

## Prevailing Security Measures in Federal Government Schools: A Survey-Based Investigation

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### ABSTRACT

Schools are liable to protect our children through teaching them, facilitating them and preparing them to be productive and responsible citizens. The study was designed to investigate into the security practices prevailing at Federal Government Schools. The main objective of the study was to find out deficiencies and challenges in existing school security practices. The sample of the study comprised 490 teachers of FGEI (C/G) in Punjab out of 4925 population. Simple random sampling technique was used for selection of sample from teachers to administer the questionnaire as the complete sample frame was available. 10 % of the population was included in the sample as per Morgan's table of sample. (Morgan, 1970). A quantitative methodology was adopted to achieve the objective of the study. Survey method was used to collect the data from the teachers. A questionnaire comprised of 30 items (5-point Likert scale), based on SOP for school security issued by FGEIs (C/G) Directorate for teachers of FGEIs (C/G) Schools, was developed and administered to the sample of the study. Data were collected and analyzed using descriptive statistics as frequency, percentages and mean-scores. The main findings of the study showed that teachers were satisfied with the security in the FGEIs (C/G) schools. The level of agreement of respondents, on scale statements about school security practices like, entrance of students, student uniform, dress code for teachers, students' identity card, display of emergency contact numbers, visitors' entry register, morning assembly and classrooms checking was quite high. Researcher also found that respondent's level of satisfaction was moderate and low about some practices like, faculty badges, use of metal detectors, number security cameras, security barriers on the main gate, telephone facilities at the main gate, use of cell phones.

### KEYWORDS

Security System, Security Practices, Security Personnel, Security Strategies.

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### INTRODUCTION

Educational institutions have great significance with respect to the development of a nation and country. Meador (2012) reported that for the growth of its children, nation's responsibility is to provide them learning environment in which they can feel comfortable, safe and secure. Sense of assurance of physical/environmental safety security cultivates mental peace and strength which leads to successful unique progress of education. Security is basic human need. Abraham Maslow's (Huitt, 2006), hierarchy of needs categorized the "security" as a psychological need with the proper understanding among people. It helps the students to grow and get motivated towards their educational goals. Depriving students of a safe and secure learning environment is simply denying them of their fundamental human right.

According to the Hanover Research Report ( 2013) our nation's schools should be safe havens for learning and teaching, free of violence and crimes. Any case of violence and crime at school not only affects the persons who are involved, but it also might interrupt the process of education and affect by standard, the school itself and adjoining community.

With respect to Pakistan, security of schools is a front burner issue for students, teachers and citizens twirling from the shock of a series of school shootings and attacks of terrorists. Terrorism has over shaded all the sectors in general and education sector in particular which was worst hit by the extremists. According to the Global Terrorism Database maintained by researchers at the University of Maryland (Education Under Attack 2018- Pakistan, 2018), there were 867 attacks on educational institutions in Pakistan from 2007 to 2015, resulting in 392 deaths and 724 injuries. Human Right Watch (2017), documented attacks on students, teachers and school between 2007 to late 2016 in Pakistan. According to this report, the Federal Government Public School in Kohat was first attacked on in 2006; it was attacked again in 2009. Human Rights Watch has documented the killings of at least 22 teachers and other educational personnel in the Balochistan province who were targeted by suspected militant groups between 2008 and late 2010. In September 2011, militants attacked a school van in Peshawar, KP. Four students and the van driver were killed in the attack. On December 16, 2014, terrorists attacked the Army Public School, a school for girls and boys in Peshawar, KP, killing 145 people, including at least 132 children. On January 20, 2016, militants



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attacked Bacha Khan University in Charsadda, KP, killing at least 21 people, most of them students. Due to this loss, a wave of panic spread throughout the country which ultimately spread to all educational institutions.

According to Salahudin, (2015) standard of adequate safety measures will be supportive to contribute courage, satisfaction and will to resist among the pupils and members of faculty avoiding basic effects of danger and panic. To compete with challenges of safety and security of schools, set standards are required to lead massive exercise regarding implementation and arrangements of security system at each and every educational institution on a regular basis.

Pakistan's various schools have been attacked by the terrorists which resulted in massive number of wounds and deaths of scholars and the faculty. This study may be supportive for stakeholders of the school- safety- system. It will offer help to establishments to move forward in the wake of school safety system working on modern practices. It will also provide guideline to arrangement makers to make appropriate alterations in research plan for security personnel and heads in FGEIs (C/G) Schools. It will also be helpful for experts, dealing with the school security system to improve their security strategies. Through such studies school authorities will be able to convey their security concerns and suggest strategies to higher authorities.

## LITERATURE REVIEW

### Security

The word security has different meanings in different scenarios. In common, it means "the quality of state of being secure and to be free from danger" (Merriam-webster, 2015). In simple words safety in the association means "independence from danger and risk" with more deep-down drilling, it is the name of "independence from uncertainty, nervousness and fear; self-belief" (The free dictionary.com). "The security of a state or association against illegal activity such as violence, stealing, or espionage". (Oxford dictionary). According to Fischer, Halibozeck and Green (2008) security entails a stable, relatively predictable environment in which an individual or a group may pursue its ends without disruption at harm and without fear of disturbance or injury. Further, according to Rogers (2009) security can broadly be distinct as a means of provide successful levels of defense against pure risk.

Pakistan school safety framework (2017:11), defined school security with respect to Pakistan as "providing a safe environment for school children in a school where disaster risk resulting from natural calamities or man-made disasters of whatever kind is reduced to an absolute minimum".

School violence and crimes happening in schools have become massively challenging. School safety and security is vital for a safe and secure school environment. There is an urgent need in Pakistan, as well as worldwide, not only to decrease but also to prevent violence and crime in schools and to produce environments that are safe for children to learn in.

### Importance of School Security

School security provided by the school is a vital component for its success and repute in its surroundings and satisfaction of its stakeholders. Therefore, Stephen (2004) considers safe schools as fundamental right of the kids. He adds in this context that it is essential for the teachers and the students to experience safety and security in school at the time of their arrival, during their stay in stay and departing it. In the same context, Philpott & Kunestle (2007) believe it a great challenge to produce the safe schools and their restoration as peaceful places of learning. It needs a strong commitment to keep safe schools at main concern of education program.

Montee (2008) considers schools as accountable for safe school surroundings. He states that the schools countenance various security issues. The purpose of enforcing safety measure is to work out the susceptibility to such threat and beginning of the steps taken for formation of safe surroundings for the persons at schools. (Lombaard & Kole, 2008). Mathe (2008) is of the vision that control, protection and safety are very important issues as the school management embarks the formation of safe ambiance.

Layyn (2013) demonstrated to offer a safe educational atmosphere, school administrators, counselors, coaches, teachers, food service staff, bus drivers, school resource officers are encouraging to be inventive in development solution designed to protect our children. According to a statement "Attacks on Education Around the Globe" by Redden (2018) more than 21000 students, teachers and education employees have got wounded in occurrences from 2013 to 2017. The report refers to 28 countries which have suffered so far. These countries are Afghanistan, Bangladesh, Burundi, Cameroon, the Central African Republic, Colombia, the Democratic Republic of Congo, Egypt, Ethiopia, India, Iraq, Palestine, Kenya, Libya, Mali, Myanmar, Nigeria, Pakistan, the Philippines, Somalia, South Sudan, Syria, Thailand, Turkey, Ukraine, Venezuela and Yemen.

### Component of School Security

Minnaar (2007) defined the components of security as follows; A security support would be the part of tools or manpower used to look up to the on the whole safety arrangement a number of safety aids e.g., CCTV, control room and guards patrolling). Lynn (2013) says, all trouble that keep staff, students and other recorded guests safe at a related action at school. School safety hard work must address playgrounds, transportation, anticipation, teaching, back packs, regulation, buildings and grounds, food service, personnel, weather and other related areas. *Education Under Attack 2018- Pakistan*. (2018, 5 11). Retrieved from <https://www.refworld.org/docid/5be9430513.htm>

According to the Johson (2014) components of school safety/security include the following: Appropriate Staff & Student Relationships, Administrative Support, Administrative Support, Comprehensive School Safety Plan, Cleanliness of Building, Crisis Management Plans, Crime Prevention Through Environmental Design (C.P.T.E.D.), School Security Program, School Uniform Policy, Student Security Audits, School Security Leadership Academy, Technology Utilization Plan, Teaching, Educating, and Mentoring, Incident Reports, Law Enforcement Partnerships, Mandated School Security Training, Visitor Control Procedures, Weapons and Prevention Plans,

### **Safe Havens International Report**

Prinsloo (2005) thinks that a safe school is free of any harm where the faculty and the scholars work without any threat of violence. Safe Havens International is the world's leading international, non-profit campus safety organization. Which is committed to helping schools and school systems improve school safety, security, climate, culture and emergency preparedness.

Safe Havens International (2014:4) suggests twenty Simple Strategies to safer and more effective schools which are given below

- Make an improved and thorough focus on upgraded student direction.
- Advance the capability of staff to talk about common medical disasters.
- Develop optimistic connections among students and staff.
- Generate a better sense of worker empowerment.
- Improve regular access control.
- Advance regular surveillance.
- Improve school atmosphere territoriality.
- Lessen the occurrence of targeting pointers.
- Prevent gravity dangers.
- Enhance significant life-saving disaster rules to crisis strategies.
- Upsurge the attention on the primary 30 seconds of a crisis event of school.
- Use a broader array of disaster drills and demand that fire provision, law enforcement including disaster management workers observes drills.
- Wisely assess how good staff is capable to communicate through an emergency condition
- Fight the need to emphasis intensively on lively shooter occurrences.
- Carefully reflect ways to enhance readiness for medical disasters.
- Conduct a yearly school security, safety, culture, climate, and emergency preparedness evaluation in collaboration with native law implementation, fire facility and emergency administration personnel.
- Get benefit of free available school security resources.
- Demand that law application, emergency medical facilities, fire service, and disaster management workers support you in improving and increasing your school security plans.
- Share security victory sections between and within school districts.
- Emphasis on the school security struggles that have been established to work.

### **Policies of School Security (International Perspective)**

According to the Mississippi Department of Education, schools are among the safest places for any nation's children. To ensure that our schools remain safe, it is important that the school districts develop and implement sound policies to assist those who are responsible for the health and safety of students and staff while they are at school, on school grounds, on their way to or from school and involved in school sponsored activities.

Salihu (2009) is of the view that violence found in schools is one of the most disturbing occurrences of our society. Research was directed at the demand of the Municipal Directorate of Education of the Municipality of Pristina and its results was used to draft comprehensive platform 2015-2018 against violence present in schools of the Municipality of Pristina. The outcomes of that research show that the state in the public schools of the municipality of Pristina concerning security overall was not found satisfactory.

Division of Juvenile Justice (2013) Reported that the basic level school firings in Newtown, saddened and shocked all of us. The incident also distorted the nation in many conducts. This disaster enforced administrators, policy makers, parents and students to over look at our structures from every observation and query if our deeds are making everything talented to avoid another dread full event, and to become fully ready should a tragedy rise in the schools.

### **Policies of School Security (National Perspective)**

#### **Safe Schools Initiatives in Pakistan**

According to Safe Schools Initiative: Protecting the Right to Learn in Pakistan, (2015) Over the last four decades, more attacks in education sector have been experienced by Pakistan, than any other nation across the world. Militants have demolished hundreds of thousands, of buildings of schools, have ended the existence of hundreds of educators and pupils and have deprived from the education right. In the previous five years, nearly more than thousand schools were smashed in the Khyber Pakhtunkhwa province, which comprises region of Peshawar. In between the year 2011 and 2012 there were about 105

bouts on schools nationwide. In the wave of the catastrophic destruction that ended the existence of more than 130 sinless souls of children and about 10 educators in province of Peshawar, which has been tailed by extra attacks on department of education, an instant scaled-up answer is desirable to defend schools, school staffs and students from the attacks.

Pakistani provincial governments, comprising Khyber Pakhtunkhwa, Sindh, Punjab, and Baluchistan, have started to begin to give direction to educational administrations in regions transversely in the country to get additional safety measures. Like, the government of Punjab which has shown a set of necessities for schools, comprising fitting closed circuit cameras, up hilling the marginal walls about at minimum eight feet and covering these walls with blade wires before they revive in the following 2015 winter holidays. The innovative Punjab safety guidelines, engrossed mainly on security and physical groundwork, are to be applied in three stages, with the primary phase having settled in January of 2015. Five security and safety agencies, consisting of fresh created special force, will jointly examine the schools to measure their compliance. As Pakistani government work to safeguard schools to make them safe for all children. Safe Schools initiatives (2015) published in collaboration with Global Business Coalition for education outline 15 best practices building on global expertise and experience. The best activities highlight established measures to create schools secure and must be measured like Pakistan is continual to grow comprehensive harmless schools developing for all boys and girls. They are proposed to support and complement existing government actions and help as a foundation for a structure to create public based interferences and schools to encourage Harmless Schools in Pakistan with sustenance from the worldwide community.

### **Challenges and Barriers to Address School Security in Pakistan**

According to School Safety Action Plan (2012) in Pakistan, there is a need and many chances to state school security as there is a determination for it and there are numerous means to respond to this most demanding need, there are some barriers and challenges that obstruct schools from getting safe and protected environment for students. Some of the barriers and challenges belong to are

- Absence of science knowledge-based evaluation of all the threat, at all stages (micro and macro)
- Lack of investments and consciousness in school crisis prevention
- Shortage of school threat reduction incorporation in the progress planning procedure
- Lack of social and physical development concepts implementation
- Shortage of risk and crisis controlling plan growth
- Shortage of application and research on affordable and appropriate material
- School substructure development for numerous types of risks
- Shortage of ground-trotting of practical solution as well as interchange of knowledge
- Absence of progress, enforcement and application of suitable building policies, rules, codes, and practices
- Lack of trained local persons and human assets or resource in survival economies
- Lack of involvement arranging strategies and conclusion making policies
- Shortage or transparent method between expediency and ethics etc.

These barriers and challenges, however are not insurmountable, as obvious by numerous ongoing and new initiative being assumed by the private, public and civil community organizations in encouraging safe and secure schools within the country. Stress being on risk decrease to children at school, rather than just preparing to respond to another possible threat risk related disaster should that occur where the children will suffer yet again.

### **Security Practices in FGEIs (C/G) Schools**

According to the FGEIs (C/G) Directorate letter no.04/78/2014-FGEI (Coord) dated 18 Dec 2014, following are the safety measures that will be assured on everyday basis in FGEIs (C/G) Schools.

- Only one gate should be used for entrance.
- Students display their identity cards.
- One teacher along with PTI be detailed on entrance gate to recognized students in the morning.
- School assembly might be in class room.
- All staff must be vigilant during the school hours.
- No short leave be given to students during school hours.
- Parents and guest be checked on main gate.
- Students should leave school on closing time under supervision of teachers.
- Weapons are not allowed in school premises.
- No vendors are allowed in vicinity of school.
- No vehicle is permitted for parking near boundary wall of school.
- Emergency contact number must be displayed in the school.
- Proper light arrangement may be ensured.
- Chowkidar must stay at school after school time.

## OBJECTIVE OF THE STUDY

The research study aimed at:

- To find out deficiencies in existing school security practices in FGEIs (C/G) Schools.
- To suggests strategies for improving the security practices in FGEIs (C/G) Schools.

## RESEARCH METHODOLOGY

To conduct this study, a quantitative design was used with multiple data sources. For achieving the purpose of the research, survey method was used to collect the data from respondents of FGEIs (C/G) Schools in Punjab. All (4925) Teachers (male and female) of FGEIs (C/G) Schools in Punjab were taken as the population of this study. 10% (490) Teachers (male and female) of FGEIs (C/G) Regions in Punjab were chosen as by using simple random sampling technique (as per Morgan's Table of sample (Morgan, 1970). For the reason of collection data, a questionnaire was prepared with the consultation of supervisor and also discussed with the experts both order and verbatim were altered to a reasonable level and administered to teachers of FGEIs (C/G) School in Punjab which comprised 30 statements in the form of 5-Point Scale. The researcher sent the questionnaire through registered post and 448 out of 490 (91%) respondents filled in and returned the questionnaire. The data of the research was analyzed by using descriptive statistics as frequency, percentages and mean-scores and by inferential statistics as t-test.

## DATA ANALYSIS AND INTERPRETATION

Data was collected and tabulated by administering a questionnaire (5-point Likert scale) which comprised 30 statements on 448 teachers (213 males and 235 females) of FGEIs C/G Schools. F.G. Schools have been divided into two regions-open region and close cantt regions. For this study, the researcher selected 265 teachers from open region schools and 183 teachers belong to close region schools. The questionnaire was administered to teachers of both regions. Mean and SD of scores of both samples. t values were computed in tabular form.

Table .1: Response-data related to school practices (Combine)

| Sr. No | Statement   | Never        | Rarely      | Some time   | Often       | Always       | Mean score |
|--------|---|--------------|-------------|-------------|-------------|--------------|------------|
| 1      | One way for entrance                                  | 17<br>3.8%   | 19<br>4.2%  | 11<br>2.5%  | 56<br>12.5% | 345<br>77%   | 4.55       |
| 2      | Students wear school uniform                          | 0<br>0.0%    | 1<br>0.2%   | 1<br>0.2%   | 10<br>2.2%  | 436<br>97.3% | 4.97       |
| 3      | Teachers are in dress code                            | 14<br>3.1%   | 14<br>3.1%  | 26<br>5.8%  | 61<br>13.6% | 333<br>74.3% | 4.53       |
| 4      | Students keep their identity card during school time  | 13<br>2.9%   | 6<br>1.3%   | 33<br>7.4%  | 40<br>8.9%  | 356<br>79.5% | 4.61       |
| 5      | Teachers display their identity cards.                | 119<br>26.6% | 53<br>11.8% | 54<br>12.1% | 73<br>16.3% | 149<br>33.3% | 3.18       |
| 6      | Metal detectors are used to search the students daily | 130<br>29%   | 46<br>10.3% | 65<br>14.5% | 89<br>19.9% | 118<br>26.3% | 3.04       |
| 7      | School activities are monitored by security cameras.  | 164          | 16          | 10          | 49          | 209          | 3.27       |

|    |  |       |      |       |       |       |      |
|----|--|-------|------|-------|-------|-------|------|
|    |  | 36.6% | 3.6% | 2.2%  | 10.9% | 46.7% |      |
| 8  | Students are identified by their teachers at main gate.                    | 46    | 27   | 66    | 92    | 217   | 3.91 |
|    |  | 10.3% | 6.0% | 14.7% | 20.5% | 48.4% |      |
| 9  | School gates are closed during the school hours.                           | 3     | 9    | 9     | 34    | 393   | 4.80 |
|    |  | 0.7%  | 2.0% | 2.0%  | 7.6%  | 87.7% |      |
| 10 | Security barriers are instated on the main entrance                        | 143   | 24   | 34    | 19    | 228   | 3.37 |
|    |  | 31.9% | 5.4% | 7.6%  | 4.2%  | 50.9% |      |
| 11 | Telephone service are available at the main entrance                       | 250   | 22   | 26    | 26    | 124   | 2.45 |
|    |  | 55.8% | 4.9% | 5.8%  | 5.8%  | 27.7% |      |
| 12 | Important telephone numbers are available in school.                       | 25    | 9    | 7     | 32    | 375   | 4.61 |
|    |  | 5.6%  | 2.0% | 1.6%  | 7.1%  | 83.7% |      |
| 13 | Visitors' bio data is entered in register before entry                     | 22    | 14   | 28    | 46    | 338   | 4.48 |
|    |  | 4.9%  | 3.1% | 6.3%  | 10.3% | 75.4% |      |
| 14 | Teachers used social networking websites from school computer.             | 127   | 40   | 87    | 53    | 141   | 3.09 |
|    |  | 28.3% | 8.9% | 19.4% | 11.8% | 31.5% |      |
| 15 | Social networking websites from school computer is available for students. | 319   | 30   | 33    | 17    | 49    | 1.77 |
|    |  | 71.2% | 6.7% | 7.4%  | 3.8%  | 10.9% |      |
| 16 | Cells phones are banned in school premises                                 | 19    | 22   | 70    | 69    | 268   | 4.22 |
|    |  | 4.2%  | 4.9% | 15.6% | 15.4% | 59.8% |      |
| 17 | Aya checked the female visitors at entrance.                               | 225   | 43   | 40    | 45    | 95    | 2.42 |
|    |  | 50.2% | 9.6% | 8.9%  | 10%   | 21.2% |      |
| 18 | Morning assembly is organized on the ground                                | 20    | 15   | 43    | 50    | 320   | 4.42 |
|    |  | 4.5%  | 3.3% | 9.6%  | 11.2% | 71.4% |      |
| 19 | Students remain in school premises for complete school hours               | 9     | 4    | 8     | 13    | 414   | 4.83 |
|    |  | 2%    | 0.9% | 1.8%  | 2.9%  | 92.4% |      |
| 20 | Departure of students from school is under the supervision of teachers.    | 10    | 3    | 20    | 37    | 387   | 4.80 |
|    |  | 0.2%  | 0.7% | 4.5%  | 8.3%  | 86.4% |      |
| 21 | Classrooms are locked after school off time                                | 15    | 7    | 44    | 38    | 344   | 4.54 |

|    |   |       |       |       |       |       |      |
|----|---|-------|-------|-------|-------|-------|------|
|    |   | 3.3%  | 1.6%  | 9.8%  | 8.5%  | 76.8% |      |
| 22 | Classrooms are scrutinized in the morning before commence of classes          | 31    | 21    | 41    | 77    | 278   | 4.23 |
|    |   | 6.9%  | 4.7%  | 9.2%  | 17.2% | 62.1% |      |
| 23 | School-bags are inspected before beginning of class                           | 72    | 49    | 86    | 95    | 146   | 3.43 |
|    |   | 16.1% | 10.9% | 19.2% | 21.2% | 32.6% |      |
| 24 | Weapons are prohibited in school  | 17    | 3     | 2     | 9     | 417   | 4.80 |
|    |   | 3.8%  | 0.7%  | 0.4%  | 2%    | 93.1% |      |
| 25 | Items obtained from canteen are checked at entrance                           | 80    | 34    | 70    | 94    | 170   | 3.54 |
|    |   | 17.9% | 7.6%  | 15.6% | 21%   | 37.9% |      |
| 26 | Labourer are occupied in development projects, are inspected at main entrance | 22    | 19    | 57    | 69    | 281   | 4.27 |
|    |   | 4.9%  | 4.2%  | 12.7% | 15.4% | 62.7% |      |
| 27 | Store are checking occasionally   | 13    | 23    | 95    | 115   | 202   | 4.05 |
|    |   | 2.9%  | 5.1%  | 21.2% | 25.7% | 45.1% |      |
| 28 | Parking is banned within the boundary wall of the school                      | 52    | 7     | 36    | 40    | 313   | 4.24 |
|    |   | 11.6% | 1.6%  | 8.0%  | 8.9%  | 69.9% |      |
| 29 | Street seller are banned near school premises                                 | 25    | 8     | 25    | 56    | 334   | 4.49 |
|    |   | 5.6%  | 1.8%  | 5.6%  | 12.5% | 74.6% |      |
| 30 | Social media is used for communication with parents in case of emergency.     | 87    | 16    | 50    | 60    | 235   | 3.76 |
|    |   | 19.4% | 3.6%  | 11.2% | 13.4% | 52.5% |      |

Result shown in table-1 indicates that overall level of agreement of respondents towards statement was 25 out of 30 (83%) and only 17% towards disagreement.

**Table .2: Mean score response-data related to school practices Region wise/Gender wise**

| Sr. No | Statement                             | Open Region | Close Region | Male Schools | Female Schools |
|--------|---------------------------------------|-------------|--------------|--------------|----------------|
| 1      | Only one gate is used for entrance    | 4.74        | 4.26         | 4.78         | 4.33           |
| 2      | Students are in school uniform        | 4.94        | 4.99         | 4.97         | 4.96           |
| 3      | Strict dress code for teachers exists | 4.43        | 4.67         | 4.79         | 4.29           |

|    |   |      |      |      |      |
|----|---|------|------|------|------|
| 4  | Students display their identity card during school hours                          | 4.52 | 4.73 | 4.60 | 4.61 |
| 5  | Faculty and staff members keep/ use badges  | 3.12 | 3.25 | 3.08 | 3.26 |
| 6  | Students have to pass through metal detectors each day                            | 3.26 | 2.73 | 2.97 | 3.11 |
| 7  | Appropriate number of security cameras are used to monitor the school activities  | 3.04 | 3.13 | 3.45 | 3.11 |
| 8  | Teachers are engaged to identify their students at entrance                       | 4.10 | 3.63 | 2.65 | 3.76 |
| 9  | School gates are closed soon after the students are entered                       | 4.79 | 4.80 | 4.73 | 4.85 |
| 10 | Security barriers are installed on the main gate                                  | 3.84 | 2.67 | 3.0  | 3.91 |
| 11 | Telephone facilities are provided at the main gate                                | 2.57 | 2.26 | 2.48 | 2.41 |
| 12 | List of emergency telephone/cell numbers is displayed in school premises          | 4.52 | 4.75 | 4.63 | 4.59 |
| 13 | Visitors have to sign in a register before entry                                  | 4.63 | 4.27 | 4.47 | 4.49 |
| 14 | Access to social networking websites from school computers is only for teachers   | 3.31 | 2.77 | 2.95 | 3.22 |
| 15 | Access to social networking websites from school computers is also for students   | 1.84 | 1.65 | 1.89 | 1.65 |
| 16 | Use of cell phones during school hours is prohibited                              | 4.16 | 4.30 | 4.04 | 4.21 |
| 17 | Female visitors are checked by Aya at the main gate                               | 2.33 | 2.55 | 2.24 | 2.42 |
| 18 | Morning assembly is conducted on the assembly ground                              | 4.47 | 4.33 | 4.41 | 4.39 |
| 19 | Students stay in school premises for whole school time                            | 4.73 | 4.90 | 4.77 | 4.88 |
| 20 | Exit of students on close time, is under the supervision of responsible personnel | 4.81 | 4.78 | 4.77 | 3.03 |

|    |  |      |      |      |      |
|----|--|------|------|------|------|
| 21 | All classrooms are locked after school hours   | 4.68 | 4.32 | 4.48 | 4.58 |
| 22 | Classrooms are checked in the morning before start of classes  | 4.40 | 3.98 | 4.18 | 4.27 |
| 23 | Book-bags are checked and cleared before class room activity   | 3.78 | 2.92 | 3.37 | 3.48 |
| 24 | Weapons are banned in school premises  | 4.88 | 4.67 | 4.92 | 4.68 |
| 25 | Material obtained from canteen, is checked at main gate  | 3.74 | 3.23 | 3.45 | 3.61 |
| 26 | Workers engaged in development projects, are checked at main gate  | 4.37 | 4.11 | 4.18 | 4.34 |
| 27 | Store checking is done time to time  | 4.11 | 3.95 | 3.89 | 4.19 |
| 28 | No parking is allowed within the boundary wall of the school   | 4.19 | 4.30 | 4.14 | 4.32 |
| 29 | Hawkers are not allowed in the near vicinity of school   | 4.46 | 4.52 | 4.32 | 4.63 |
| 30 | Parents, in case of school emergency, are informed through electronic notification system (text message) | 3.73 | 3.85 | 3.59 | 3.90 |

Result shown in table-2 indicates that level of agreement of respondents of open cant towards statement was 26 out of 30 (87%) and close respondents was 23 out of 30 (77%). While level of agreement of male respondents was 23 out of 30 (76%) and female respondents was 27 out 30 (90%).

**Testing the significance of Mean differences.**

**Significance of Mean difference Gender wise.**

There were 235 female teachers and 213 male teachers included in the study- sample. A questionnaire, containing 30 items was administrated to 448 respondents. Male and female teachers responded to all the three sections of the questionnaire, Mean and SD of scores on sections, were calculated. To test the difference of Means of two sample, t –test was applied.

Table .3: Descriptive Statistics

| Group Statistics |     |        |                |                 |
|------------------|-----|--------|----------------|-----------------|
| Gender           | N   | Mean   | Std. Deviation | Std. Error Mean |
| Male             | 213 | 118.15 | 16.538         | 1.133           |
| Female           | 235 | 119.08 | 15.961         | 1.041           |

Table .4: t-test

| t      | df      | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
|--------|---------|-----------------|-----------------|-----------------------|
| -0.600 | 446     | 0.549           | -0.922          | 1.536                 |
| -0.599 | 438.138 | 0.550           | -0.922          | 1.539                 |

The results are insignificant and showed there is no gender mean difference about the perception score of school practices

### Significance of Mean difference Region wise.

For this study, the researcher selected 265 teachers from open region schools and 183 teachers belonged to close region schools. The questionnaire with three sections was administered to teachers of both regions. Mean and SD of scores of both samples on three sections and t values were computed in tabular form:

Table. 5: Descriptive Statistics Group Statistics

| Region | N   | Mean   | Std. Deviation | Std. Error Mean |
|--------|-----|--------|----------------|-----------------|
| Open   | 265 | 121.01 | 15.485         | .951            |
| Close  | 183 | 115.21 | 16.699         | 1.234           |

Table. 6: t-test

| Variance assumed | T     | df      | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
|------------------|-------|---------|-----------------|-----------------|-----------------------|
| Equal            | 3.774 | 446     | 0.000           | 5.800           | 1.537                 |
| Unequal          | 3.722 | 371.912 | 0.000           | 5.800           | 1.558                 |

The results are significant and showed there exist region wise mean difference in score about the perception regarding school practices.

### FINDINGS AND DISCUSSIONS

Analysis of the respondent data regarding prevailing security practices in FGEIs (C/G) Schools reveals that majority of schools were practicing security measures.

Level of satisfaction of teachers was high regarding some practices like, entrance of students, student's school uniform, dress code for teachers, student's identity card. Closure of school gates. Display of emergency telephone/cell numbers, Visitors entrance register. Conduct of morning assembly, students stayed in school premises for whole school time, exit of students on close time, all classrooms were locked after school hours, Checking of classrooms and book-bags. Weapons were banned in school premises. Checking of workers. No parking was allowed within the boundary wall of the school, hawkers were not allowed in the near vicinity of school.

Researcher also found that respondent's level of satisfaction was moderate and low about some practices like, identity cards of faculty, use of metal detectors to check the students, number of CCTV cameras, identity of students at entrance gate. Installation of security barriers were installed on the main gate, telephone facilities at the main gate, access to social networking websites from school computers for teachers and students, use of cell phones during school hours was prohibited, checking of female visitors, checking of canteen material, checking of store. Parents, in case of school emergency, were informed through electronic notification system (text message) in FGEIs (C/G) schools.

Findings of the study were supported by the Hanover research report (2013) on Best Practices in school security and National Association of School Psychologists, (2013) Recommendations for comprehensive School Safety Policies Research on School Security.

### CONCLUSIONS

- On majority of statements, regarding security practices, respondent's level of conformity was found quite high in FGEIs (C/G) schools.
- Respondents of open region schools were found more satisfied than respondents of close region schools about security system of FGEIs (C/G) schools.
- Respondents of female schools were found more satisfied than respondents of male schools about security system of FGEIs (C/G) schools.

### RECOMNDATIONS

Following strategies were recommended on the basis of findings:

1. Permanent trained security officers and security guards may be employed in FGEIs (C/G) Schools.
2. Concrete barriers directing traffic in zig zag formation may be erected at entry/exit gates of FGEIs (C/G) Schools.
3. Two-way communication systems may be installed on main gate and observation posts on roof in FGEIs (C/G) Schools.
4. Aya may be employed for physical search of female visitors in FGEIs (C/G) Schools.

5. Rehearsal drills to response of any emergency may be conducted frequently School personnel should be trained on security measures including procedures for the evacuation of school buildings and communication with security officials.
6. Communication system with parents may be improved. School administration makes it sure have contact numbers of all the parents in FGEIs (C/G) Schools.

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