
SECURING STUDENTS FOR LEARNING EFFECTIVENESS: THE CLOSED-CIRCUIT TELEVISION ANGLE

O. V. Adeoluwa; A. S. Ogunmodede and Ajayi Opeyemi

Department of Vocational and Technical Education,
Faculty of Education, Ekiti State University

Abstract

The study examined teaching and learning effectiveness with the use of close circuit television and prevention of increased rate of crime in secondary schools in Ekiti State. The descriptive research design of the survey type was used for the study. The population of the study consisted of all public secondary schools in Ado-Ekiti. A simple random sampling technique was used to select five public secondary schools in Ado-Ekiti which consisted of sixteen teachers making eighty respondents. The instrument used for the study was tagged the effectiveness of Closed-Circuit Television Questionnaire. The instrument was given to the experts in Educational technology and ICT experts to determine the validity of the instrument. The reliability of the instrument was ensured using test-retest method. Pearson Product Moment Correlation was used to determine the reliability coefficient of 0.83. This is considered high enough for establishing the reliability of the instrument. The data collected were analyzed using descriptive and inferential statistics. The hypotheses were tested using chi-square analysis at 0.05 level of significance. The finding revealed that using CCTV in secondary schools will significantly reduce the crime rate in public secondary schools in Ekiti, the result revealed that the use of CCTV in the classroom will significantly enhance teaching methodology and improve learning effectiveness. The finding also revealed that the use of CCTV in secondary schools will combat any crime in the school community. It was recommended that Government should make CCTV available in public secondary schools, teachers should be encouraged to use CCTV when it is available in the school. Government should work assiduously to make electricity stable in the state so as to facilitate the use of CCTV in the schools.

Keywords: Closed-circuit television, surveillance, crime, prevention, effectiveness, innovation

Introduction

Nigeria is now under a serious security threat or challenges where everybody cannot sleep with their two eyes closed. Lives of many students are not saved while many parents also could not rely on Government promises as regards the safety of lives and properties. Several cases of terrorism had been recorded in the Northern part of Nigeria where some Islamist Group Known as Boko Haram and ISIS invaded the whole community on the night of 14th–15th April 2014 and their mission was to kidnaped female students from the Government Secondary School in the town of Chibok in Borno State. Abdulkareem (2018) reported that the same scenario happens in Dapchi, Yobe Community where Boko Haram gunmen invaded the entire community and abducted the female students of Government Girls Science and Technical College, Dapchi. Had it been that the CCTV was installed on

school premises, it would have been very easy for the crime detector officer to trace the Islamist, but quite unfortunate, there was nothing like such in the school premises. Many students had been kidnaped while many had been killed due to poor security architecture in many states in Nigeria. There is no doubt, kidnapping has taken over everywhere in the country.

Borno and Yobe state had been under a serious security challenge where many lives and properties have been wasted without any assurance that the terrorist will be brought to books. Education had been paralyzed in those states. Students could not go to school again while teachers could not discharge their legitimate duty as expected. For some years, many students in Yobe and Burno could no longer go to school because of the insecurity.

Terrorism started from the Northern part of the country (Borno State) before the incessant killing began to spread to other parts of the country. Kidnapping seems to be a common crime in the eastern part of the country, while kidnapping and robbery are also peculiar to the Southwest part of the country. The use of Closed Circuit Television Video seems to be the measure for combating the crime in the society technologically. The user will have access to monitor all the affairs of a particular location, without any prejudice CCTV can access from anywhere in the country. The use of closed-circuit television is not a new thing that has not been existing before, but many seem not to have adequate information about how it works and its financial implication. Many believe that a closed circuit is very expensive and very difficult to use or is for a certain set of people who are very rich. The use of closed-circuit television is a good innovative approach which is not only for combating any crime but also to enhance the teachers' effectiveness, internal quality control, quality assurance and help to build confidence in any school that is using it to put the mind of the parent at rest.

Observation have shown that many principals or proprietors prefer the use of CCTV in the class and school premises while some do not like the application of it to teaching. For instance, some teachers believed it is an act of wish hunt to be using CCTV in the classroom for monitoring the teaching activities of the teachers. Having closed Circuit Television in the class will tremendously help a lot in reducing the crime rate and enhancing teacher's effectiveness in the class. Close Circle Television is a signal sending from the Camera to DVR (Digital Video Recorder), the transmission can be received through either cable or wireless, teaching can receive outside the locality. The closed-circuit television (CCTV), according to Oluyitan, (1998), is a signal received on a specific private receiver that can be achieved by direct transmission from the camera to the receiver through the cable system. Marc, (2000), views closed-circuit television as a television broadcasting that receives only by a selected set and is being connected to the source by cable or by over the air signals. Nwoji (2002) defines closed-circuit

television as the system by which television pictures are passed from a camera to a receiver or monitor by a co-axial cable. The co-axial cable is a specially screened wire required for carrying high frequency modulated signals that make up a television transmission. However, in the context of this paper, closed-circuit television is a medium through which lectures and/or instructions can be delivered via television to a very large number of students who need not be in one place.

According to Nwoji (2002), stated the features of CCTV:

- learning experiences are planned in a specific context for a particular time and to a particular group of students;
- programs of study are structured with a prescriptive curriculum content;
- the content of the script is produced by a specialist;
- it uses a variety of teaching materials;
- structured learning programs are conducted by the institution.

CCTV surveillance system can be used to ensure the safety of children, especially in this age of technology, this simple device is one of the most effective ways to deter and fight the evils. CCTV surveillance system has great importance in schools. Advik (2017) listed the importance of CCTV as follows:

- ✓ It supplements the security guards since it is inhuman and thus never tires or loses focus
- ✓ It helps in monitoring and keeping track of activities taking place in school premises
- ✓ It helps to identify and capture any intruders or offenders

It is believed of some teachers that won't have the right to privacy when the CCTV is installed in the class. The study of Hope (2009) revealed that surveillance by CCTVs includes spatial and temporal dimensions that differ from other forms of teachers' monitoring. The findings show how surveillance demoralizes teachers, induces resistance, and produces social category-zations that exacerbate teachers' low social status. Hope further submitted that certain derogation of the right to privacy may

be inevitable in order to protect children from malicious strangers who might trespass onto the school grounds; from fellow violent and abusive students; or from the students' own destructive behaviors, such as alcohol and drug use. Additionally, while practices that protect children's privacy in school may also protect the privacy of educators, such practices may be in conflict with the educators' rights to protection from violence in the workplace, or from false allegations.

Sherin and Han (2004) deliberated over the unwillingness of various teachers to be filmed and to share footage from their classrooms. Yet, filming in schools is still the subject of considerable debate, in the contexts of security and surveillance.

It is on this note, the researcher noted that only private schools have CCTV installed in the school for both academic and security purposes. Some private schools have scores of cameras monitoring virtually everyone including classrooms, corridors, and sports facilities. In the same vein, observation has shown that none of the public schools in Ekiti have the CCTV surveillance system in the school premises either for academic or security purposes. Though, there is a policy guiding the public recording or surveillance in Nigeria. Therefore any surveillance must follow the due process of Government policies on the public recording of pictures and information. The following are the related and procedures according to Government policies Act:

- Ethical Behaviour policy
- Policy on access to, and use of, Personal information
- Recording of Lectures and other teaching activities policy
- Privacy Act of 1993
- Request to Review CCTV form
- Privacy Commissioner Guidelines
- Official Information Act 1982
- Crime Act 1961

There is a need for both public and private own schools in Ekiti State to take active security measures to face up to the challenges of disruption caused by mindless vandalism, including damaging arson attacks, and

criminal's intent on stealing school property who will always look for the path of least resistance. One area of security that tends to be very useful within a school is that of CCTV. Using CCTV in the classroom also helps to address issues such as bullying by the students, the lateness of the teacher to the class and teachers teaching methodology. Consequently, classroom CCTV can be a valuable tool in assisting with teacher training, enabling specific lessons to be reviewed without any distraction and valuable feedback provided.

Factors hinder the use of CCTV in the Classroom.

Nigeria poor economic condition, poor maintenance habit and the poor state of infrastructure seem not to encourage many school owners to integrate CCTV into their school systems. CCTV needs a regular power supply and adequate storage capacity. Closed-circuit television needs constant electricity to be sustained in any school organization.

Joseph Palmisano (2014) argued that the presence of the cameras alone would be enough to deter many students from committing crimes or engaging in common misbehavior while in the classroom. Cameras can also provide evidence if students are accused of a crime, saving administration from conducting lengthy and probing investigations. Cameras could also be used by teachers as a tool to share effective learning methods and to connect with parents. Experienced, highly effective teachers could videotape segments of their lessons to be used in professional development programs and teacher training courses. Joseph further argued that cameras could serve as deterrents to those bad teachers who do exist, particularly in special needs classrooms where students may have difficulty communicating instances of abuse to their parents. Parents would also have the ability to become in tune with what their children experience in the classroom, creating a closer marriage of a student's education and home life and allowing parents to understand and supplement that education. Although, some administrators have indicated plans to use CCTVs to evaluate teacher performance and determine teacher effectiveness. On the contrary, many professionals in American education oppose this method of teacher evaluation, as it

seeks to make direct links between teacher methods and student achievement without accounting for other variables, such as socio-economic conditions and student behavior.

Additionally, using constant video surveillance of teachers as a form of evaluation would lead to a system where teachers merely imitate specific behaviors and methods, they know evaluators are looking for while lacking creativity, individuality, and maverick methods that often characterize the best teachers and drive innovation. Neeraj Kumar (2014) submitted that in the last few years, Closed Circuit Televisions (CCTV) have undergone tremendous growth with the development of new technologies, products, and concepts. The complex analog CCTV has become even harder to understand with the introduction of digital compression techniques and networking. Television systems are now one of the most indispensable information and communication means in our daily lives. They can be broadly classified as shown in Figure 1, and are used in a wide range of applications, including standard television broadcasts

There are three types of cameras:

- (1) **Dome camera:** These are usually placed inside a dark dome and cannot be seen from outside.
- (2) **Wall cameras:** These are big visible units having many options like, waterproof, bulletproof, infrared light or zoom.
- (3) **Hidden cameras-** These are small and hidden inside other objects and are not easily detectable.

The integration of CCTV in teaching and learning in public schools in Ekiti State is a new innovation which has not been common in society. The presence of CCTV in Public schools will eliminate or reduce the nonchalant attitude of some teachers and their lackadaisical behaviors towards teaching and learning. Teachers seem not to bother about the complaint of the principal. However, when teachers know that all their activities are being recorded, they will behave well and do their jobs as expected. Teachers can as well use

CCTV teaches a large number of classes without being stayed with the students.

Innovation, according to Olabisi, Helen, Wayne, Victor, Renee, and Paul, (2014) is the process of making changes to something established by introducing something new". Nwafor, (2007) views innovation as "the introduction of new ideas which can take the form of process, and products". In the context of this paper, innovation is a new effort to complete or create a system that can be entirely new or an adjustment to an existing program or system. Technology is a major force behind change and has been seen to be playing a significant role in innovations in educational design and delivery. There is no doubt that the enormous problems being experienced in large classes in various higher institutions can be solved using the appropriate technology (CCTV.)

Evidence of researches has shown that educational media, especially audio-visual contributed a lot to learners' understanding and performance in learning through effective communication (Arthur and Stephen 2003; and Awoniyi, 1998). Riesland, (2005), in his study, discovered that students were highly excited with the content presentation using the visual and synchronized sound element of audio-visual media. The researcher also reported the overwhelming attention and active participation of students using the audio-visual media. In view of this, it is believed that the effective use of Close Circuit Television (CCTV) will create a better interaction between the lecturers, the students, and the content as well as solve the problems of large classes in higher institutions.

Zimmer (2003) remarked that the use of Closed-Circuit Television allows for the incorporation of animation, moving pictures and sound into the lessons and this encourages students' interaction with the subject matter. According to him, students irrespective of their location in the class can watch experiments in action, look microorganisms up close by through the magnification ability of the camera. Information and ideas are conveyed to students quickly. Haynes (2005) revealed that the

auditory and visual capabilities of CCTV, promote acquisition of knowledge, improve understanding and foster student's ability to learn than the mere use of traditional method of teaching.

Riesland (2005) in a study found that students were excited with the idea of content presentation through the visual and sound elements of the media he used. He further reported the overwhelming attention and active participation he received from the students through the audio-visual media. It follows therefore, that the use of Closed-Circuit Television in a large class will create a better interaction between the taught, the content and the teacher.

Agbatogun (2007) submitted that teachers are concerned that regular use of cameras in class would be intimidating. But 42.3% thought that streaming CCTV footage over the internet for controlled groups such as parents was a "useful development only to be used in limited circumstances". Most teachers questioned believed that CCTV made them safer at school and 60.7% of teachers said CCTV could have positive uses, such as reducing the level of abuse against staff and students. Agbatogun further revealed that more than half of the teachers involved in the survey thought the presence of CCTV cameras would not result in students behaving any differently. And nearly two-thirds of teachers surveyed did not know what security measures their school has for use of CCTV within their schools, and are not sure about the policies for restricting the use of surveillance data. Although, surveillance in schools can have some positive outcomes, such as discouraging vandalism and violence, we think there are some instances where it should be strictly controlled.

Statement of the Problem

There seems to be no adequate security of life and property in the majority of both primary and secondary schools in Ekiti State. Stealing, bullying, kidnapping and bad behavior are commonly observed in the society in Ekiti State. Teachers' method of teaching also needs

to be checkmate by the principal and school owners.

Purpose of the Study

The purpose of the study is to examine learning effectiveness with the use of close circle television and its preventive measure. The study also examined ways by which CCTV enhance the teaching methodology and prevention of crime in both public and private school in Ekiti State

Research Question

1. What are the factors that inhibit the use of CCTV in public and Private schools in Ekiti State

Research Hypotheses

- 1) CCTV will not significantly reduce the crime rate in public and private schools in Ekiti State
- 2) The presence of CCTV in the classroom will not significantly enhance the teaching method of a teacher.

Methodology

The descriptive research design of the survey type was used for the study. The population of the study consisted of all teachers in public secondary schools in Ado-Ekiti. A simple random sampling technique was used in the study to select five public secondary schools in Ado-Ekiti consisted of Sixteen teachers from each school making eighty respondents. The instrument used for the study has tagged the effectiveness of Closed Circle Television Questionnaire. The instrument was given to expert in Educational technology and ICT experts to determine the face and contents validity by examining the face level of appropriateness of the instruments in measuring what they purported to measure and ensured that the instruments contained the appropriate items that could actually elicit the intended response. To ascertain the reliability of the instrument, test-retest reliability method was used. This was done by administering 20 copies of the instrument on respondents that were not part of the subjects chosen from the private secondary schools in Ado Local Government areas. Two weeks after the first administration, copies of the instrument were re-administered

to the same set of respondents. The scores from the two administrations were correlated using Pearson Product Moment Correlation Analysis. The correlation coefficient of 0.83 was obtained and this was considered high enough to make the questionnaire reliable. The data collected were analyzed using descriptive and inferential statistics. The hypotheses were tested using chi-square analysis at 0.05 level of significance.

Results

Research Question 1: What are the factors that inhibit the use of CCTV in public secondary schools in Ekiti State.

Table 1: Factors Inhibit the use of CCTV in public secondary schools in Ekiti State.

S/N	ITEMS	Agree		Disagree	
		Freq	%	Freq	%
1	CCTV is too Costly	55	68.75	25	31.25
2	It is difficult to operate	45	56.25	35	43.75
3	There is no consistent Power supply	75	93.75	5	6.25
4	Costly to Maintain	78	97.5	2	2.5
5	There is no adequate information about the Installation of CCTV	53	66.25	27	33.75
6	Installation of CCTV in the classroom is a welcome development	70	87.5	10	12.5
7	Government insensitivity	65	81.25	15	18.75

Table 1 shows that 68.75% of the total respondents agreed that closed-circuit television is too costly while 31.25% disagreed. 56.25% agreed that it is difficult to operate while 43.75% disagreed. Item 3 shows that 93.75% agreed that there is no consistency in the power supply while 6.25% agreed. 97.5% of the total respondents in item 4 agreed that closed-circuit television is costly to maintain while 2.5% disagreed. Item 5 shows that 66.25% of the total respondents agreed that there is no adequate information about the

installation of closed-circuit television while only 33.75% disagreed. 81.25% of the total respondents agreed that Government are not sensitive enough to establish to integrate closed-circuit television to public schools in Ekiti State while 15% disagreed.

Hypothesis 1: CCTV will not significantly reduce the crime rate in public secondary schools in Ekiti State.

Table 2: Curbing Crime rate in public secondary schools with Closed-circuit television

S/N	Items	Agree		Disagree		$\chi^2(t_{cal})$	t-tab	Remark
		Freq	%	Freq	%			
1	Incessant rate of bullying and bad behavior is reduced among students with the use of CCTV	37	46.25	43	53.75	14.45	3.84	Significant
2	It prevents crime	72	90	8	10			
3	It keeps parent mind at ease about the safety and security of their children	60	75	20	25			
4	It can be used to keep track of the attendance of teachers	69	86.25	11	13.75			
5	It ensures that teachers are doing their work efficiently	51	63.75	29	36.25			

Table 2 shows that 46.25% of the total respondents agreed that the present and the use of closed-circuit television reduced incessant rate of bullying and bad behavior among students while 53.75% disagreed. Majority of respondents (90%) in item 2 agreed that Closed-circuit television prevent crime while 10% of the total respondents disagreed. In item 3, 75% of the total respondents agreed that CCTV keeps parent mind at ease about the safety and security of their children while 25% disagreed. In item 4, 86.25% of the total respondents agreed that CCTV can be use to keep track of the attendance of teachers while 13.75% disagreed. In item 5, 63.75% of the total respondents agreed that CCTV ensures

that teachers are doing their work efficiently while 36.25 disagreed.

The result of the hypothesis revealed that calculated value (χ^2) of 14.45 is greater than the table value (3.84). The hypothesis is therefore rejected and significant at 0.05 level of significant. This implies that CCTV will significantly reduce the crime rate in public secondary schools in Ekiti State.

Hypothesis 2: The presence of CCTV in the classroom will not significantly enhance the teaching method of a teacher.

Table 3: The presence CCTV in enhancing the teaching method of a teacher

S/N	Items	Agree		Disagree		$\chi^2(t_{cal})$	t-tab	Remark
		Freq	%	Freq	%			
1	The teachers teaching method is improved	45	56.3	35	43.8	9.80	3.84	Significant
2	It is a useful tool to protect the school properties in the event of any vandalism or theft	75	93.8	5	6.3			
3	It ensures effective communication in the class between teachers and students	35	43.8	45	56.3			
4	It allows students to study on their own	43	53.8	37	46.3			
5	It is a good tool to evaluate the teachers activities	62	77.5	18	22.5			

6	It encourages punctuality of the teachers in the school	67	83.8	13	16.3
7	It controls teachers' behavior	54	67.5	26	32.5

Table 3 shows that 56.3% of the total respondents agreed that CCTV improved teachers teaching strategies while 43.8% disagreed. Item 2 shows that 93.8% of the total respondents agreed that CCTV is a useful tool to protect the school properties in the event of any vandalism or theft while 6.3% disagreed. Item 3 shows that 43.8% of the total respondents agreed that CCTV ensures effective communication in the class between teachers and students while 56.3% disagreed. In item 4, 53.8% of the total respondents agreed that CCTV allows students to study on their own while 46.3% disagreed. 77.5% agreed that CCTV is a good tool to evaluate the teachers activities while 22.5 disagreed. 83.8% of the total respondents agreed that CCTV aid punctuality of the teachers in the school while 16.3% disagreed in item 7, 67.5% of the total respondents agreed that CCTV control teachers' behavior while 32.5% of the total respondents disagreed.

The result of the hypothesis shows that the calculated value (9.80) is greater than the table value (3.84), The hypothesis is therefore rejected, this implies that the presence of CCTV in the classroom will significantly enhance the teaching method of a teacher and significant at 0.05 level of significance.

Discussion

The findings of the study revealed that closed circuit is expensive to install and to maintain while poor power supply also inhibits the effective use of CCTV in the public secondary schools in Ekiti State. The study further revealed that Government are not sensitive enough to the use of CCTV in public secondary schools in Ekiti State

The result in hypothesis one revealed that crime rate can be curbed in public secondary schools with the use of closed-circuit television, the result showed that CCTV will significantly reduce the crime rate in public secondary schools in Ekiti State. The result is corroborated with the findings of Joseph Palmisano (2014) who argued that the presence of the cameras

alone would be enough to deter many students from committing crimes or engaging in common misbehavior while in the classroom. Cameras can also provide evidence if students are accused of a crime, saving administration from conducting lengthy and probing investigations. Cameras could also be used by teachers as a tool to share effective learning methods and to connect with parents.

The result in hypothesis two further revealed that the presence of CCTV in the classroom will significantly enhance the teachers teaching strategies. Zimmer (2003) remarked that the use of Closed-Circuit Television allows for the incorporation of animation, moving pictures and sound into the lessons and this encourages students' interaction with the subject matter. According to him, students irrespective of their location in the class can watch experiments in action, look microorganisms up close by through the magnification ability of the camera. Information and ideas are conveyed to students quickly. Haynes (2005) revealed that the auditory and visual capabilities of CCTV, promote acquisition of knowledge, improve understanding and foster student's ability to learn than the mere use of traditional method of teaching. Riesland (2005) in a study found that students were excited with the idea of content presentation through the visual and sound elements of the media he used. He further reported the overwhelming attention and active participation he received from the students through the audio-visual media. It follows therefore, that the use of Closed-Circuit Television in a large class will create a better interaction between the taught, the content and the teacher.

Conclusion

The study concluded that:

1. Many people do not have adequate information about the installation and the use of CCTV in the school settings
2. CCTV has not been used for teaching strategies and security measures in Ekiti State

3. CCTV in secondary schools will combat any crime in society
4. It can be used to keep track of attendance of teachers
5. the use of CCTV in the classroom will significantly enhance teaching methodology and improve learning effectiveness

Recommendations

Based on the findings of the study it is therefore recommended that

1. The government should work assiduously to make sure that electricity is stable in the state so as to facilitate the use of CCTV in the school.
2. government should make provision for CCTV in public secondary schools,
3. teachers should be encouraged to use CCTV when it is available in the school.
4. Workshop and seminar should be organized for both the principals and teachers on the usage of CCTV in the school premises.
5. Training and retraining should be organized by the government to the teachers and principals on how to use CCTV.

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