The Impact Of Security Measures On Self Confidence Of Teachers And Students At Secondary Level

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Abstract:
In current scenario the security threat have increased the necessity for proactive approaches for safety as well as to produce conflict and threat free learning environment. Especially education department has the prime needs to improve and equip to monitor any interruption from internal as well as external security threats. The purpose of the study was to the investigate “The Impact of Security Measures on Self Confidence of Teachers and Students at Secondary Level in District Rahim Yar Khan.” Objectives of the study were; to study the importance and need of security in secondary school, to explore security measure’s impact on self-confidence, to analyze the impact of security measures on learning, to identify security challenges, to suggest appropriate strategies for security improvement. Independent variable was security measures and dependent variable was self-confidence of teachers and students. The sample of study was comprised of 16 head teachers, 48 teachers and 192 students respondents were selected from 4 Tehsils equally. The reliability coefficient for head teacher, .953 and teachers/students questionnaire was .954.Simple random sampling procedures was employed in the study. Impact of security measures were measured using 10 factors; security SOP’s, security accessories, skills, management, training, responses, evaluation, motivation, outcomes and implementation comparative impact were explored that they effect equally irrespective of areas. 87% head teacher have written security SOP’s, 67% head teacher arranges bunkers, 82% head teacher arranges functional CCTV cameras, 83% head teacher arranges boundary wall of eight feet with wire. It was concluded that majority of head teacher did
not security SOP’s did not arranges bunkers, did not arranges functional CCTV cameras did not arranges boundary wall of eight feet with wire. There is positive impact of security measures for teacher motivation and performance the learning of students in directly linked with security measures. It was recommendation that head teacher should efforts to apply security measures to enhance confidence of teachers and students.

**Keywords:** Safety, Security, Satisfaction, Housekeeping, SOP’s

**Introduction:**
Securities SOP’s and tools are being used in diverse educational settings to serve varied teaching learning related security and safe atmosphere purpose. Security measures are of prime importance in current scenario. Security measures have been applying in every field but have most importance for educational institutes because these have proved soft targets by terrorist’s attacks in current decades. Around the world threats are present but the in country like Pakistan it very alarming to be proactive for security purposes to save learners in educational institutes. Security in schools is of supreme importance and need in helping the development of child in every aspect. Providing his/her the chance to learn and attain in a caring environment. Introduce the traditions of security measures on self-confidence of teacher and students at secondary level. The aim is to provide highly security environments in schools for teachers to perform their curriculum activities without any fear and giving students concentrating and peaceful environment for learning (Sutton, 2017).Role of the police, law enforcement agencies and fire services is very important in the educational institutions. The Head Teacher is establish and well performs and collaborated with native government agencies (Bohannon, 2016).

Emergency drills on monthly basic. The police and security has the mission to manage the peace of order and public security to demonstrate the crime by virtue of law in affect in Karachi and Quetta as well as rules and regulation and resolution of the community and municipal authority. The relationship of management with Law Enforcement Agencies (LEA) like Police, intelligence agencies, MI, ISI, Rangers, Army, Special Branch, CTD, IB, Civil defense and rescue 1122 are much closed. The Service of Instruction perceives the need to teach a culture of wellbeing and security in all schools (Bheemaiah, 2015).

A definitive target is to give protected and secure school situations which will better empower educators to satisfy their principle obligation of conveying the educational programs and understudies to focus on learning. Security in schools is of vital significance and essential in supporting the inside and out improvement of every youngster, giving him/her the chance to learn and accomplish in a sustaining domain (Stanton, 2005).
With that in mind, the Service has led the pack in setting up clear rules and desires for all professionals which should empower them to make fitting move where fundamental (Backhouse, 2013).

At the common place level, the fundamental institutional instrument is the Commonplace Zenith Panel, which is going by the particular boss priests and is involved commonplace heads of police, organization, knowledge and security offices. Through these boards of trustees, the military has been formally assumed control over the common organization space to help the legislature in its counter-psychological warfare endeavors. Nonetheless, it offered ascend to the worries that these peak boards of trustees may expect the part of a parallel government, as in Sindh, the choice of the summit council to audit senior cops’ exchanges/postings was reprimanded by the common authority. Through these boards of trustees, the military has been formally assumed control over the common organization space to help the legislature in its counter-psychological warfare endeavors. Nonetheless, it offered ascend to the worries that these peak boards of trustees may expect the part of a parallel government, as in Sindh, the choice of the summit council to audit senior cops' exchanges/postings was reprimanded by the common authority .This examination Research demonstrates that understudies from low-pay families encounter issues covering the costs of going to class and that those troubles can control degree satisfaction (Morgan,2019)

Down and out understudies as often as possible need to work broaden timeframes, manage without the purchase of books, PCs and diverse supplies in order to make school possible, and on occasion leave school for time periods(Ono and Sanders, 2010).

In the wake of the Unique Withdraw, regardless, the media has given watchful thought to the creating number of understudies going up against these troubles.

To meet the challenges of 21 century there are need to enhance the capability of educational institutions with security measures to the betterment of the well education. It focused to persist of current practices of Security Measures (SM). The management play important role in the firmness of boys education during the course work for M. Phil degree. The important activity is the research can be undertaken in purposeful manner. The researcher stabilizes the security measures on the basis of latest practices with students at secondary level. It has been observed recently in Pakistan that the need of security in educational and professional fields is very necessary on the first priority because there are hurdles in implementations due to very costly and even leadership skills. Most of the countries progresses sing the security affairs in their basic policies (Barsoum, 2018)

They provide basic equipment’s for the security of their schools to make their education without any difficulty. Due to this security system, academic achievements increased, individual and social progress has been developed and it also giving feedback to teachers and learners. In the security measures the problems was “The Impact of Security Measures on Self Confidence of Teachers and Students at Secondary Level in District RAHIM YAR KHAN.”
Objectives of the study:

Objectives of the study were:

1. To study the importance and need of security in secondary school.
2. To explore security measures on self-confidence of teachers and students at secondary level.
3. To analyze the impact of security measures on education at secondary level.

Research questions:
Research questions of the study were;
1. What is the importance and need of security in secondary school?
2. Which security measures on self-confidence of teachers and students at secondary level?
3. What is the impact of security measures on education at secondary level?

Research hypothesis:
1-There is significant to direct impact of security measures on teacher motivation.
2- Teacher Motivation and performance is positively associated with security measures
3- Student learning is directly linked with security measures.

Research procedure:
The research study was descriptor all of head teacher and teachers of secondary school. A part of larger researcher teams us applying assessment, concentrating club and observation and also merges these groups in student analysis of participation.

Population:
The study of population consisted on all Head teachers, Teachers and Students of secondary level.

- 76244 Secondary school students in male secondary schools of District Rahim Yar Khan.
- 2455 Secondary school teachers in male secondary schools of District Rahim Yar Khan.
- 130 Head teachers of secondary level in male secondary schools of District Rahim Yar Khan.

Sampling and sample:
The cluster random sampling technique was adopted for the study the population was divided into four clusters and from each cluster four school were selected as a sample 16 Head Teacher of boys secondary schools, 48 teachers of boys secondary school and 192 students of secondary classes from boy’s secondary schools.

- 16 Head teachers of boy’s secondary school.
• 48 Teachers of boy’s secondary school.

• 192 Students of boy’s secondary school.

Research Instruments:
Questionnaires for head teachers, teachers and students, observation sheets and interview protocol were used as research instrument.

Data collection:
The researcher managed instruments in the field of individually after the execution of the instruments. He also looked the school sample and inculcated fellows to combined data. Except from this he analyzed the impact of security measures on teachers’ performance and students learning.

Data analysis:
The expert of research is able to Administers and advanced the collected data. The researcher will examine the data using through questionnaires. The researcher was transfer the open ended questions into subject and these subjects were converted into particular codes.

Variables:
Variables of the study were as follows;

Independent Variables: Security Measures

Dependent Variables: Self Confidence
Table 1: Head teacher have written Security SOP’s and provision of accessories

<table>
<thead>
<tr>
<th>NO.</th>
<th>Statement</th>
<th>SDA&lt;sup&gt;c&lt;/sup&gt;</th>
<th>DA&lt;sup&gt;d&lt;/sup&gt;</th>
<th>UD&lt;sup&gt;e&lt;/sup&gt;</th>
<th>A&lt;sup&gt;f&lt;/sup&gt;</th>
<th>SA&lt;sup&gt;g&lt;/sup&gt;</th>
<th>SD&lt;sup&gt;h&lt;/sup&gt;</th>
<th>ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written security SOP’s</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>138</td>
<td>47</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>Understood the security SOPs</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>40</td>
<td>9</td>
<td>120</td>
</tr>
<tr>
<td>3</td>
<td>Implements security SOP’s</td>
<td>7</td>
<td>3</td>
<td>12</td>
<td>3</td>
<td>35</td>
<td>9</td>
<td>112</td>
</tr>
<tr>
<td>4</td>
<td>Display security SOPs</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>3</td>
<td>17</td>
<td>3</td>
<td>34</td>
</tr>
<tr>
<td>5</td>
<td>Assigns Work assignment against SOPs</td>
<td>14</td>
<td>5</td>
<td>22</td>
<td>6</td>
<td>42</td>
<td>10</td>
<td>98</td>
</tr>
<tr>
<td>6</td>
<td>Arrange Licensed weapon</td>
<td>18</td>
<td>8</td>
<td>37</td>
<td>14</td>
<td>30</td>
<td>13</td>
<td>74</td>
</tr>
<tr>
<td>7</td>
<td>Arrange Functional weapon</td>
<td>9</td>
<td>6</td>
<td>32</td>
<td>11</td>
<td>38</td>
<td>9</td>
<td>109</td>
</tr>
<tr>
<td>8</td>
<td>Arrange functional CCTV cameras installed in school</td>
<td>12</td>
<td>5</td>
<td>24</td>
<td>10</td>
<td>16</td>
<td>3</td>
<td>97</td>
</tr>
</tbody>
</table>

Note: <sup>a</sup>Frequency; <sup>b</sup>Percentage; <sup>c</sup>Strongly Disagree; <sup>d</sup>Disagree; <sup>e</sup>Undecided; <sup>f</sup>Agree; <sup>g</sup>Strongly Agree; <sup>h</sup>Standard deviation
Data analysis and interpretation:

Statement one in table 1 represents head teachers have written security SOP’s. According to data analysis 87% (40%+47%) of respondents agree with the statement that head teacher have written Security SOP’s, while 6% (5%+1%) of respondents disagreed, whereas 7% of respondents undecided. Collectively most of the head teachers 87% (40%+47%) have written security SOP’s. The value of the SD .953 and Mean value 4.16 supported the statement.

Statement two in table 1 represents head teacher understood the security SOP’s. According to data analysis 86% (43%+43%) of respondents agree with the statement that head teacher understood security SOP’s while 5% (3%+2%) of respondents disagreed, whereas 9% of respondents undecided. Collectively most of the head teachers 86% (43%+43%) understood security SOP’s. The value of the SD 0.921and Mean value 4.20 supported the statement.

Statement three in table 1 represents head teacher implement security SOP’s. According to data analysis 85% (44%+41%) of respondents agree with the statement that head teacher implement security SOP’s while 6% (3%+3%) of respondents disagreed, whereas 9% of respondents undecided. Collectively most of the head teachers 85% (44%+41%) implement security SOP’s. The value of the SD 0.875and Mean value 4.216 supported the statement.

Statement four in table 1 represents head teacher displays security SOP’s. According to data analysis 91% (49%+42%) of respondents agree with the statement that head teacher displays security SOPs, while 6% (3%+3%) of respondents disagreed, whereas 3% of respondents undecided. Collectively most of the head teachers 91% (49%+42%) displays security SOPs. The value of the SD 0.860 and Mean value 4.33 supported the statement.

Statement five in table 1 represents head teacher appreciation assigns work assignment against SOP’s. According to data analysis 79% (41%+38%) of respondents agree with the statement that head teacher assigns work assignment against SOP’s. while 11% (5%+6%) of respondents disagreed, whereas 10% of respondents undecided. Collectively most of the head teachers 79% (41%+38%) assigns, work assignment against SOPs. The value of the SD 1.080 and Mean value 4.04 supported the statement.

Statement six in table 1 represents head teacher arranges licensed weapon in school. According to data analysis 65% (27%+38%) of respondents agree with the statement that head teacher arranges licensed weapon in school. while 22% (8%+14%) of respondents disagreed, whereas 13% of respondents undecided. Collectively most of the head teachers 65% (27%+38%) arranges licensed in school. The value of the SD 1.328 and Mean value 3.72 supported the statement.

Statement seven in table 1 represents head teacher arranges functional weapon in school. According to data analysis 74% (39%+35%) of respondents agree with the statement that head teacher arranges functional weapon. while 17% (11%+6%) of respondents disagreed, whereas 9%
of respondents undecided. Collectively most of the head teachers 74% (39%+35%) arranges functional weapon in school. The value of the SD 1.185 and Mean value 3.86 supported the statement.

Statement eight in table 1 represents head teacher arranges functional CCTV cameras installed in school. According to data analysis 82% (48%+34%) of respondents agree with the statement that head teacher, while 15% (10%+5%) of respondents disagreed, whereas 3% of respondents undecided. Collectively most of the head teachers 82% (48%+34%) arrange functional CCTV cameras. The value of the SD 1.137 and Mean value 4.12 supported the statement.

Findings:

- 87% of respondents agree with the statement that head teacher have written Security SOP’s, while 6% of respondents disagreed, whereas 7% of respondents undecided. Collectively most of the head teachers 87% have written security SOP’s. The value of the SD .953 and Mean value 4.16 supported the results (Table 4.1).

- 86% of respondents agree with the statement that head teacher understood security SOP’s while 5% of respondents disagreed, whereas 9% of respondents undecided. Collectively most of the head teachers 86% understood security SOP’s. The value of the SD 0.921 and Mean value 4.20 supported the result (Table 4.2).

- 85% of respondents agree with the statement that head teacher Implant security SOP’s while 6% of respondents disagreed, whereas 9% of respondents undecided. Collectively most of the head teachers 85% implements security SOP’s. The value of the SD 0.875 and Mean value 4.216 supported the result (Table 4.3).

- 91% of respondents agree with the statement that head teacher displays security SOPs, while 6% of respondents disagreed, whereas 3% of respondents undecided. Collectively most of the head teachers 87% displays security SOPs. The value of the SD 0.860 and Mean value 4.33 supported the result (Table 4.4).

- 79% of respondents agree with the statement that head teacher assigns work assignment against SOP’s. While 11% of respondents disagreed, whereas 10% of respondents undecided. Collectively most of the head teachers 79% assign work assignment against SOPs. The value of the SD 1.080 and Mean value 4.04 supported the result (Table 4.5).

- 65% of respondents agree with the statement that head teacher arranges licensed weapon, while 21% of respondents disagreed, whereas 13% of respondents undecided. Collectively most of the head teachers 65% arranges licensed in school. The value of the SD 1.328 and Mean value 3.72 supported the result (Table 4.6).
74% of respondents agree with the statement that head teacher arranges functional weapon. While 18% of respondents disagreed, whereas 9% of respondents undecided. Collectively most of the head teachers 74% arranges functional weapon in school. The value of the SD 1.185 and Mean value 3.86 supported the result (Table 4.7).

82% of respondents agree with the statement that head teacher arranges functional CCTV cameras, while 15% of respondents disagreed, whereas 3% of respondents undecided. Collectively most of the head teachers 82% arrange functional CCTV cameras. The value of the SD 1.137 and Mean value 4.12 supported the result (Table 4.8).

**Conclusion:** In light of research findings and conclusions it was recommended that;

**Security SOP’s**
The first theme of the study was related to security SOP’s. It was concluded that majority of respondents agreed with the statement that head teacher have written security SOP’s, while few of respondents disagreed, whereas sum of respondents undecided. Collectively most of the head teachers have written security SOP’s. Majority of respondents agree with the statement that head teacher understood security SOP’s while few of respondents disagreed, whereas sum of respondents undecided. Collectively most of the head teachers understood security SOP’s. Majority of respondents agree with the statement that head teacher implement security SOP’s while few of respondents disagreed, whereas sum of respondents undecided. Security SOP’s play a vital role as proactive approach and awareness (Cobb, 2018). Collectively most of the head teachers implement security SOP’s. Majority of respondents agree with the statement that head teacher displays security SOPs, while few of respondents disagreed, whereas sum of respondents undecided. Collectively most of the head teacher displays security SOPs. Majority of respondents agree with the statement that head teacher assigns work assignment against SOP’s, while sum of respondents disagreed, whereas few of respondents undecided. Collectively most of the head teachers assign work assignment against SOPs. Majority of respondents agree with the statement that head teacher arranges licensed weapon while sum of respondents disagreed, whereas few of respondents undecided. Collectively most of the head teachers arrange licensed weapon in school.

It was concluded that majority of respondents agree with the statement that head teacher arranges functional weapon, while sum of respondents disagreed, whereas few of respondents undecided. Collectively most of the head teacher arranges functional weapon in school. Majority of respondents agree with the statement that head teacher arrange functional CCTV cameras, while sum of respondents disagreed, whereas few of respondents undecided. Collectively most of the head teachers arrange functional CCTV cameras.

**Recommendations:** In light of research findings and conclusions it was recommendations that;
• The security SOP should be available for teachers, students, and visitors in the secondary school to safe and secure environment students and teachers.
• All staff members should be aware of SOP’s and with specific assignments for implementation of fool proof security system.
• The licensed and functional weapons should be provided to security guard in the secondary school to ensure safe and secure environment students and teachers.
• The reliable operational weapon should be available in the secondary school to safe and secure environment students and teachers.
• Security bunkers should be constructed in the secondary schools to ensure safe and secure environment students and teachers.
• The control room should be located in the secondary school to keep safe and secure environment students and teacher.
• The security Sims should be functional in the secondary school to safe and secure environment students and teachers.
• The emergency response should be exercised in the secondary school to safe and secure environment students and teacher.
• The check list for security should be used in the secondary school to safe and secure environment students and teacher.
• The tracking and recording system should be backed up with UPS in the secondary school to safe and secure environment students and teachers.
• Mock fire drills should be performed in the school to safe and secure environment students and teachers.

References:

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