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Infrastructural Factors affecting Safety and Security in Public Secondary Schools in Oyo State, Nigeria

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Abstract

The paper examined infrastructural factors that predict safety and security in Oyo State public secondary schools, which like in other Nigerian states epitomise dilapidation and neglect. The dependent variable was disaggregated into four elements namely, nature of building, neighbourhood contexts, classroom arrangement, and emergency exit. Anchored in David Houston's Risk Theory of Safety, the paper adopted survey research design and the mixed-methods approach was used for data collection. Results indicate that the four variables jointly and relatively affected school safety and security. Also, safety and security of staff and students were taken for granted and at best ascribed to dependence on divine protection, in the absence of perimeter fence, dilapidated classrooms, damaged electrical fittings and slippery floors. It recommends that government should improve infrastructures and public secondary school learning environment generally, and that schools should be located in neighbourhoods that are devoid of noise, distractions and hoodlums, as well as sited far from motor parks and markets.

Keywords: Infrastructure and school safety, security linked to divinity, dilapidated classrooms, improved learning environment

Background

Globally, the conduciveness of school environments is a critical factor that largely determines learning outcomes for learners and job satisfaction among educators (Nwokocha, 2025). While all levels of schools are reported to be conducive in more advanced societies, the reverse is noted in less developed economies, including Nigeria. In Oyo State for instance, it has been

repeatedly stated that public secondary schools are characterized by alarming structural defects that find expression in weak roof support systems, cracked walls, slippery floors, displaced doors and windows and disjointed furniture, among others (Adegboyega & Olaniyan, 2021). These run-down structures constitute threat to safety and well-being of everyone within the walls of a school. The potential for a collapse is a constant worry, putting students, staff, and visitors at risk of serious injury or even death.

Owolabi, Ololodi and Okewole (2020) reported that the physical infrastructures in Oyo State secondary schools are characterised by leaking roofs which are usually very problematic during the rainy season. This often led to dampness of classrooms and slippery floors thereby increasing the risk of slips, falls and avoidable injuries. These leaky roofs create unsanitary conditions within classrooms and could lead to respiratory infections and other health problems among staff and students. Also, rains from these roofs can damage furniture, books, and other learning materials, thereby impacting the learning environment very negatively.

Secondary schools in Nigeria have had to deal with issues like poor physical infrastructure, administrative lapses and individual factors that find expression in accidents, injuries, rape, bullying, dissatisfaction among students and suicidal thoughts among others (Ololodi & Okewole, 2023; Adegboyega & Olaniyan, 2021; Okemakinde *et al.*, 2019). The recent, July 2024, secondary school building collapse in Jos, Plateau State which claimed 22 lives and with another 132 injured is a pointer to the need of a study of this nature (*ThisDay Newspaper*, 12 July 2024). As Tagbo (2015) observed, there is a need for government to recognise that schools, staff and students are susceptible to acts of violence occasioned by terrorism and design mechanisms to prevent potential risks. Incessant blasting of schools in northern Nigeria by insurgents, kidnapping of Chibok girls in Borno State, Bethel Baptist secondary school attack in Kaduna, Dapchi school attack in Yobe state and Herders' unleashing of terror in parts of southern Nigeria all indicate terrorism in Nigerian secondary schools are fast becoming a major concern. Also, some of the buildings and classrooms are dilapidated, and this exposes students to attacks from terrorists and kidnappers.

Classroom arrangement as a component of school safety, deals with issues such as cleanliness of the classroom setting, ease with which staff and students access trash bins, easiness of students getting in and out of their seats and balanced setting arrangements devoid of ethnic, class and gender coloration. It has been observed that some risk factors related to environmental issues contribute to illness, threaten the safety of students, and account for psychological or developmental problems (Sampson & Onuoha, 2011). Studies by Mubita, Milupi and Kalimaposo (2023) found that staff and students were convinced that the presence of security personnel relates with some advantages regarding school safety. A positive relationship between security personnel presence and students' perception about safety was reported in another study by Lapointe (2016). Also, most buildings are dilapidated, while in some

schools, the windows and doors have gotten damaged, while most public secondary schools' roof are in bad shape. Students are equally exposed to rodents, pests and other dangerous insects due to the bad situation of the classrooms.

The neighbourhood of a school environment has been ascribed to a specific domain of the school context, including how orderliness and organisation are perceived in relation to academic motivation for students (Starkey, Aber, & Crossman, 2019). With regard to the effect of neighbourhood and school community, it has been established that a significant association exists between a student's experiences in his/her neighbourhood and the school, which at times is intricate and unpredictable. A study has reported a positive association between neighbourhood violence and school violence especially in situations where the distance between the two settings is largely contiguous (Siller, Edwards, & Banyard, 2021). Conversely, and by extension, such an association could also be established between perceived neighbourhood safety and perceived school safety among students. As had been reported that there is no substantial relationship between neighbourhood and school crime among middle and high school students studied in Los Angeles (Limbos & Casteel, 2008). Instead, neighbourhood disrepair has positively been linked to school social atmosphere, when crime in the neighbourhood is held constant. Also in Nigeria, it has been pointed out that the context of the school environment, can negatively impact/affect the teaching/learning outcomes.

A Brief Review

As observed by Ojo and Adedoyin (2022), uneven floors can also contribute to falling accidents and pose a safety concern, especially for younger students. This can prevent students from participating in physical activities and create accessibility challenges for those with disabilities (Agbatogun, 2012). The fear of falling and suffering serious injuries will prevent students from freely moving around the school compound, and in cases of emergencies, such areas may slow down emergency escape routes and cause even more confusion while trying to leave the area of the emergency.

The psychological impact of such buildings cannot be ignored either. Students and staff alike may experience heightened anxiety and stress, knowing they are occupying a potentially dangerous space. This constant fear can be a significant distraction, hindering concentration and negatively impacting the overall learning experience. Studies suggest that students exposed to unsafe school environments experience increased anxiety and stress, negatively impacting their mental health and learning outcomes (Owolabi, 2014). The constant fear of accidents or building collapses can create a distracting and disruptive learning atmosphere.

There needs to be more and better infrastructure in Oyo State public secondary schools, as shown through the seemingly weak structures and inadequate perimeter fencing, which creates critical security gaps (Olodi & Okewole, 2023). These gaps become open invitations for unauthorized access

to the school grounds, significantly jeopardizing student safety. The potential consequences are dire, ranging from petty theft and vandalism of valuable school property to even more serious crimes occurring on school premises. The importance of prioritizing appropriate school fencing and implementing comprehensive perimeter security measures cannot be overstated. These measures act as a crucial deterrent against unwanted intrusion and criminal activity, and therefore foster a safe learning environment.

Building and infrastructural conditions are critical in ensuring safety within secondary schools in Oyo State. Neglected structures, faulty electrical wiring, leaky roofs, and uneven floors pose a multitude of threats that compromise student well-being and hinder the learning process. Such compromised structures are also more susceptible to break-ins and vandalism, further jeopardising school security. Addressing these critical infrastructure issues is paramount. By investing in repairs and maintenance, secondary schools in Oyo State can become safe and conducive for learning. Thus, could lead to a space that is free from fear of accidents or building collapse, thereby allowing students to focus deeply on their studies, which could propel them to reach their full potentials.

A study by Akinyemi, Oginni and Oni (2021) investigated playground safety practices in schools. They found a significant correlation between poorly maintained equipment and a higher risk of student injuries. Broken swings, rusty slides, and uneven surfaces all contribute to potential accidents. A study by Barnett, McKenzie and Smith (2020) in the United States explored the role of playground inspections. They found that regular maintenance and safety checks of equipment significantly reduced the number of playground-related injuries reported. A study by Eigbobo, Nzomiwu, Amobi and Etim (2014) found that most schools have playgrounds, but without adequate consideration for safety issues related to size of surfaces, adequacy of sport facilities and dedicated personnel to supervise students' activities.

Lynch and McKenzie (2019) examined the impact of effective supervision on playground safety in secondary schools. They found that a lack of adequate supervision during breaks increased the likelihood of bullying, rough play, and unsupervised use of equipment, leading to higher accident rates. A study by Pellegrini and Bohn (2020) explored the importance of trained supervisors on playgrounds. They found that supervisors with basic first-aid knowledge and conflict-resolution skills were more effective in preventing and responding to playground accidents. A study by Sneed, Cote and Falk (2022) studied the relationship between playground design and student injuries. They found that playgrounds designed with age-specific features, such as lower climbing structures for younger students, led to fewer accidents compared to playgrounds with a uniform design. Adequate play areas encourage physical activities, which have positive implications for cardiovascular conditions, decreases stress, and

enhances cognitive function. This can lead to increased alertness, focus, and better academic performance (Cairney *et al.*, 2020).

Playgrounds provide an outlet for students to release energy, socialize, and manage stress effectively. Engaging in physical activities on well-maintained playgrounds can improve mood, reduce anxiety, and foster a sense of well-being (Gray & Corbin, 2019). Inadequate or poorly maintained playgrounds can lead to boredom and frustration, potentially contributing to disruptive behaviour in students. Conversely, well-equipped and engaging playgrounds provide a positive outlet for energy, reducing the likelihood of discipline issues (Cohen, Nagra, & Brooks-Gunn, 2019). Agyekumwaa *et al.* (2020) found a strong correlation between access to well-maintained playgrounds and improved student behaviour and academic performance. Another research that focused on the relationship school environment and the behaviour of students noted the importance of safe and stimulating playgrounds in promoting positive social interactions and reducing disruptive behaviour (Mtimkulu & Dudley, 2019).

Theoretical and Conceptual Framework

Risk Theory of Safety

Initially targeted at explaining individual and collective risks in the insurance industry, the risk theory, by David B. Houston, has been expanded and applied to other areas of human contexts that embody some form of danger (Houston, 1960). Thus, application of the risk theory aims to assess threats or negative situations that could impact a person, place or thing and to which extent. As a corollary, some risks are considered as having more impact on individuals and communities than others. In the context of public schools, the theory is relevant not only in identifying possible risks but also to detect its most threatening impact in order to prepare measures to counteract such risks. The risk theory provides background explanation and frameworks that can engender preparedness, risk mitigation and recovery. It increases understanding of how society could be organised to deal with unexpected and unforeseen situations most effectively when they occur.

As Bortey, Edwards, Roberts and Rillie (2022) observed, safety culture, perception of risk, and safety milieu are often adopted as risk models that represent contribution of humans to safety events in contemporary society. As it related to school safety, risk perception implies a realisation by school administration, staff and students that there is a possibility of danger in a poor infrastructural context. Additionally, safety climate and safety culture impact positively on the extent to which a group or organisation including secondary schools can effectively recover from negative situations. In summary, the Risk Theory of Safety is tantamount to risk perception and posits that safety and security is everyone's duty and should be so perceived instead of shifting responsibility fully to government. Therefore, individuals and various stakeholders in schools such as students, teachers and administrators must work individually and collectively in their little ways to promote safety and security in Oyo State secondary schools by among other things ensuring that

school infrastructures are adequately maintained to the best of their abilities, as well as showing the right attitude towards the facilities. The conceptual framework that follows explains the relationships among the dependent, moderating and independent variables.

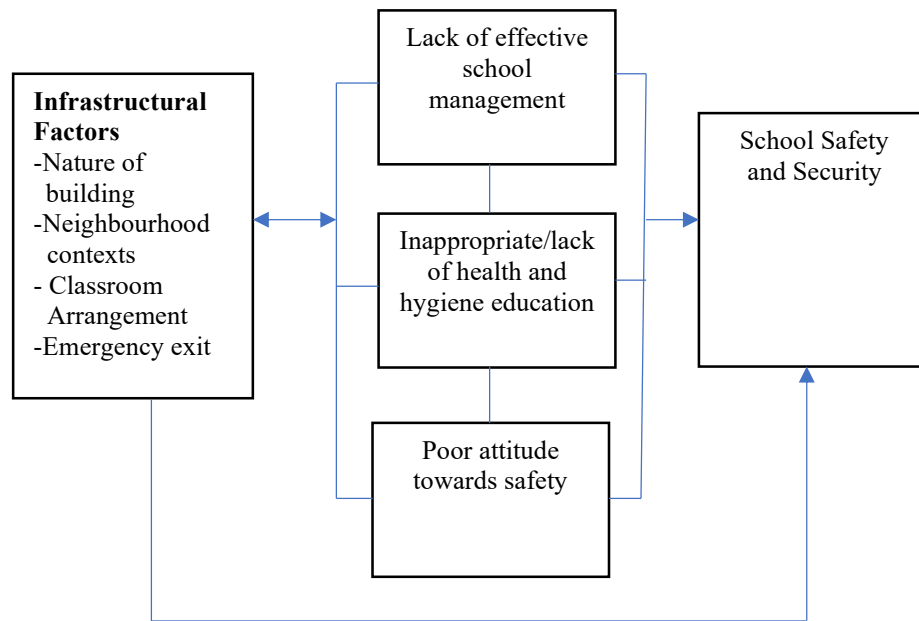


Fig. 1: Conceptual Framework

Source: Authors, (2025)

Infrastructural factors are examined, in this paper, with focus on four elements including nature of building, which relates to whether facilities are well maintained or dilapidated, well positioned for lighting and ventilation, condition of the roofs, completeness of the walls, whether facilities are free from inflammable and toxic materials, availability of ramps at the entry to the school, classrooms, toilets, library, canteen for children with disabilities. Furthermore, infrastructural factors of safety focus on the condition of electrical fittings in classrooms and corridors, whether emergency steps are in place for fire safety management, school corridors and walkways are clear of obstruction, compound is fenced, windows and doors in classrooms have lock/keys, and whether school has separate toilets for boys and girls, separate toilets for students with disabilities, among others.

Additionally, neighbourhood contexts, in the analysis of infrastructural factors, relate to whether a school is surrounded by motor parks, its proximity to a market, fenced with shops, located in a place with surrounding football fields, near a railway track, sports betting centres, near a bus-stop, surrounded by streams which could become a hideout for bandits and hoodlums among others. As a third factor, classroom arrangement is exemplified in crowded or

otherwise of classrooms for effective emergency exit, dampness of walls, slippery nature of floors, illumination to prevent misstep/slip-up, furniture arrangement to avert stampede during an emergency. Finally, emergency exit issues examined, in the paper, included whether school has one gate, the number of doors in a classroom, and whether burglar proofs are installed in classrooms, which could pose some danger during an emergency. The Framework shows that these factors could directly affect safety and security in Oyo State secondary schools when they are adequately provided and utilised. However, some moderating factors such as lack of effective school management, inappropriate and/or lack of health and safety education and poor attitude towards safety could undermine the relationship between the dependent and independent variables. For instance, where school principals are not strict with maintaining infrastructural facilities, dilapidation will account for lack of school safety.

Materials and Methods

The mixed methods approach was employed to examine a complex phenomenon such as safety and security in schools. Survey design, involving the qualitative and quantitative methods, were used to accomplish the research objectives. This was considered suitable because it provided the platform for extensive description of variables and relationships as they related to the study. The study area is Oyo State, which is located in Southwest Nigeria, and mainly inhabited by the Yoruba. It is projected to have a population 7.9 million people, which makes it the sixth most populous state in Nigeria (Olorunda, 2019). It is estimated that there are 411, 912 students in Oyo State public secondary schools in both urban and rural areas (Olorunda, 2019) and constitute the population of the study.

A total of three thousand, two hundred (3,200) respondents, determined using Krejcie and Morgan (1970) formula, constituted the study sample. Respondents were drawn from Oyo State public secondary schools. Of the total number sampled, 3192 respondents participated by returning their completed questionnaires. This represents a return rate of 99.8 percent. Two research instruments were used for this study; Self-structured Questionnaire Schedule and Key Informant Interview (KII) Guide. The self-developed questionnaire, which comprised 109 close-ended questions, was used for quantitative data collection. It was designed according to the variables that were tested in the hypotheses. The questionnaire was divided into sections that covered the subthemes in the study objectives. For the Key Informant Interviews, 16 school principals and/or teachers were interviewed to elicit qualitative information that complemented the quantitative data. The time frame for the interview was between 45 minutes and one hour to ensure that all the issues were covered.

Completed copies of the questionnaire were collated, coded and analysed, using both descriptive and inferential statistics. Descriptive statistics of frequency count and percentages were used to present the socio-demographic

data, while inferential statistics, and in particular, multiple regression were used to test hypotheses. All the hypotheses were tested at 0.05 level of significance. Qualitative data were content-analysed. Ethical approval, number UI/SSHREC/2024/0178, was obtained from the Social Sciences and Humanities Research Ethics Committee, University of Ibadan, Nigeria. Generally, the international ethical standards that emphasise confidentiality, voluntariness, informed consent, beneficence, non-maleficence, and justice were strictly adhered to during fieldwork.

Results

Table 1 shows that the majority of respondents are female, indicating that 44.2 percent of the total number of respondents are male, while 55.8 percent are female. The majority of respondents were between the ages of 15 and 19, as evidenced by the fact that 1.7 percent of the respondents were 10 years of age or younger, 33.6 percent of the respondents were between the ages of 11 and 14, 63.0 percent were between the ages of 15 and 19. The percentage of respondents across the four classes that participated in the study was approximately the same with very negligible differences in the numbers.

Table 1: Distribution of Respondents according to Selected Demographic Characteristics

Level	Frequency	Percentage
Gender		
Male	1410	44.2
Female	1782	55.8
Total	3192	100.0
Age Range		
10 years and below	57	1.7
11-14 years old	1074	33.6
15-19 years old	2004	63.0
20 years old and above	57	1.7
Total	3192	100.0
Class/Academic Level		
JSS 1	801	25.05
JSS 2	796	25.04
SSS 1	792	25.02
SSS 2	803	25.06
Total	3192	100.0
Religion		
Christianity	1726	54.0
Islam	1410	44.2
Traditional	56	1.8
Total	3192	100.0

The majority of respondents were Christians, considering that 54.0 percent identified Christianity as their religion, 44.2 percent were Muslims, and 1.8

percent were traditional worshippers. The findings from qualitative analysis established that most of the respondents (interviewees) described the safety and security of their various schools as virtually not existing and attributed their safety to the divine. As some of the respondents stated, apart from the broken fence, the gate and the Day-Guard there no other form of security in their various schools. Some of the respondents noted their schools neither have Day-Guard nor adequate perimeter fence to deter intruders or criminals. It was also reported that some of the schools had experienced some form of insecurity in the time past. Here are a few comments from the interview sessions:

I only depend on God for the safety of this school. I have been in this school for over ten years and it has been God. The only thing I could refer to as physical security is this dilapidated fence and the old man (guard) at the gate. There was even a time hoodlums evaded the school and all my staff have to run for their lives. In a nutshell, I will not agree that we have any form of security apart from God. (*KII/School Principal/Oyo East/23 November 2024*)

Another respondent corroborated the above statement by stating:

Hmmm, the issue of security and safety is nothing but a scam in this school. My school is only semi fenced, even ordinary goat can jump over the fence and that is what they refer to as security, my sister, there is no security in this school. Is it the old man without any form of weapon that you to call a security staff. I only put the security of the school in God's hand. Though my school has never experienced any form of attack but it is just the grace of God. Even schools with better fence in this area have experienced attack from some cultist. (*KII/School Principal/Ibadan North/14 November 2024*)

These statements clearly indicate the absence of security in the affected schools. Thus, issues of safety of staff and students are taken for granted and at best ascribed to divinity. It is noted here that having not experienced security challenges at the time of fieldwork for this research is not a sufficient reason not to contemplate putting measures in place to safeguard lives and property. In the context of poor funding of schools in the State, parents and guardians through the Parent Teacher Association (PTA) could support these schools to at least meet the minimum-security standards, especially as it relates to perimeter fence. We note that there are several factors that determine the extent of which PTA support for schools and include, disposition of principals and management staff, communication, rivalry within the association, embezzlement and lack of trust and poor planning among others. Another

respondent who alluded to security lapses in schools blamed government by stating:

Government is trying in other areas but I will like government to focus on security and safety of schools and not leave it to chance as it is now. It seems government has neglected this crucial aspect of the school. As you can see by yourself, there is no form of security in this school. I cannot call this fence and gate security because they cannot stop any intruder who is determined to cause chaos in the school. This gate and the fence are just to prevent animals from gaining entrance into the school. (KII/School Principal/Ogbomoso South/29 November 2024)

Indeed, sensitive and responsive governments would prioritise security of lives and property especially with regards to staff and students. It is posited here that among the myriads of challenges faced by secondary schools in Nigeria, infrastructure ranks high, which security is a major component. The quantitative component of the data was analysed by testing the hypothesis, which stated that there will be no significant relative contribution of infrastructural variables (nature of building, neighbourhood contexts, classroom arrangement and emergency exit) to school safety and security in public secondary schools in Oyo State.

Table 2: Regression table showing the relative contribution of infrastructural variables to school safety and security

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	31.655	.916		34.571	.000
Nature of Building	.087	.012	.330	7.23	.000
Neighbourhood Context	.439	.049	.593	10.892	.000
Classroom Arrangement	.241	.023	.391	9.605	.000
Emergency Exit	.395	.073	.320	5.401	.000

Table 2 revealed, for each infrastructural variable, significant unstandardised regression weight (β), the standardized error of estimate ($SE\beta$), the standardized coefficient, the t-ratio and the level at which the t-ratio was significant. Just as the table shows, each variable was individually significant. Neighbourhood context has the highest contribution of 59.3% ($\beta=.593$, $t=10.892$, $p<0.05$), followed by classroom arrangement with 39.1% ($\beta=.391$, $t=9.605$, $p<0.05$) then nature of building with 33.0% ($\beta=.330$, $t=7.232$, $p<0.05$) while emergency exit had the least contribution of 32.0% ($\beta=.320$, $t=5.401$, $p<0.05$). The null hypothesis was therefore rejected. This means that there is

significant relative contribution of infrastructural variables (nature of building, neighbourhood contexts, classroom arrangement and emergency exit) to school safety and security in Oyo State public secondary schools.

In order to undertake a comprehensive analysis regarding the objectives on infrastructural variables and school safety or lack of it, various questions were raised regarding nature of building, neighbourhood context, classroom arrangement and emergency exit. Apart from isolating each of the four variables to highlight their relative contribution to school safety, their joint effect on school safety was also examined. Some of the qualitative study respondents noted the necessity of adequate infrastructure in maintaining safety in schools. As one of the respondents whose opinion was largely shared by most others stated:

It is important that we understand that there are several areas of infrastructure such as school building, sport equipment, sanitary facilities, perimeter wall among others. Each of these components is as important as others and should be taken together in defining whether infrastructure in a school is adequate or not. To be honest, most if not all our schools are lacking in this. In very isolated cases, one infrastructure is fairly adequate while others are not available at all. (*KII/Teacher/Saki West/3 December 2024*)

Implicit in statement is the need to ensure that important facilities including the ones not listed above are prioritized for safety of administrators, teachers, students and other stakeholders. Another dimension of poor school infrastructure was highlighted by one of the principals interviewed in the following statement:

Due to lack of infrastructure in public schools, most of children from middle class families are found in private schools. Therefore, the majority of our students are from low socioeconomic background and face several challenges that affect their performances. Compared to students in private schools, results of students in private schools are often far better than those in public schools. (*KII/School Principal/Ibadan North/22 November 2024*)

Indeed, apart the safety aspect of school infrastructure, the above preceding respondent, pointed out the effect of poor infrastructure on the enrollment pattern of students to public and private secondary schools in the state. By implication therefore, adequate infrastructure in public schools will attract students from middle and high income families, which will lead to some form of balance in enrollment. Additionally, quantitative data on objective 3 were presented by testing the hypothesis 3 which states that there will be no

significant joint contribution of infrastructural variables (nature of building, neighbourhood contexts, classroom arrangement and emergency exit) to school safety and security in public secondary schools.

Table 3: Regression table showing the joint contribution of infrastructural variables to school safety and security

R	= .405				
R ²	= .164				
Multiple R ² adjustment	= .301				
Analysis of Variance					
Model	Sum of square	Df	Mean square	F	P
Regression	18457.696	4	4614.424	88.0212	.000
Residual	168294.583	3187	52.807		
Total	186752.279	3191			

According to Table 3, the building type, neighbourhood settings, classroom layout, and emergency exit all significantly contributed to school safety and security in Oyo State's public secondary schools ($F(4,31877) = 88.0212$, $p < 0.05$). Additionally, the independent variables produced an adjusted R² coefficient of 0.301, meaning that it was accountable for nearly 31% of the variation. The null hypothesis was thus disproved. This demonstrated how building characteristics, neighbourhood settings, classroom layout, and emergency exits all greatly influenced school safety and security in Oyo State's public secondary schools.

Discussion

The finding of this study that different structural factors in school such as neighbourhood context and community environment around schools, nature of building, emergency exit, and class size have association with specific spheres of school climate, including how order and discipline are perceived is in agreement with the observation of Starkey, Aber and Crossman (2019) that these factors are indeed among the major determinants of school safety and security. Also, the finding of this study that secondary schools in Nigeria have had to deal with issues like poor physical infrastructure, administrative lapses and individual factors that find expression in accidents, injuries, rape, bullying, dissatisfaction among students and suicidal thoughts among others was corroborated by the finding of Olodi and Okewole (2023). Additionally, this study found that the physical infrastructures in Oyo State public secondary schools are characterised by leaking roofs and are usually very problematic during the rainy season, which agrees with the result of a study by Owolabi (2014), Olodi and Okewole (2020). This often led to dampness of classrooms

and slippery floors thereby increasing the risk of slips, falls and avoidable injuries. These leaky roofs create unsanitary conditions within classrooms and could lead to respiratory infections and other health problems among staff and students. Also, rains from these roofs can damage furniture, books, and other learning materials, thereby impacting the learning environment very negatively.

Also, the result of this study revealing a concerning relationship between poor building conditions and students being absent during school hours was affirmed by the report of Adedoyin and Ojo (2020) in a study conducted in Oyo State about five years ago. This suggests that students feel uncomfortable and insecure when they have to stay in classrooms with infrastructural deficiencies. The constant fear of accidents or potential building collapse creates a tense and disruptive learning environment, which could undermine the educational process and hinder students from focusing and actively participating in lessons. This study found that outdated and poorly maintained electrical wiring can be particularly dangerous in overcrowded classrooms or poorly ventilated spaces, which is quite similar to the finding of Egwunyenga and Azuka (2021) in an earlier study. Again, this research revealed that many secondary schools lacked fire extinguishers and escape routes, further exacerbating fire risks associated with faulty electrical systems. This result aligns with the finding of Ajayi and Ojo (2019) in study conducted in southwestern Nigeria. As such, in cases of accidents or emergencies, there are no useful tools to help provide solutions and prevent even further damage to the school properties.

It has been a noted concern about weak roof support systems and crumbling walls in these secondary schools. These run-down structures pose a major risk of collapse, injuring or even killing students and staff. Such buildings may be more prone to break-ins and vandalism due to their weakened state. Compromised facilities such as broken or damaged windows, doors without locks all make access into these learning environments easy for criminals. This study found that infrastructures in Oyo State public secondary schools are grossly dilapidated, which is similar to the finding of a study by Adegboyega and Olaniyan (2021) investigating school infrastructure in Oyo State found that over 40% of secondary schools had classrooms with cracked walls, weak roof support systems, and outdated electrical wiring. Additionally, this study revealed that wiring in most classroom was poorly done and dangerous for educators and learners. This is similar to a report by Ojo (2014) from a study in Nigerian secondary schools that documented cases of increasing faulty electrical wiring. This poses a serious risk of fire hazard, which could endanger lives and potentially destroying valuable educational resources. Therefore, apart from requesting that the government prioritises improving school infrastructures, other stakeholders including Community Development Associations, corporate organisations and high net-worth individuals should also be encouraged to contribute to repositioning these schools (Nwokocha, 2015).

The finding of this study that the perceived climate on school property is influenced by the neighbourhood and community contexts surrounding schools is similar to the finding of a research by Siller, Edwards, and Banyard (2021). Numerous studies have shown a strong correlation between students' experiences at school and in their neighbourhoods, although these relationships are nuanced and not always clear. Just like this research, a study found positive correlations between students' perceptions of neighbourhood safety and perceived school safety, as well as between community violence and school violence (Hong & Eamon, 2012). However, a study by Limbos and Casteel (2008) found that neighbourhood decrepitude was positively and strongly correlated with school crime under specific conditions, but it did not establish a statistically significant link between neighbourhood and school crime. As was found by this study demographic variables such as school size, poverty level, neighbourhood crime, and school location may also influence the risks to the areas in which schools are located. This was corroborated by Khoury, Astor, and Zena (2005) in a similar study.

Conclusion

This paper analysed the relationship between infrastructural facilities and the extent of safety and security in Oyo State public secondary schools as a way of understanding young people's academic environment, which has implications for learning outcomes. For the purposes of analysing specific infrastructural components, four variables namely, nature of building, neighbourhood contexts, classroom arrangement, and emergency exit were isolated and investigated. Findings revealed that these variables individually and collectively affected safety and security in public secondary schools in Oyo State.

Although infrastructural factors, where adequately provided and utilized, could promote safety and security, the reverse engender risk that could find expression in lack of social, health, psychological and physical wellbeing of learners and educators. Findings of this research reveal that most secondary schools in Oyo State scored low in the indices used to appraise the four core issues of infrastructure including nature of building, neighbourhood contexts, classroom arrangement and emergency exit. Thus, by implication, public secondary schools in the state could be classified as high risk and devoid of conduciveness that should engender contentment for teachers and enviable learning outcomes for students. Granted that the paper focused on Oyo State public secondary schools, extant literature indicates that similar situations reverberate across other Nigerian states.

Recommendations

Based on the findings of the study, the following recommendations are suggested:

- There is urgent need for government to improve infrastructural facilities in Oyo State public secondary schools to make the environment friendly for effective teaching and learning.
- The nature of school building should be designed to reflect ventilation, illumination, non-slippery floors, emergency exit, among others.
- Schools should be located in neighbourhoods that are devoid of noise, distractions and hoodlums, as well as sited far from motor parks and markets.

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