. IOSR Journals.
  26. Salminen, S., Kurenniemi, M., Råback, M., Markkula, J., & Lounamaa, A. (2013). *School environment and school injuries*.
  27. Sekiwu, D., & Kabanda, M. (2014). *Building safer secondary schools in Uganda through collective commitment to health and safety compliance*. International Journal of Educational Policy Research and Review Vol.1 (4), pp. 047-053.
  28. Thamrin, Y., Pisaniello, D., & Stewart, S. (2010). *Time Trends and predictive factors for safety perceptions among incoming South Australian university students*. Journal of Safety Research.
  29. U.S. Department of Education. (2023). *Safety*. Safety | National Center on Safe Supportive Learning Environments (NCSSLE).