



## **BUILDING A FORMIDABLE ACADEMIC AND SAFETY ENVIRONMENT FOR SUSTAINABLE DEVELOPMENT IN NIGERIA**

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### **Abstract**

The study investigated how Building a formidable academic/safety environment can have sustained development in Nigeria. Two null hypotheses were formulated to guide the study. The study adopted the survey research design. The population of the study consisted of 20,000 respondents within Calabar Metropolis, Cross River State which comprises of four tertiary institutions namely; University of Calabar, National Open University, Calabar Campus, University of Cross River State and College of Health Technology, Calabar. The stratified random sampling technique was used to select 200 respondents each institution from a population of 20,000 using proportionality of 2.5% of the population. The sample of this study was two hundred (200) respondents. The questionnaire was designed to measure the two sub-independent variables. While Simple linear regression analysis statistical tool was employed to test the null hypotheses that were formulated to guide the study at 0.05 level of significance. The results of this study show that there is a significant impact of school security for sustainability development in Nigeria and there is a significant predictive impact of curriculum innovation in building a formidable academic/safety environment for sustainability development in Nigeria. Based on the findings, it was recommended that government should ensure they provide appropriate school security in schools for sustainability development in Nigeria and they should from time to time reviewed the school curriculum to ensure the implementation of the current educational practice in the world.

**Key words:** Curriculum innovation, Academic, Safety, Environment, Development

### **Introduction**

Building a formidable academic/safety environment for sustainability development in Nigeria requires the school administrators to play a pivotal role in maintaining a safe and secure environment for students and staff. They must formulate policies and procedures to ensure their effective implementation. Administrators are responsible for establishing a culture of safety within the school community. Ensuring the safety of students and staff is a top priority for school administration. One of the key ways they achieve this is by implementing comprehensive safety policies and procedures. These documents serve as a guide for everyone in the school community, outlining the expectations and protocols that should be followed in case of emergencies. By regularly reviewing and updating these policies, schools can stay prepared and respond effectively to any safety threat that may arise.

Safety and Security are two words that are often confused by people. They get tossed around and together all the time, mentioning the other when one

means the other one. Triton- Sensors, (2024) they are often used interchangeably either correctly or wrongly. However, safety and security are of course strongly related, but two distinct concepts. To this effect, the author of this article attempts to illuminate the distinction between these concepts so that their application is also clear and most likely would be straight forward. Specifically, focus is on the application of safety and security in terms of school environments (Kaiko, 2021).

Curriculum innovations is that changing trend with novelties improvement in curriculum or syllabus pathway, curriculum delivery, flexible use of time, concentration on developing learning skills, invasion of innovative tools, including apps for sustainable development. Dorgu (2020) the basic truth is that school is a mini-society and students, therein, will have to go back to the loftier society after acquiring the intended knowledge. Curriculum innovation is a necessity aspect needed to keep the teaching and learning syllabus on trending, keeping abreast of the current and relevant issues within teaching and learning corridors. The curriculum innovation must be seen as the most crucial



aspects regarding the success of future education to sustain development. The innovation must cut across application of modern intelligent in sustaining a safety and peaceful co-existent of the egalitarian society for sustainable development.

### Research Questions

This study is guided by the following research questions:

1. To what extent does the impact of school security significantly sustain development in Nigeria?
2. To what extent does the predictive impact of curriculum innovation in building a formidable academic/safety environment significantly sustained development in Nigeria.

### Statement of Hypotheses

Two hypotheses were postulated and tested at .05 level of significance. They are;

Ho 1 There is no significant impact of school security and sustainability development in Nigeria.

Ho 2 There is no significant predictive impact of curriculum innovation in building a formidable academic/safety environment for sustainability development in Nigeria.

### Methods

**Research design:** The study adopted the survey research design. The population of the study consisted of 20,000 respondents within Calabar Metropolis, Cross River State which comprises of four tertiary institutions namely; University of Calabar, National Open University, Calabar Campus, University of Cross River State and College of Health Technology, Calabar. The stratified random sampling technique was used to select 200 respondents each institution from a population of 20,000 using proportionality of 2.5% of the population. The sample of this study was two hundred (200) respondents. The questionnaire was designed to measure the two sub-independent variables. While Simple linear regression analysis statistical tool was employed to test the null hypotheses that were formulated to guild the study at 0.05 level of significance.

**Instrumentation:** A structured questionnaire designed by the researcher was used to collect the needed data in this study. This is titled —Building a formidable academic/safety environment for sustainability development in Nigeria. (BFASESDNQ) questionnaire. The reliability of the instrument was determined, using the Cronbach Alpha method which involved 20 non

sample respondents who were not part of the sample used in the study. The reliability of the instrument was 0.95 reliability coefficient.

**Sample and Sampling Procedure:** The stratified random sampling technique was used to select two hundred

(200) respondents making the total sample size of 800 respondents from each school from the population of 20,000 using proportionality of 2.5%. Contacts were made with the selected respondents and they were briefed on the aim and importance of the study and their cooperation solicited with regards to their responses to the questionnaire items. After two weeks' interval the completed questionnaire which numbered up to 800 copies were retrieved.

**Validity of the Instrument:** The questionnaire was subjected to face validation by experts in Educational Measurement and a Senior lecturer of Educational Research and Statistics all of the University of Calabar, Cross River State, (UNICAL), Calabar, Nigeria. These experts scrutinized the relevance of the items in the instrument to the work, suitability of the number of items and appropriateness of the instrument in general to the purpose of the study and made useful correction.

**Method of data analysis:** The research questions were answered using means score and standard deviations, while the hypotheses were tested using Simple linear regression analysis statistical tool at alpha level of 0.05.



## Results and Discussion

**Table 1:** showed Regression of sustainability development in Nigeria by impact of school security

R-value = .221		Adj. R-squared = .288			
R-squared= .180		Standard error = 4.183			
Source of Variation	Sum of squares	df	Mean square	f-value	p-value
Regression	8002.733	1	876.733	82.873*	.000
Residual	8021.267	799	80.030		
Total	1622.000	800			
Predictor Variable	Unstandardized coefficient		Standard coefficient	t-value	p-value
	$\beta$	Std. error			
Constant	8.802	1.206		8.088*	.000
Impact of school security	.816	.088	.821	8.634*	.000

\* Significant at .05 level.

The result in Table 1 shows that an r-value of .221 was obtained giving an r-squared value of .180. This means that about 18% of the total variance in sustainability development in Nigeria is explained by the variation in the impact of school security. The p-value (.000) associated with the computed f-value (82.873) is less than .50. Hence, the null hypotheses were rejected, this means that there is a significant impact of school security and sustainability development in Nigeria, with both regressions constant (8.802) and coefficient (.821) making significant contribution in the prediction model ( $t=8.088$  &  $8.634$  respectively,  $P=.000 \leq .05$ ).

**Table 2:** showed Regression of sustainability development in Nigeria by significant predictive impact of curriculum innovation.

R-value = .431		Adj. R-squared = .821			
R-squared= .432		Standard error = 2.4433			
Source of Variation	Sum of squares	df	Mean square	f-value	p-value
Regression	8838.470	1	2828.320	4443.337	.000
Residual	8111.422	799	8.0012		
Total	2396.000	800			
Predictor Variable	Unstandardized coefficient		Standard coefficient	t-value	p-value
	$\beta$	Std. error			
Constant	-.0984	.571		.8508	.442
Predictive impact of curriculum innovation	.453	.093	.483	81.044*	.000

\* Significant at .05 level.

From Table 2, an r-value of .431 was observed, giving an r-squared value of .432. This means that about 4% of the total variance in sustainability development in Nigeria, by the varieties in predictive impact of curriculum



innovation. The f-value (.000) associated with the computed f-value (679.337) is less than .05. Consequently, the null hypotheses were rejected. This means there is a significant predictive impact of curriculum innovation in building a formidable academic/safety environment for sustainability development in Nigeria, with only the regression coefficient (.483) making significant contribution in the production model ( $t=8508$  and  $81.044$ ,  $P=.000 \leq .05$ ) with the contribution of the regression constant ( $-.0984$ ) being negative though not significant ( $t=-.8508$ ,  $P=.442 \leq .05$ ).

### Discussion of findings

The results of this study show that there is a significant impact of school security for sustainability development in Nigeria and there is a significant predictive impact of curriculum innovation in building a formidable academic/safety environment for sustainability development in Nigeria. This is supported by Kaiko, (2021) who study the understanding School Safety and Security, Conceptualization and Definitions. According to the study, Educational environments must be safe and secure spaces for learners, teachers, non-teaching staff and the local community. Therefore, it is necessary to manage school safety and security properly in order to prevent accidents and incidents, creating an environment in which physical, emotional and social well-being is promoted. This study aimed at clarifying conceptual confusions and applications of terms such as; school safety and security through literature review and understanding of the author. This is because definition of these concepts enables stakeholders to have a common understanding of the subject and hence enhances meaningful conversations and better decision making. More so, how safety or security is defined among stakeholders affects its planning, application and implementation in the school environment.

Sulaimon, Adebayo and Afolabi, (2023) study the Managing School Safety in Nigeria in the 21st Century: The Need for a Balanced Approach. According to the study, the issues of school safety and security have become a global matter in this time of intercontinental unrest. Nigeria and numerous other nations worldwide have recently encountered threats to life and property that have grown so severe that action is now required to combat them. The paper examined the concept of safety and security, discussing briefly various

security challenges common to schools in Nigeria as a nation in the 21st century. The paper further prescribes various ways forward as it x-rays different forms in which such challenges have affected educational institutions. The paper suggested, among others, the adoption of hybrid security measures and the full involvement of school stakeholders in ensuring the

security of the lives of students, teachers, and non-teaching staff in schools in Nigeria.

Alimba, (2018) study the Security and Security Measures for Schools Operating in in Nigeria. *School security* measures are strategies aimed at creating conducive climate for people to work assiduously without fear, threats or risks in the school environment. Fortune, Josiah and Victor, (2023) Analysis of Challenges Facing Management of Basic Education in Nigeria. This paper discussed the challenges militating against the effective management of Basic schools in Nigeria. The paper employs secondary data which were collected from print and online publications. The paper concluded that poor funding, shortage of professional teachers, inadequate infrastructure facilities, shortage of instructional materials, insecurity, and teacher attrition (Triton Sensors, 2024).

### Conclusion and recommendations

The study concludes that, there is a significant impact of school security for sustainability development in Nigeria and there is a significant predictive impact of curriculum innovation in building a formidable academic/safety environment for sustainability development in Nigeria. Based on the findings, it was recommended that government should ensure they provide appropriate school security in schools for sustainability development in Nigeria and they should from time to time reviewed the school curriculum to ensure the implementation of the currents educational practise in the world.

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