ASSESSMENT OF PHYSICAL SECURITY MANAGEMENT PRACTICES APPLIED BY PRINCIPALS FOR ENSURING SAFETY IN SECONDARY SCHOOLS IN ANAMBRA STATE

ONUORAH, Helen. C. (Ph.D)
Department of Educational Management and Policy, Faculty of Education
Nnamdi Azikiwe University, Awka
Phone: 08036123101, E-mail: heco2023@gmail.com

&

EZIAMAKA, Chika Nonye (Ph.D)
Department of Educational Management and Policy, Faculty of Education
Nnamdi Azikiwe University, Awka
Phone: 08168963795, E-mail: eziamaka20@gmail.com

Abstract
The study assessed the physical security management practices applied by principals for ensuring safety in secondary schools in Anambra State. One research question guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive survey research design was used for the study. The population of the study comprised 258 public secondary schools’ principals. A 15 items structured questionnaire which was validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka was used for data collection. The questionnaire was structured on a five-point rating scale. To establish the reliability of the instrument, it was administered on 10 Principals of Public Secondary Schools in Enugu Metropolis, Enugu State who were not included in the population of the study. The Cronbach Alpha reliability method on the obtained data yielded internal consistency value of 0.70. Out of the 258 copies of the questionnaire distributed, 238 copies were returned and were used for data analysis. The data collected from the respondents were analyzed using mean, standard deviation and t-test. Findings of the study indicated that principals of public secondary schools in Anambra State applied physical security management practices to a low, location and gender did not significantly affect the respondents mean ratings of their application of physical security management practices for ensuring safety in secondary schools. Based on these findings, the study recommended among others that the State government through the State Ministry of Education should ensure the provision of physical security management infrastructures and tools for secondary school safety. It was also recommended that secondary school principals should ensure that school identity cards are made for students’ teachers and other staff as well as badges or tags for visitors in the schools.

Key words: Assessment, Physical, Security Management Practices, Principals

Introduction
The need to provide a safe school for teachers, students and all stakeholders in the school system cannot be overemphasized. This is because of the importance of the school as an agent of education and reformation. A school can generally be seen as a means to develop and strengthen individuals with pro-social attitudes and as a place where individuals are prepared
ONUORAH & EZIAMAKA: Assessment of Physical Security Management Practices
Applied by Principals for Ensuring Safety in Secondary Schools in Anambra State

for the part they are going to play in society (Burton, 2008). In Nigeria, formal schooling is carried out in three levels namely; basic (which includes primary schools and junior secondary 1-3), senior secondary and tertiary levels of education. The secondary education is the focus of this study.

Secondary school education is the form of education students receive after primary school and before the tertiary stage. The importance of secondary education lies in its position both as the bridge between primary and tertiary education and as the agent for preparing individuals for useful living in the society. As indicated by Federal Republic of Nigeria (FRN) (2013), the broad goals of secondary education in Nigeria are preparing people for useful living in the society and for higher education. To achieve all these, the head of the school (Principal) has a crucial role to perform especially in the area of ensuring safety for students and staff in the school. The principal being the chief administrative officer has a duty to protect the lives and properties by ensuring security in their school.

Security is defined as the degree of protection against danger, damage, loss and crime. In the views of Van Jaarsveld (2011), security is a form of protection where a separation is created between the assets and the threat. Thus, security is the precaution taken to safeguard an environment from impending danger or injury. It is a measure taken to prevent dangers and threats in order to make the school and other environments safe. A place where there is security is a place of safety (Cowan, Pollitt, Rossen & Vaillancourt, 2013). School security is the establishment and maintenance of protective measures that ensure a state of inviolability from hostile act or influences (Menkiti, 2012). This is to say that security measures are to be reinforced to keep students, teachers, other workers and the environment free from harm and danger. Creating and maintaining secure environment needs clear understanding and management by all students, teachers and non-teaching staff. It is essential that scholars and members of staff feel safe at school and it is for this reason that schools should have physical security management practices in place to forestall security threats.

Physical security management practices are implemented in schools to ensure the safety of lives and property. When physical security practices are correctly and effectively implemented by a school principal, maximum protection will be guaranteed. Physical security measures can be divided into three categories consisting of the outside perimeter measures, inner middle perimeter measures and the internal measures (Lombaard & Kole, 2008). The outside perimeter measures are found outside of the school building normally the perimeter (first line of defence) of the premises such as signs, fences and other barriers (barricades), lighting, alarms and patrols. The inner middle ring (inside) are the security measures used within the boundaries of the facility and can include fences and other barriers (walls), alarms, lighting (often with motion detecting capabilities), Close Circuit Television (CCTV) cameras, warning signs, doors, locks, burglar proofing on windows, security staff and access control systems. Lastly, the internal physical security measures are found within buildings and include alarms, CCTV cameras, turnstiles, windows and door bars, locks, safes, vaults, protective lighting and other barriers (such as security gate across a passage (Lombaard & Kole). These physical security tools are very essential to maintaining security in the school; however, they cannot function without human beings. According to Hill and Hill in Van Jaarsveld (2011), some physical security management strategies for ensuring school safety include maintaining a clean and attractive school; analysis of crime patterns in the area; knowing that staff needs to feel safe and secure; ensuring restricted access to the school and restrictions on scholar attire and possessions.
Clean, attractive schools tend to create a sense of pride to the scholars, educators, parents and the community. This produces attitudes and behaviour that are beneficial to the school as a whole, thus discouraging undesirable behaviour (Ike, 2015). If a school has broken windows, litter and/or deteriorating buildings, then it creates the idea that, this kind of behaviour and image is acceptable. More individuals will then leave litter lying around and graffiti will also be more likely to occur unrestricted or unsanctioned (Van Jaarsveld, 2011). The school will also then be perceived as being vulnerable, making crime on its premises that more likely to occur.

Analysis of crime patterns is important for school principals to continually gather, analyze and evaluate all kinds of information. Such information may include attendance rates, suspension and expulsion patterns, tardiness, graduation rates and crime patterns (includes incident management of acts not necessarily deemed ‘criminal’ but do involve elements of violence or conflict). Schools should have a security plan in place of which an important aspect should be the collection and recording in a register, which can take the form of database incident management programme software lending itself to trend, modus operandi and spatial analysis of violent incidents.

Furthermore, another physical security management practices is safety and security needs of staff members. If staff members feel safe and secure in the school environment then they will be able to teach the scholars to the best of their ability. Educators need to be reminded regularly about the safety and security procedures applicable in their school and need to be trained on crime/violence prevention behaviour and self-defence strategies (Lombaard & Kole, 2008). It is important for educators to be trained in the identification of behaviour that can be indicators of potential trouble-causing scholars or recognize any antisocial behaviour within scholars. Some antisocial behaviour and risk factors may include aggression, hostility, lying, stealing, inability to listen to authoritative figures, refuses to follow rules and a lack of self-control.

In addition, restricted access to schools is another physical security management practice. Entrance-and-exit access points to a school need to be minimized to reduce the chances of strangers entering the school grounds freely. Ideally there should only be one entrance/exit point to a school or a maximum of two access points. Alternately access points are only opened and entry supervised for limited periods during a day, for the rest of the day they remain locked. This will make it easier for security guards to keep watch over who enters the school premises. Once the school has started, the gate should be locked and all latecomers and strangers will need to sign in to enter and will then be escorted to the principal’s office by the security guard (Cowan, et al, 2013). This measures if applied would facilitate the safety of teachers and students in the schools. However, it appears that principals do not apply these physical security management practices in their schools.

This is because in recent times, secondary schools in Anambra State are faced with issues related to insecurity. This is further enunciated by the plethora of school violence in some parts of Anambra State. Sadly, cultism and cult activities have been on the increase among secondary school students in Anambra State (Usman, 2016). According to Usman, there is rarely any academic session without reported incidents of cult related violent clashes in most schools in the country, which usually result in the loss of lives of promising youths. Haruna (2014) noted that other threats like robbery, theft, arson, extortion, strike actions, hate, crimes, demonstrations and rumours are other threats which can lead to lack of security or insecurity in schools and consequently violence and vandalism. This situation is not different
in Anambra State where the State Police Command has consistently arrested young boys and girls of secondary school age in connection with all manners of cult related activities (Kalu, 2016). These threats portend a big challenge to the development of secondary education in Anambra State and seem to point to poor application of physical security management practices by secondary school principals. Amanchukwu (2012) opined that demographic factors such as locations of schools and gender of the principal can give rise to many threats to the school community.

The school location impinges on school safety; schools located at the heart of the cities are more prone to violence than schools in isolated areas (Nyakundi, 2012). According to Nyakundi, the reason for this is that the endemic crimes and crises in the cities will always spill into the schools. Similarly, Mastisa (2011) suggested that principals in urban schools will be faced with greater security threats than those in the rural area. In another vein, gender plays important role in the way principals administer and manage security in their schools (Mastisa, 2011). Oyoyo (2014) opined that gender can influence principals’ decision-making capacity with regards to school management. However, these views have not been empirically proven to be the case among secondary school principals in Anambra State and thus require to be investigated.

**Statement of the Problem**

Despite the importance of school safety, there seems to be an upsurge of violence arising quite rapidly in schools. It is expected that secondary school principals and members of the school management should be at alert all the time to prevent occurrence of acts of hooliganism to avoid blames for professional negligence. In some schools, students resort to senseless destruction, burning, maiming, raping or even killing those they think are harsh on them (Ojo, 2016; Usman, 2016). Ojo reported that some students go to school with jack knives, battle axes and even locally made guns to threaten and bully fellow students. These problems not only endanger students and teachers but they also prevent teachers from concentrating on teaching and students from concentrating on learning.

There has also been an increased influx of cult groups into secondary schools in Nigeria including Anambra State resulting to high security threats. In another public secondary schools in Anambra State seem not to have physical security gadgets like fire detection system for fire prevention and poor lightening system to prevent security breaches in the schools. This unfortunate situation has increased the call for adoption of physical security management practices which may curb the menace of insecurity and make secondary schools safe for teaching and learning. However, the level of adoption of these security management practices by secondary school principals’ in Anambra State is not clearly known. It thus becomes imperative that an empirical study such as this is conducted to assess the physical security management practices applied by principals for ensuring safety in secondary schools in Anambra State.

**Purpose of the Study**

The study assessed physical security management practices applied by principals for ensuring safety in secondary schools in Anambra State.

**Research Question**

To what extent do principals apply physical security management practices for ensuring safety in secondary schools in Anambra State?
**Hypotheses**

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between the mean ratings of principals of rural and urban secondary schools in Anambra State on the extent they apply physical security management practices for ensuring school safety.

2. There is no significant difference between the mean ratings of male and female principals of secondary schools in Anambra State on the extent they apply physical security management practices for ensuring school safety.

**Method**

The research design used for the study was the descriptive survey. The study was carried out in Anambra State. The population of the study comprised 258 principals of public secondary schools in the six education zones of the State. A 15 item questionnaire which was validated by three experts in the Faculty of Education, Nnamdi Azikiwe University, Awka was used for data collection. The questionnaire was structured on a five point response categories of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). To establish the reliability of the instrument, it was administered on 10 Principals of Public Secondary Schools in Enugu Metropolis, Enugu State who were not included in the population of the study. The Cronbach Alpha reliability method was used to obtain the internal coefficient value of 0.70 which was deemed high for the study. Out of the 258 copies of the questionnaire distributed, 238 copies were returned and were used for data analysis. The data collected from the respondents were analyzed using mean, standard deviation and t-test. The mean value was used to answer the research question while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents’ ratings. The decision rule for the mean rating was based on the real limits of numbers. The null hypothesis was tested with t-test at 0.05 level of significance. Where the calculated t-value is less than the critical value of t, it means that there was no significant difference in respondents’ mean ratings and the hypothesis was accepted. Conversely, where the calculated t-value is equal to or greater than the critical t-value, it means that there was significant difference in the respondents’ mean ratings and the hypothesis was not accepted.

**Results**

**Research Question**

To what extent do principals apply physical security management practices for ensuring safety in secondary schools in Anambra State?

**Table 1**

<table>
<thead>
<tr>
<th>S/No</th>
<th>Physical security management practices:</th>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>Building fence round the school premises for effective administration of public secondary schools</td>
<td>3.42</td>
<td>0.83</td>
</tr>
<tr>
<td>2.</td>
<td>Installing burglary bars on all windows in the school premises for effective administration of public secondary schools.</td>
<td>2.44</td>
<td>0.61</td>
</tr>
<tr>
<td>3.</td>
<td>Installing iron doors in the classrooms for effective administration of public</td>
<td>2.29</td>
<td>0.59</td>
</tr>
</tbody>
</table>
secondary schools

4. Providing for appropriate security lighting system in and around the school premises for effective administration of public secondary schools 2.19 0.39 LE 2.40 0.53 LE

5. Ensuring that access points in the school are clear of any obstructions such as big shrubs, trees or signs for effective administration of public secondary schools. 2.07 0.42 LE 2.18 0.53 LE

6. Providing a secure parking spot for visitors and staff for effective administration of public secondary schools 2.31 0.52 ME 2.76 0.54 ME

7. Limiting the entrance-and-exit access points to the school to one or at the most two for effective administration of public secondary schools. 2.07 0.26 LE 2.13 0.33 LE

8. Ensuring that the school has a functional security gate for effective administration of public secondary schools. 2.95 0.62 HE 3.56 0.74 HE

9. Ensuring that all areas and blocks in the school are adequately labelled with signs and instructions for effective administration of public secondary schools. 2.38 0.35 LE 2.24 0.51 LE

10. Installing fire detection system in the school administrative block for effective administration of public secondary schools. 2.11 0.42 LE 2.08 0.43 LE

11. Installing fire detection system in the classrooms for effective administration of public secondary schools 2.27 0.54 LE 2.33 0.56 LE

12. Installing of vaults and safe in the school administrative blocks for effective administration of public secondary schools 1.58 0.34 LE 2.12 0.48 LE

13. Ensuring that the school’s main office have a direct view of the front entrance and clearly marked as the main office for effective administration of public secondary schools. 2.31 0.41 LE 2.21 0.31 LE

14. Ensuring that parking lots, playgrounds, and fields near school building are easily observed and closely monitored for effective administration of public secondary schools. 2.17 0.67 LE 2.18 0.55 LE

15. Establishing safe areas in different sections of the school for effective administration of public secondary schools 2.33 0.39 LE 2.43 0.44 LE

| Grand Mean | 2.33 | 0.49 | LE | 2.47 | 0.53 | LE |

Data in Table 1 reveal that principals in rural areas apply three items (1, 2 and 8) with mean ratings ranging between 2.44 to 3.42 to a moderate extent. However, they rated the remaining 12 items to a low extent with mean ratings ranging 1.58 to 2.44. On the other hand, principals in urban areas apply items 1 and 8 to a high extent with mean ratings of 3.75 and 3.56 respectively. They rated item 6 to a moderate extent with mean rating of 2.76 while they apply the remaining 12 items to a low extent with mean rating ranging from 2.02 to 2.44. The standard deviation scores show that the respondents’ opinions were close. The cluster mean of 2.33 for principals in rural areas and 2.47 for principals in urban areas indicate that
principals apply physical security management practices for ensuring safety in secondary schools in Anambra State to a low extent.

Table 2
Respondents Mean Rating on their extent of Application of Physical Security Management Practices for Ensuring Safety in Public Secondary Schools Based on Gender (N=238)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Physical security management practices:</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td>SD</td>
</tr>
<tr>
<td>1.</td>
<td>Building fence round the school premises for effective administration of public secondary schools</td>
<td>3.50</td>
<td>0.77</td>
</tr>
<tr>
<td>2.</td>
<td>Installing burglary bars on all windows in the school premises for effective administration of public secondary schools.</td>
<td>2.25</td>
<td>0.44</td>
</tr>
<tr>
<td>3.</td>
<td>Installing iron doors in the classrooms for effective administration of public secondary schools</td>
<td>2.25</td>
<td>0.44</td>
</tr>
<tr>
<td>4.</td>
<td>Providing for appropriate security lighting system in and around the school premises for effective administration of public secondary schools.</td>
<td>2.47</td>
<td>0.56</td>
</tr>
<tr>
<td>5.</td>
<td>Ensuring that access points in the school are clear of any obstructions such as big shrubs, trees or signs for effective administration of public secondary schools.</td>
<td>2.32</td>
<td>0.63</td>
</tr>
<tr>
<td>6.</td>
<td>Providing a secure parking spot for visitors and staff for effective administration of public secondary schools</td>
<td>2.00</td>
<td>0.41</td>
</tr>
<tr>
<td>7.</td>
<td>Limiting the entrance-and-exit access points to the school to one or at the most two for effective administration of public secondary schools.</td>
<td>2.08</td>
<td>0.28</td>
</tr>
<tr>
<td>8.</td>
<td>Ensuring that the school has a functional security gate for effective administration of public secondary schools.</td>
<td>3.65</td>
<td>0.69</td>
</tr>
<tr>
<td>9.</td>
<td>Ensuring that all areas and blocks in the school are adequately labelled with signs and instructions for effective administration of public secondary schools.</td>
<td>2.42</td>
<td>0.57</td>
</tr>
<tr>
<td>10.</td>
<td>Installing fire detection system in the school administrative block for effective administration of public secondary schools.</td>
<td>2.08</td>
<td>0.46</td>
</tr>
<tr>
<td>11.</td>
<td>Installing fire detection system in the classrooms for effective administration of public secondary schools.</td>
<td>2.10</td>
<td>0.50</td>
</tr>
<tr>
<td>12.</td>
<td>Installing of vaults and safe in the school administrative blocks for effective administration of public secondary schools.</td>
<td>2.19</td>
<td>0.43</td>
</tr>
<tr>
<td>13.</td>
<td>Ensuring that the school’s main office have a direct view of the front entrance and clearly marked as the main office for effective administration of public secondary schools.</td>
<td>2.20</td>
<td>0.58</td>
</tr>
<tr>
<td>14.</td>
<td>Ensuring that parking lots, playgrounds, and fields near school building are easily observed and closely monitored for effective administration of public secondary schools.</td>
<td>2.21</td>
<td>0.49</td>
</tr>
<tr>
<td>15.</td>
<td>Establishing safe areas in different sections of the school for effective administration of public secondary schools.</td>
<td>2.25</td>
<td>0.56</td>
</tr>
<tr>
<td></td>
<td>Grand Mean</td>
<td>2.40</td>
<td>0.52</td>
</tr>
</tbody>
</table>
ONUORAH & EZIAMAKA: Assessment of Physical Security Management Practices
Applied by Principals for Ensuring Safety in Secondary Schools in Anambra State

Data in Table 2 revealed that male principals apply two items (1 and 8) with mean ratings of 3.50 and 3.65 respectively to a high extent. However, they rated the remaining 13 items to a low extent with mean ratings ranging 2.00 to 2.42. On the other hand, female principals apply item 1 and 8 to a high extent with mean ratings of 3.66 and 3.59 respectively. They apply the remaining 13 items to a low extent with mean rating ranging from 2.00 to 2.47. The standard deviation scores show that the respondents’ opinions were close. The cluster mean of 2.40 for male principals and 2.43 for female principals indicate that principals apply physical security management practices for ensuring safety in secondary schools in Anambra State to a low extent.

Hypothesis 1
There is no significant difference in the mean ratings of principals of rural and urban secondary schools in Anambra State on the extent they apply physical security management practices for ensuring school safety.

Table 3

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-cal.</th>
<th>t-crit.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>122</td>
<td>2.33</td>
<td>0.49</td>
<td></td>
<td>0.05</td>
<td>0.72</td>
<td>1.96 Not Significant</td>
</tr>
<tr>
<td>Urban</td>
<td>116</td>
<td>2.47</td>
<td>0.53</td>
<td></td>
<td>0.37</td>
<td>1.96</td>
<td></td>
</tr>
</tbody>
</table>

Data in Table 3 show that the calculated t-value of 0.72 at 236 degree of freedom and at 0.05 level of significance is less than the critical t-value of 1.96. This shows that the location of the respondents did not significantly affect their application of physical security management practices for ensuring safety in secondary schools in Anambra State. Therefore, the hypothesis is accepted.

Hypothesis 2
There is no significant difference in the mean ratings of male and female principals of secondary schools in Anambra State on the extent they apply physical security management practices for ensuring school safety.

Table 4
T-Test analysis on the Mean Ratings of Male and Female Principals in Secondary Schools on the extent they Apply Physical Security Management Practices

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-cal.</th>
<th>t-crit.</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>86</td>
<td>2.40</td>
<td>0.52</td>
<td>236</td>
<td>0.05</td>
<td>0.37</td>
<td>1.96 Not Significant</td>
</tr>
<tr>
<td>Female</td>
<td>152</td>
<td>2.43</td>
<td>0.54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data in Table 4 show that the calculated t-value of 0.37 at 236 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that the gender of the respondents did not significantly affect their application of physical security management practices for effective administration of secondary schools in Anambra State. Therefore, the hypothesis is accepted.
Discussion
Findings of the study indicated that principals of public secondary schools in Anambra State apply physical security management practices to a low extent. This is in line with Van Jaarsveld (2011) who noted that public schools’ administrators have problems with maintaining adequate physical security in their schools. This findings in the researchers’ view may have resulted as a resulted as a result of poor support in the areas of funding and infrastructure provision by the government for secondary schools. In some of the secondary schools, the only form of physical security measure is fence which is in most cases dilapidated. According to Lombaard and Kole (2008), features within the school’s physical environment can influence the chances of a crime(s) occurring. The physical environment may be used as a point of departure, aimed at encouraging school safety and security. If a school is well maintained and has a safe and secure physical security measures, it would be more difficult for threatening incidents to occur. Campbell (2007) further noted that offenders prefer to commit crimes that comprise of the lowest risks, require the least effort and offer the highest benefit. Therefore, if the physical environment of a school is well secured and has the necessary physical security measures in place, crimes are less likely to occur.

Furthermore, the findings also showed that principals do not differ significantly in their mean ratings on their application of physical security management practices based on location. This in agreement with Lombaard and Kole (2008) who decried the low adoption of physical security management practices in schools. In another vein, principals do not differ significantly in their mean ratings on physical security management practices based on gender. This is in line with Fabbri, Cendroi and Remando (2013) who revealed that both male and female heads as well as public and private schools heads had no significant mean differences regarding physical safety and security measures at secondary level schools.

Conclusion
Based on the findings of the study, the researchers conclude that principals in public secondary schools in Anambra State do not apply physical security management practices for effective administration of their schools. This justifies the rising case of crime and criminal activities relating to secondary school students in Anambra State.

Recommendations
Based on the findings of the study, the researchers recommend the following:
1. The State government through the State Ministry of Education should ensure the provision of physical security management infrastructures and tools for secondary school safety. This can be done by funding the building of fences around schools, provision of burglary proofs and provision of metal proofed gates at the entry and exit points in each school.
2. Secondary school principals should ensure that school identity cards are made for students’ teachers and other staff as well as badges or tags for visitors in the schools. This will clearly distinguish members of the school from visitors to the school and will make it easier to detect external threats to the school.
3. Government should ensure that appropriate security lighting systems are provided in and around the schools.
4. Principals should ensure that access points in and out of the schools are cleared of any obstructions such as big shrubs, trees or signs for effective administration of public secondary schools.
5. The state government should ensure the installation of fire detection system in the classrooms and administrative blocks of the school. Furthermore, emergency exit

routes should be marked in the school and should be made known to teachers, students and other resource persons in the school.

References