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A Study of Safety, Security, Health, and Developmental Services in Secondary Schools



Abstract *This work aims to find out the safety and security services provided to secondary school teachers and find the difference in supplying these services to the teachers based on job status and their experiences. A self-made questionnaire was used to collect data from hundred teachers that include both genders (male & female). The aim of the study was Data shows that there is a significant gender wise difference in the provision of safety and security services, particularly female need more security. The interview was also used, and data were collected from 10 teachers through interviews. Most of the teachers responded that there is a lack of these services in schools. Further suggestions were given to improve the condition of such services.*

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Introduction

Schools are those bodies that take up the responsibility of meeting the aims and demands of various groups which frame the educational community of interests: teachers, learners, parents, and other groups of the society. Such a complex network of interrelations have come up with fruitful outcomes which are free from any sort of risks and secure at school location (Buijs 2009). Therefore, it is a satisfying matter of concern that safety can be well protected within the school premises in certain contexts. Research on the matter of safety in school is an upcoming topic, and the aforesaid matter of safety has been the key focus in terms of education when it is compared with school violence. Safety and security for teachers were carried out through the latest research (Eisen Braun, 2007, Lindstrom 2009). As stated by Edem 1987, it is result-oriented to make employee involvement in the decision-making process; it is helpful to Bach him up for bringing improvement in his productivity; it is he who is well aware of his and others social needs. Now it is the responsibility of the school authority to provide safety and security to that person to maintain a conducive teaching_ learning environment. These services are nothing but safety security and health services in the institutes. Now, the main responsibility falls on the shoulders of the administrator to help in maintaining the very nature of safety to get educational aims and goals. It is highly necessary to keep the rule of safety for successful educational objectives.

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According to [Bigo 2002](#), in keeping safety and security, one can not underestimate the role of government. It is none other than will provide safety and security to every citizen. Positive measures by the government encourage the teachers, and negative steps will cast a drastic effect.

A community can play a vital role in countering emergency cases by keeping in view safety guidelines [Barnekow et al., 2000](#). For instance, the community can show its potential in abating natural disasters like floods, earthquakes, etc. During such times, infrastructures like gas, electricity, drainage, etc., should be treated on a priority basis to make a quick for normalizing life.

To equip young minds for natural disasters, school poses a key role in this regard. Schools can effectively inculcate health and other emergency-related matters good habits to come up with such incidents that come out of the blue. Schools can train the fresh youth for such incidents effectively ([Carruth et al. 2010](#)). To achieve the above-stated targets, faculty development is of utmost importance. Everyone seems to agree to the training and development of faculty so that they further enable their students to face the earlier happening successfully as we know that an untrained teacher can not get the set goals.

According to [Robson et al. \(2007\)](#), no agreement was made on what forms an OHSMS, and its proportions are across the board. According to [Gallagher \(1997\)](#), safety and health services preparation and follow-up, organizational management operations, advisory actions, and particular program elements to mend safety and health performance. The safety management systems were explained by Civil Aviation Safety Authority, Australia (2002) explained as beliefs and approachings to increase and handle all aspects of an administration's procedures to find out that an establishment is free from any accidents. From this, three main elements seemed: planning and accountability, consultation with workers, and sealed program elements such as training, accident reporting, supervising and valuation, etc. ([Gallagher et al., 2003](#)). This can be related to the school environment. Because if there is certain planning for safety, we can remove the hurdles.

According to [Glendon and Stanton \(2000\)](#) and HSE (2002) that Culture and environment have been used in terms of each other in the literature to bring out workers' mental attitude towards safety. Safety and health play a central role in the work environment. Healthy surroundings produce healthy workers who play a vital role in the development of a system. The Health and Safety Executive (HSE) (2002) narrated that a safe environment is the opinion of employees about their safety exercises in the arrangement. According to [Neal and Griffin \(2002\)](#), a safe environment a "perceptual experience of policies, operations, and practices concerning to safety in the work environment". According to [Salminen and Seppala \(2005\)](#), safety climate as the workers' perceptions and aspects related to management towards dangers and safety

The arranging of health and safety systems through uninterrupted betterment in the work environment has been seen as one means to promote the working environment and to fulfil sound conformation—numerous methods of OHS management systems ([European Agency for Safety and Health at Work, 2002](#)).

According to [Nyhan \(2008\)](#), following steps were given.

- *Information.* The compulsory information should be collected, e.g. figures citing to accidents of children and young people
- *Planning.* It has to be refined beforehand, which collaborators should take part in the project to support the mainstreaming procedure.
- *Decision.* The beginning steps should be achieved before a conclusion can be made on carrying out a pilot study of the project.
- *Evaluation.* Fundamental evaluation should be a component of the procedure. It should come with and enhance the process.
- *Follow-up.* Follow-up during the project should be developed, and possibilities of a should be regarded.

The threads to school security may stem from several origins in the society; the school safety emerges should comprise of a broad range of consistencies such as teachers, learners, administrative, parents, and health institutions. And, schools, which admits so many learners, educators, administrators, and other accessory individuals, are obligated to give safe working surroundings for staff as well as for learners. The schools can check safe surroundings by focusing on prevention and reaction phases in their safety attempts. To administer effectively, schools should promote a positive school climate and school-wide effective strategies ([Schneider, 2008](#)).

In recent months, institutes had found several attacks in the majority of countries. In USA Oregon (1998), Colorado (2006), Wisconsin (2006), Pennsylvania (2006) ([Schneider, 2008](#)); in Russia, Beslan (2004) ([Fairburn and Grossman, 2006](#)); in Finland, Tuusula (2007) ([Telegraph, Sept. 2008](#)), Azerbaijan, Baku (2009) ([msnbc, April 30, 2009](#)). And in Turkey, it is recorded that there is an increase in the fires towards teachers, students, and administrators in recent years. These attacks were resulted in hard harm and even out expiries. Besides the attacks, looting, strong-arming, destructing the school goods are widely seen results, and generally, the school management is not productive to meet such troubles (Republic, 29 Oct. 2004; [Geyin, 2007](#); [Ozer, 2006](#); [Erbug and Demirkan, 1998](#));. There is another element related to school security is that the schools are not well prepared for preventing security troubles ([Geyin, 2007](#); [Oncu, 2007](#); [Donmez and Guven, 2002](#)). There is also a crucial issue of the physical structure of the schools when the hard earthquakes are reckoned. Eighty-five students and a teacher died, and various others left dead in various schools in Turkey's Elementary school of Celtiksuyu was collapsed in Bingol earthquake., the Boarding School for Girls collapsed, and Seventeen students died, and twenty-seven others were injured in Konya. Izmit and Adapazari earthquakes were also caused various losings. In China, four thousand seven hundred children buried under the collapsed of the Sichuan earthquake ([Rutstein, 2008](#)).

Education needs to have a safe and healthy school surrounding. However, several types of research point out that schools are not so safe for learners and for those who work in school because of some troubles threatening the security of the school. According to [Montee \(2008\)](#), experiencing attending to the duty of schools for furnishing a safe environment so that learners and teachers maximize the education experience also narrated that schools are faced up with many consequences regarding the safety schools. From bracing oneself for natural tragedies to preventing school violence and defending students from sicknesses, school executives are seen responsible for checking that learners are safe at schools.

As stated by Longenecker (1997), the sole power of an organization is its people, so the employee must be well trained to carry out future challenges and problems effectively up to the best of their ability, and he must also make sure that there is no untrained teacher in the said school under their supervision. An untrained instructor can not impart educational material well to their students. Proper training bears good results; therefore, training should be a mandatory part for every upcoming employee of an organization; well educated and trained teachers can bring about a positive change in their respective fields as compared to non-educated ones. Trained people, on a daily basis, make ways for innovation and betterment, which is the need of the hour, as stated by Villa 2000.

To get much more results, the needs of the instructors must be fulfilled up to a greater extent to get the set goals. In this regard, [Diaz Sevrano and Cabral Vieira \(2005\)](#) conducted a study based on European community Household panels study throughout 1994_2001_2002 for almost 14 countries. They concluded that high-paid workers carried out their jobs better than those low paid in those 14 countries with the exceptions of the UK, Denmark, and the Netherland. Interestingly low-paid workers were more satisfied than those of higher-paid, ranging from 3.13 to 4.96 on a six-point scale in southern Europe.

[Naz B.A \(2013\)](#): The salary of a professor is much more valued by our society. Up to some, a very small limit of like, has been given to the salaries of teachers. But overall teachers receive very less salary as compared to other professions. This trend of comparatively high salaries has affected the rate of development and performance in the teaching profession.

[Richards 1993:3](#) states that L2 teacher training programs cover both language and linguistic learning theory, a pragmatic approach to both language and teaching practice opportunities. This stands in need of a second look into investigating the gaps. Practical teaching rests on linguistics and L2 achievement, and it includes the grammar of pedagogy, analysis for discourses, second language learning classroom-based research, phonology, syntax curriculum, syllabus design, and language testing. For effective teaching, components like language teaching should be well integrated to result in good outcomes.

[Sid Bourke \(1986\)](#) witnessed very attractive whole classes were less interested in items of interventions for a few students put fewer questions, and that led to fewer responses from the teachers, but as a whole congested class provided more issues than less crowded class. To sum up, Sid Bourke preferred less crowded classes to congested ones. Usually, in crowded classes, a teacher spends more time on class management, although the relationship between class size and student engagement matters somewhat. However, in crowded classes, the time for managing it give by a teacher is by itself not related to achievement. No ground might be put for comparison between class size and achievement; the study shows a contradiction in earlier studies wherein more individualization took place. Bourke put together the activities correlated with class size into a single scale, he concluded that the scale was positively associated with achievement, but by removing the non-significant factors for instruction, here Bourke seemed to bias with unknown direction.

In Heshong's 2003, the study teacher was found to want a spacious and tranquil environment. Classrooms with airy passages, good daylight were highly preferred by the teachers, but not as a priority one. [Naz, BA \(2013\)](#), advises that teacher likes the same peaceful environment in other professions too. The size of teaching staff with low qualifications means low salary as compared to other professions.

The beneficiaries of NHI enjoy more health-related facilities. One can find services at health care institutions like hospitals, clinics, pharmacies, and medical laboratories. NHI workers enjoy almost all freedom of choice among therapies and other services. To utilize medical resources and to set aside the practice of overeating and health care services, beneficiaries are required to co-pay medical costs at a low rate comparatively. Similarly, the above-stated healthcare-related facilities are also enjoyed by the teachers at the school premises ([Bureau of health insurance 2004](#)).

Related to the authority of security at learners, lots of investigators stress the unicity of each school in administering the security troubles. Each school has there own features and security troubles, and particular dealing schemes. Similarly, according to Scheneder (2008), no simple solution to school safety. Every campus has a combination of computer architecture, community, and funding to look at. This is because of a recent criminal offence, natural tragedies, and other situations, institutions of higher education also convene citizens committee and units to review or conduct a comprehensive examination of policies, operations, and systems related to safety and security (US Department of Education, 2009). Mitigating adventures in schools, some schemes are proposed (Sahneider, 2008) These schemes are summarized as:

- i. Making school-wide prevention strategies
- ii. Policies of the school issues for supporting safe schools
- iii. Checking technologies to facilitate and secure the schools.

Bringing up school, family, and community engagement creating cultures and climates of safety is seen as the necessity for preventing violence in schools. Major elements of creating a culture of safety are states as following ([Fein et al. May 2002](#))

Work actively to change the perceptual experience that talking to an adult about a student contemplating violence is considered "snitching."

Ensure that every student feels that he/she has a hoping human relationship with at least one adult at school. Create mechanisms for acquiring and maintaining safe school environments.

Be aware of physical surroundings and their effects on creating healthy areas.

According to [Jensen and Simovska \(2005\)](#), in this good sense, it demonstrates good exercise examples for education all around, acting all phases till the end of compulsory education and compensating entirely set of approaches, methods incorporated health and safety into the teaching and learning procedure and in the working surroundings interior and outdoor of schools.

Objectives

The Objectives were

1. To find out the safety and security services provided the secondary school teachers.
2. To find the difference of these services to the teachers based on their job status and experiences.

Methodology

The study was a Mixed Method in nature. The study is a survey of secondary school teachers of District Swabi, both male and female. A self-made questionnaire is used for data collection. The questionnaire consists of 19 items. A hundred respondents were selected for data collection. The questionnaire was distributed among the teachers and was asked them to rate their responses about Safety security, health, and developmental services.

Results

Table 1. Mean Score of Safety and Security Services of Secondary School Teachers

Factors	N	Mean	Std. Deviation
Safety and Security Services	100	2.3	.40
Environmental Services	100	2.4	.82
Developmental Services	100	3.0	.50

Table 1 Illustrates that Mean scores for Developmental services fall in average, Mean category (2.5—3.00), showing that the developmental services in secondary schools.

Table 2. Gender Wise Differences Regarding Safety and Security Services

Chi-Square Tests			
Factors	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.373 ^a	8	.004
Likelihood Ratio	27.556	8	.001
Linear-by-Linear Association	1.648	1	.199
N of Valid Cases	100		

a. 9 cells (50.0%) have an expected count less than 5. The minimum expected count is .80.

Table 2 shows that since the Sig. Value is .004 (which is less than .05); therefore, there is a significant relationship between gender and Safety and Security Services.

Table 3. Gender-Wise Differences Regarding Environmental Services

Chi-Square Tests			
Factors	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.492 ^a	15	.074
Likelihood Ratio	30.189	15	.011
Linear-by-Linear Association	2.841	1	.092

N of Valid Cases	50
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a. 32 cells (100.0%) have an expected count less than 5. The minimum expected count is .40.

Table 3 shows that since the Sig. Value is .074 (which is greater than .05); therefore, there is no significant relationship between gender and Environmental Services.

Table 4. Gender Wise Differences Regarding Developmental Services

Chi-Square Tests			
Factors	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.819 ^a	14	.011
Likelihood Ratio	38.529	14	.000
Linear-by-Linear Association	5.150	1	.023
N of Valid Cases	50		

a. 29 cells (96.7%) have an expected count less than 5. The minimum expected count is .40.

Table 4 shows that since the Sig. Value is .011 (which is less than .05); therefore, there is a significant relationship between gender and Developmental Services.

Results from Interview

Respondents	Safety services	Security services	Health services	Developmental services
Teacher-1	Available	Not- Available	Not-Availble	Available
Teacher-2	Not- Availble	Available	Not- Availble	Not- Availble
Teacher-3	Not- Availble	Not- Availble	Not- Availble	Not- Availble
Teacher-4	Not- Availble	Not- Availble	Not- Availble	Available
Teacher-5	Available	Not- Availble	Not- Availble	Not- Availble
Teacher-6	Not- Availble	Not- Availble	Not- Availble	Not- Availble
Teacher-7	Not- Availble	Available	Not- Availble	Not- Availble
Teacher-8	Not- Availble	Not-Availble	Not- Availble	Not- Availble
Teacher-9	Available	Not-Availble	Not- Availble	Available
Teacher-10	Not- Availble	Not-Availble	Not- Availble	Available

The above table shows the availability of these services. The teachers respond in a different mode. When asked the questions from the teachers about safety services. Three of them replied that these services are available in our schools. Further, I asked them to give me an example of these services. They replied that guards are hired from the government in schools.

Two of them replied that security services are available in schools, rest of them replied that security services are not available in schools.

All of the ten teachers replied that the health services are not available in school. They replied that there are no established hospitals for the teacher's community. The government is giving us a medical allowance, which is not enough for our health services.

Four of them replied that developmental services are available for teachers rest of them were against them that these services are not available. When I asked them that what are these services, they replied that the government provides us refresher courses, in-service pieces of training.

Findings

Significant differences were found in the safety and security services of males and females in secondary schools.

No significant differences were found in the environmental services of males and females in secondary schools.

Significant differences were found in Developmental services of males and females in secondary schools.

The result from the interview shows that the majority of the schools have no service, i.e. safety, security, health, and developmental services

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