

Impact of Safe School Initiative Programme on Behaviour of Victims of Insurgency in Secondary Schools in North - East Nigeria

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ARTICLE INFO

Keywords: Academic Achievement, Behaviours, Safe Schools Initiative Programme.

Receive: 8 April

Revised: 13 May

Accepted: 29 June

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ABSTRACT

The purpose of this paper is to investigate the Impact of the Safe Schools Initiative programme on the behaviours of victims of insurgency in Secondary Schools in North-east, Nigeria. This study adopted a descriptive and Ex-post facto survey design. The population comprised Federal Government Colleges in Yobe, Taraba, Bauchi, Borno, Adamawa and Gombe State. A sample size of 365 was used. The instruments employed were a questionnaire and a check list. Respondents have the choice to select preferred option from the 4-point Agree to Disagree Likert scale. Descriptive and inferential statistics were employed in data analysis. The findings indicated that the safe school initiative programme impacted positively on the behaviours of victims of insurgency positively, the students no longer engage on secret activities during lessons hours nor hate teachers that corrects them. The result also revealed that the safe school initiative programme impacted positively the academic achievement of victims of insurgency. It also shows the Safe School Initiative Programme modified negative behaviours like drug addiction, fighting and cultism. Based on the findings, the paper hereby recommends that teachers should pay more attention to students in safe school initiative programme so that they could overcome the negative impact of insurgency on their academic achievement. They should prioritize their learning to be able to fit in with the level of learning of other regular students. Teachers should apply some psychological principles to mitigate the effects of the insurgency on the behavioural pattern of the students so that they could still feel a sense of belonging in the classroom.

INTRODUCTION

It was in 2015 that the country of Argentina and that of Norway championed an initiative that led Member States of the United Nations to come up with Safe Schools Declaration to safeguarding schools in violent conflict areas. This initiative role out some commitments that will empower the declaration from violence, hence it strives to safeguard schools from insecurity. The Member States were subsequently encouraged to support the initiative by way of endorsement in May 2015, at UN International Conference in Oslo Norway (GCPEA 2022; Ogunode, Olowonefe, Jegede & Musa 2022; Mary 2024). Following the commitment to implement the Safe Schools Initiative Programme, the State of Argentina organised an international conference two years after the first one in 2015, to discuss further the declaration and how to implement it. Not only that, the State of Spain organised the third global conference in October 2019 to implement their endorsement of the initiative. Consequent upon the foregoing, the State of Nigeria organised yet another international conference in 2021, making her the fourth country to organise International Conference on Safe Schools Initiative Programme (Idris, 2018; GCPEA 2022; Ogunode et al 2022). The various international conferences on Safe Schools Initiative held by the States like Norway, Argentina, Spain, and Nigeria respectively, were for the purpose of implementing the initiative in their various countries to ensure that schools are free from all forms of fear arising from violence conflict.

LITERATURE REVIEW

Prior to the International Conference on Safe Schools Initiative held in Nigeria in 2021, Nigeria as a country has witness high level of insecurity in schools in the northeast Nigeria as far back as 2014. This development has made the country to engage in stakeholders meeting to ensure that there are safe schools in the north east of the country. This development made the government of Nigeria to organize a Safe Schools Programme where the UN Special Envoy for Global Education - Gordon Brown, in addition to the representatives of the Nigerian Global Business Coalition for Education and private sector leaders in Abuja (GCPEA, 2022). The above development is on the premise of the unprecedented level of children abduction that schools in northeast states of Nigeria like Adamawa, Yobe, and Bornu States have witnessed since 2009 till date (Gever, 2016; Ogunode et al 2022).

There has been a high level of insecurity bedevilling schools in the northeast Nigeria. More importantly is the some northeast states like Bornu, Yobe and Adamawa states respectively through their various Educational authorities had testified the destruction of numerous schools, killing of hundreds of teachers and over three hundred schools children being abducted. The above development is the rationale for Safe Schools Initiative in 2014 geared towards protecting schools in north-eastern part of the country, and ensures that there is no fear arising from fear of being killed or being abducted (Shaba, 2015 Ogunode et al 2022; Manjo 2024; Ogunode, Ayeni, & Daniel, 2024).

The insecurity challenges posed a lot of behavioural problem on students schooling in the areas. Ogunode (2020) defined Behavior or behaviour as the series of activities, actions or acts, mannerisms and expression made by individuals in the environment where he live. Behavior is when an individual response to an external or internal stimulants or events that influence his or her actions. Behavior is the response to an external stimulus or an event. It can be observed and measurable and has positive or negative consequences. The product of Behavior can be trauma and distress manifest in myriad ways. Victims might display a range of emotions, from anger and agitation to withdrawal and depression. It is imperative to examine the impact of the safe initiative programme on the behaviours of victims of insurgency in secondary schools in the region of North-east state. Based on this, this paper seeks to investigate the Impact of Safe Schools Initiative Programme on behaviours of victims of insurgency in Secondary Schools in North-east, Nigeria.

Purpose of the Study

The purpose of this study was to investigate the Impact of Safe Schools Initiative Programme on behaviours of victims of insurgency in Secondary Schools in North-east, Nigeria. Specifically, the objectives of this study are to:

- i. determine the behaviour of Safe Schools Initiative Programme students in terms of Drug, fighting, and cultism in Secondary Schools in North-east, Nigeria;
- ii. find out the impact of the Safe Schools Initiative Programme on the behaviour of victims of insurgency in Secondary Schools in North-east, Nigeria;
- iii. find out the academic achievement of victims of insurgency under the Safe Schools Initiative Programme in Secondary Schools in North-east, Nigeria,
- iv. ascertain the difference in the behaviour of male and female students under the Safe Schools Initiative Programme in Secondary Schools in North-east, Nigeria;

Research Questions

This study answered the following questions

1. What is the impact of safe school initiative programme on the behaviour of victims of insurgency in Secondary Schools in North-east, Nigeria?
2. What is the behaviour of Safe Schools Initiative programme students based on Drug, fighting, cultism in Secondary Schools in North-east, Nigeria?
3. What is the academic achievement of victims of insurgency under safe school initiative programme in Secondary Schools in North-east, Nigeria?
4. What is the difference in the behaviour of male and female students under the Safe Schools Initiative programme in Secondary Schools in North-east, Nigeria?

Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance.

H0₁: There is no significant difference on the impact of Safe School Initiative programme on behaviours of victims of insurgency of students based on age range.

H0₂: There is no significant relationship between the Safe Schools Initiative Programme and the academic achievement of victims of insurgency in Secondary Schools in North-east, Nigeria.

METHODOLOGY

This study adopted a descriptive and survey research design. Descriptive research design is a type of research methodology that aims to describe the characteristics, behaviours, attitudes, opinions or perceptions of a group or population being studied. The population of this study comprised of students in the safe school initiative programme in Federal Government Colleges in the North-east Nigeria. The total number of senior secondary school students in the study area is 6,950. The population comprised of Federal Government Colleges in Yobe, Taraba, Bauchi, Borno, Adamawa and Gombe State (Federal Ministry of Education, 2022). A sample size of 365 male and female SS1 respondents were sampled for the study. This was done using (Krejcie & Morgan, 1970) of table for determining sample size of a given population. The sample was drawn from 5 unity schools randomly selected from 5 states in the zone. Secondly, the researcher randomly selected respondents from each school using a proportionate sampling method to get the sample for the study.

The instrument that was used for this study was a self-structured questionnaire developed by the researcher titled Impact of Safe Schools Initiative Programme on behaviours and academic achievement questionnaire (ISSIPBAC). The questionnaire was developed through personal experience and review of related literatures for this study. The questionnaire is divided into two sections. Section A elicits information on the demographic data of the respondents, while section B consists of twenty two (22) items (divided into two parts) to measure the Impact of Safe School Initiative Programme on behaviour and academic achievement of victims of insurgency in secondary school students in North-east, Nigeria. Respondents have the choice to select preferred option from the 4-point Agree to Disagree Likert scale. The four-point scale has four options Strongly Agree, (SA=4 points), Agree (A=3 points), Disagree (D=2 points) and Strongly Disagree (SD=1 point). These points when added and divided by four yielded 2.50 which was the decision rule. Any mean score above 2.5 was accepted, and any mean score below 2.5 was rejected. The second instrument was an achievement test adopted from Basic Education Certificate Examination (BECE) using academic result of Senior Secondary 1, (S.S.1) students in four subjects who sat for 2021/2022 BECE in English Studies, Mathematics, Basic Science and Technology and National Values. This was used to measure students' academic achievement. The items on the BECE were considered appropriate for this study because it has already been standardized

by an accredited body National Examination Council of Nigeria (NECO) and Federal Ministry of Education (FME). It is 60 items drawn on objective questions adopted from English studies, Mathematics, Basic Science and Technology and National Values with options A to E in each item, out of which one is correct while others are not.

In order to establish the content validity of the questionnaire, the researcher ensured that the items covered the research questions of the study. Also the researchers' supervisors and other experts in the department of Guidance and Counselling in the Faculty of Education, University of Abuja, determined the face and content validity of one of the instrument. Some items that looked vague were modified, those that were unclear were simplified and irrelevant ones were removed. To determine the reliability of the instrument, the researcher carried out a pilot test on the instrument. This was done using 50 Senior Secondary 2 students (SS2) in Taraba state who were not part of the main study. A checklist was used to identify Safe School Initiative Programme victims of insurgency who participated in the pilot test. The test was administered to the students. Two weeks later, the same test was also re-administered to the same students after two weeks. The two data's from the pilot test were obtained and correlated using Pearson Product Moment Correlation Coefficient (r), to see the similarity or differences of the scores. The reliability Coefficient of 0.87 was obtained. Thus, the instrument was reliable for the study.

A direct delivery technique was employed in the administration of the questionnaire to minimize instrument mortality. Descriptive and inferential statistics were employed in data analysis. International Business Machines Statistical Package for Social Science version 25 (IBM SPSS) was used to carry out the analysis of the research data. The decision rule for the acceptance of the mean scores was a mean score of 2.50 and above. Therefore, mean scores of 2.5 and above were considered as an agreed response while mean scores below 2.50 was considered as a disagreed response, while t-test and one way ANOVA was employed to test the hypotheses at 0.05 level of significance. Therefore, any mean score above 2.5 was accepted, and any mean score below 2.5 was rejected.

Data Analysis

Answer to Research Questions

Research Question one: What is the behaviour of Safe Schools Initiative Programme students based on Drug, fighting, cultism in Secondary School in North East, Nigeria?

Table 1: Safe Schools Initiative Programme students based on Drug, fighting, and cultism N=365

S/N	Statements	Mean	Std Dev	Decision
Drug Addiction				
9	I feel good whenever I take a drug	2.99	.871	Agreed
10	Drugs make me bold	2.56	.943	Agreed

11	I can't go to school without taking marijuana	2.39	1.034	Disagreed
12	I enjoy taking drugs before going for lessons	2.80	.877	Agreed
13	Drugs give me more energy	2.99	.870	Agreed
	Fighting			
14	I beat up my younger ones	3.17	.894	Agreed
15	I enjoy fighting	3.17	.828	Agreed
16	I hate teachers who correct me and this makes me want to fight	2.44	.969	Disagreed
17	I am a street fighter	2.78	.912	Agreed
18	I feel proud whenever I fight	2.59	1.099	Agreed
	Cultism			
19	I have friends who belong to unknown cults and that makes me feel like joining them	2.65	.929	Agreed
20	I enjoy staying with friends who inspire me to do secret things	2.56	1.034	Agreed
21	I engage in secret activities during lesson hours	2.49	1.037	Disagreed
22	I enjoy staying late doing secret activities at night	2.52	1.021	Agreed
23	My parents do not know that I have secret friends who are wooing me to join a cult.	2.75	.970	Agreed
24	I hide my cult s insignia from my teachers	2.80	.986	Agreed
25	I have witnessed killings or abductions and it makes me want to belong to secret cults	2.60	.979	Agreed
	Sectional mean	2.72	0.956	

The results on Table 2 showed the impact of safe school initiative programme on behaviours and academic achievement of victims of insurgency. The mean score indicates agreement with some items while disagreed with others. As seen on the table above, mean scores for drug addictions, fighting, and cultism indicates agreement on some items and disagreement on some items. The sectional mean of 2.72 with a standard deviation of .956 prove that the safe school initiative programme impacted positively on the behaviours of victims of insurgency positively, the students no longer engage on secret activities during lessons hours nor hate teachers that corrects them. It also shows the Safe School Initiative Programme modified negative behaviours like drug addiction, fighting and cultism.

Research Question two: What is the impact of safe school initiative programme on academic achievement of victims of insurgency in Secondary School in North East, Nigeria?

Table 2: Impact of Safe Schools Initiative Programme on academic achievement of victims of insurgency

N=365

S/N	Statements	Mean	Std Dev	Decision
4	Despite the insurgency, I feel motivated and look forward to attending classes due to the safe schools initiative	3.20	.911	Agreed
5	Because of insurgency, I have lost interest in schooling if not for the safe schools initiative programme	2.70	.917	Agreed
6	Insurgency would have affected my reading abilities if not for the safe schools initiative	2.94	.931	Agreed
7	Because of insurgency I am not always comfortable to participate in class activities and ask questions.	2.67	.883	Agreed
8	As a result of the effect of insurgency, I am not doing so well in my studies, even with the introduction of the safe schools initiative programme	2.68	.927	Agreed
Sectional mean		2.84	0.914	

The results on Table 1 showed the impact of safe school initiative programme on behaviours and academic achievement of victims of insurgency. The mean score indicates agreement with all, the items the sectional mean of 2.84 with a standard deviation of .914 prove that the safe school initiative programme impacted positively on the academic achievement of victims of insurgency.

Research Question Three: What is the academic achievement of victims of insurgency under safe school initiative programme in Secondary School in North East, Nigeria?

Table 3: The academic achievement of victims of insurgency under the safe school initiative programme in Secondary Schools in North East, Nigeria

N=365			
Subjects	Minimum	Maximum	Average Score
Mathematics	23	93	61.00
English Language	12	98	60.87
National Value	14	91	55.24
Basic Science	20	98	58.54
Academic Achievement	34	79	58.91

Table 3 showed the academic achievement of students of Safe Schools Initiative Programme on behaviours of victims of insurgency. The minimum score in mathematics is 23.00, while the maximum score is 93.00 with an average score of 61.00. This means that the students' scores in Mathematics are above average. The students score in English Language has the minimum of

12.00, maximum of 98.00 and average score of 60.87. This also shows that the students' score in English Language is above average.

The students score in National Value has the minimum of 14.00, maximum of 91.00 and average score of 55.24. This also shows that the students score in National Value is within average. The students score in Basic Science has the minimum of 20.00, maximum of 98.00 and average score of 58.54. This also shows that the students score in Basic Science is within average. The Academic Achievement is a minimum of 34.00, a maximum of 79.00 and an average score of 58.91. This also shows that the Academic Achievement is above average.

Research Question Four: What is the difference in the behaviour of male and female students under the Safe Schools Initiative Programme in Secondary School in North East, Nigeria?

Table 4: The difference in the behaviour of male and female students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria.

N=365

Gender	Mean	Number
Male	2.79	200
Female	2.63	165

Table 4 showed the difference in the behaviour of male and female students under the Safe Schools Initiative Programme in Secondary School in North East, Nigeria. Male respondents indicated mean behaviour of 2.79, the female respondents mean score of 2.63. The implication of this result is that the difference in the behaviour of male and female students under the Safe Schools Initiative Programme in Secondary School in North East, Nigeria was more for male respondents than the female respondents.

Test of Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance.

Ho₁: There is no significant difference on the impact of safe school initiative programme on behaviours of victims of insurgency of students based on age range.

Table 5: One-way ANOVA for difference in the impact of safe school initiative programme on behaviours of victims of insurgency of students based on age range

Age Range	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Between Groups	4.179	2	2.090	12.123	.000	Significant
Within Groups	54.467	316	.172			
Total	58.646	318				

The analysis in Table 5 was carried out to test the difference in the impact of the Safe Schools Initiative Programme on behaviours and academic achievement of victims of insurgency of students based on age range. With a significant value of .000 (less than the 0.05 level of significance), the hypothesis that says that no significant difference in the Impact of the Safe Schools Initiative Programme on behaviours and academic achievement of victims of insurgency students based on the age range is, therefore, rejected and conclude that respondents differed significantly in behaviour under Safe Schools Initiative Programme based on age range. To further explain the differences among students based on age range, analysis was carried out and presented in Table 6.

H0₂: There is no significant relationship between the Safe Schools Initiative Programme and the academic achievement of victims of insurgency in Secondary Schools in North East, Nigeria.

Table 6: Test of Relationship between Safe Schools Initiative Programme and academic achievement of victims of insurgency in Secondary Schools in North East, Nigeria

Variables	N	Mean	r-cal	P-value	Decision
Safe Sch. Programme and Academic achievement	365	60.33 58.91	.156	.001	Rejected

Table 6 shows the correlation between the Safe Schools Initiative Programme on behaviours and academic achievement of victims of insurgency. The computed correlation coefficient shows that there is significant relationship between Safe Schools Initiative Programme on behaviours and academic achievement of victims of insurgency. The *r*-value of .156 indicates a positive relationship. The probability value (*p*-value) is .001 which is less than 0.05, it is concluded that there is a statistical relationship between the two variables and the relationship is not by chance, therefore the null hypothesis was rejected.

Table 7: Mean score for difference in the impact of Safe Schools Initiative Programme on behaviours of victims of insurgency of students based on Age range.

Age Range	N	Mean	Std. Deviation
13 - 15 Years	140	2.59	.428
16 - 18 Years	103	2.84	.347
19 Years Above	76	2.80	.473

Table 7 shows the mean score for the difference in the impact of the Safe Schools Initiative Programme on behaviours and academic achievement of victims

of insurgency students based on age range. The students with the age range of 13-15 years had mean score of 2.59, those aged 16-18 years had mean score 2.84, while those aged 19 years above. This implies that the academic achievement was higher for those 16-18 years, followed by those aged 19 years above, while the least score was found among those aged 13-15 years.

DISCUSSION

The result also revealed that the safe school initiative programme impacted positively on the behaviours of victims of insurgency positively, the students no longer engage on secret activities during lessons hours nor hate teachers that corrects them. It also shows the Safe School Initiative Programme modified negative behaviours like drug addiction, fighting and cultism. This result is in line with the findings of Ogunode, Chijindu, and Jegede, (2022) and Chester (2015) that discovered that effective implementation of educational programme and policies influence students behaviours and students attitude toward educational. Applebury (2010) and Benson (2015) noted that safe school can help to improve students' attendance in schools.

The result indicated that the safe school initiative programme impacted positively on the academic achievement of victims of insurgency. This result confirmed the findings of NPSSVFSN (2021); Agaptus, (2018) and James (2011) which established that safe school impacted positively on students' enrolment and achievement in schools in North-east states.

The result showed that academic achievement of students of Safe Schools Initiative Programme on behaviours of victims of insurgency Academic Achievement is above average. The result on the difference in the behaviour of male and female students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria was more for male respondents than the female respondents. The results are in line with the conclusion of Musa (2014) that found out that Male performed and attend schools more than the female in insecurity states or communities.

On the part of hypotheses one and two, the result showed that respondents differed significantly in behaviour under the Safe Schools Initiative Programme based on age range. To further explain the differences among students based on age range and also concluded that there is statistical relationship between the two variables and the relationship is not by chance, therefore the null hypothesis was rejected.

CONCLUSIONS AND RECOMMENDATIONS

The result also revealed that the safe school initiative programme impacted positively on the behaviours of victims of insurgency positively, the students no longer engage on secret activities during lessons hours nor hate teachers that corrects them. The findings indicated that the safe school initiative programme impacted positively on the academic achievement of victims of insurgency. It also shows the Safe School Initiative Programme modified negative behaviours like drug addiction, fighting and cultism. The result showed the academic achievement of students of the Safe Schools Initiative Programme on behaviours of victims of insurgency Academic Achievement is

above average and the result difference in the behaviour of male and female students under the Safe Schools Initiative Programme in Secondary Schools in North East, Nigeria was more for male respondents than the female respondents.

The result on hypotheses disclosed that there is statistical relationship between the two variables and the relationship is not by chance, therefore the null hypothesis was rejected and respondents differed significantly in behaviour under Safe Schools Initiative Programme based on age range. To further explain the differences among students based on age range.

Based on the findings, the paper hereby recommends that

1. Teachers should pay more attention to students in safe school initiative programme so that they could overcome the negative impact of insurgency on their academic achievement. They should prioritize their learning to be able to fit in with the level of learning of other regular students.
2. Teachers should apply some psychological principles to mitigate the effects of the insurgency on the behavioural patterns of the students so that they can still feel a sense of belonging in the classroom.
3. Teachers should be gender sensitive while they teach. More attention should be given to the male gender since they displayed more behavioural change than the females.
4. School administrators should give students of safe school initiative programme more leadership roles to help them to overcome the psychological shock of the insurgency and help in their behavioural pattern formation. The age of these students should be considered in teaching. While students in lower ages were more affected by the insurgency in their academic achievement, others such as 16 years and above were less affected.

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