



## Safety Measures for effective Administration of public Secondary Schools in Ebonyi State

<sup>1</sup>Mgbabor Rita Ukamaka, <sup>2</sup>Aja-Okorie Uzoma

<sup>1&2</sup>Department of Educational Foundations, Faculty of Education Ebonyi State University, Abakaliki.

<sup>1</sup>[ritaalieze@gmail.com](mailto:ritaalieze@gmail.com) 08037320662; <sup>2</sup>[uzajakokorie@yahoo.com](mailto:uzajakokorie@yahoo.com) 08136494838

### ABSTRACT

*This study investigated the extent to which principals adopt Safety Measures for effective administration of public Secondary Schools in Ebonyi State. The study was guided by six specific purposes, six research questions and six null hypotheses. The population of the study was all the 226 principals of 226 Public senior Secondary Schools in Ebonyi State which was made up of 144 rural and 82 urban principals. There was no sampling rather it was a census survey. The instrument for data collection was a researcher structured questionnaire titled Safety Measures Questionnaire (SMQ) administered to principals. The instrument was validated by two experts from the Department of Educational Foundations (Admin and Panning unit) and one from Science Education Department (Measurement and Evaluation Unit), Ebonyi State University. The reliability was made which yielded coefficient index of 0.79. Data collected were analyzed using mean ( $\bar{x}$ ) and standard deviation (SD) for the research questions and t-test statistics for the hypotheses at 0.05 level of significance. The analysis of the data collected specifically indicated that principals of public secondary schools in Ebonyi State use communication safety measure to a high extent by having cell phones for easy and immediate interface communication with respective authorities in case of emergency situation, principal use access control to a high extent by issuing identification cards to school personnel to distinguish them from intruders, also, school clinic services were utilized to a low extent because principals do not provide timely medical attention to students and staff in emergencies. There was no significant difference in the mean response of urban and rural principals on the use of safety measures in the administration of public secondary schools in Ebonyi State. Based on the findings it was recommended among other things that government should assist the principals for the payment of security guards employed in their various schools in order to ensure the safety of the school personnel and properties. The findings have some educational implications on Principals as inadequate and poor utilization of school clinics' measures may predispose their school personnel to insecurity of lives.*

**Keywords:** Principal, Secondary Education, Safety measures, School Administration,

## **Introduction**

One of the major issues that seem to bother students, parents and stakeholders in the education system in Nigeria today is the feeling of being unsafe or probable lack of adequate protection from harm. It is obvious that now meaningful teaching and learning will take in an environment that does not have basic safety measures that will guarantee safety of lives and properties of school personnel. School administration is the systematical way of placing, ordering and arranging both human and materials resources for the execution of school programmes with the aim of achieving the set objectives of the school. The effectiveness of the school administration depends on the qualities and quantities of both human and materials resources available for the implementation of the school policies and programmes. The administration of education in Nigeria is under threat because of the high level of insecurity. Unfortunately, most school principals seem not to have adequate knowledge or control over the insecurity situations of their schools nowadays. This study, will unravel basic safety measure principals could adopt for effective administration of their schools.

In Nigeria, formal schooling is carried out in three levels namely; basic (which includes primary schools and junior secondary education), senior secondary and tertiary levels of education. However, the focus of this study is on Secondary education. 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) (2014). To achieve all these, the head of the school (Principal) has a crucial role to perform especially in the area of ensuring safety of students and staff in the school. The principal being the chief administrative officer has a duty to protect the lives and properties by ensuring proper use of security measures in the school. School safety and security measures are therefore essential at schools because safety and security of the school environment is a sine qua non and a starting point for overall school growth. There is general believe that when individuals are safe in their environment like school, they will be able to concentrate wholeheartedly on implementing their educational responsibilities.

Administration is the range of activities connected with organizing and supervising the way that an organization or institution functions. Administration of organization means the process of organizing and supervising it. It is the management and direction of organizations, institution or systems. Administration refers to the process of planning, organizing, staffing, directing, coordinating and controlling, at other times it is described as a function of managing people. It is also referred to as a body of knowledge, a practice and discipline. Administration according to Nwankwo (2017) and Dantani (2019) involves the management of the affairs of an organization, such as a business or institution; it is the duties of an administrator; and also, the body of people who administer organization; the conduct of the affairs of government, term of office: often used of presidents, governments, the arrangement and task needed to control the operation of a plan or organization. School administration involves the management of all school operations, from creating a safe learning environment to managing the school budget. It refers to the management and leadership of a school, including the policies, procedures, and discussions that shape the educational experience (Aniebi 2018; Burton 2018; Uzuegbu-wilson 2019). It encompasses various aspect such as: leadership, management, governance, support services and student affairs.

To further define school administration, one needs to consider the different areas of school administration and who performs these school administrative duties. School administrators are the professionals who carry out these different administrative tasks that keep a school running smoothly. At secondary school levels, this work is demonstrated best by school principals, who may be responsible for duties such as: overseeing teachers and support staff; disciplining students; implementing curriculum standards; creating class schedules; setting rules and security procedures; monitoring student achievement data; handling the school budget and Communicating with parents as needed (Nwajioha & Chukwu 2021, Ene, 2023 & Elda, 2019). Effective school administration is crucial for providing quality education, supporting student success, and maintaining a positive school environment.

Safety is a condition of being protected from or unlikely to cause danger, risk, or injury. It is a condition of being safe from undergoing or causing hurt, injury or loss. Safety is the state of being free from anxiety, hazards, threats, risk, injuries and loss of property (Ogbo, Aligwe & Chidi, 2021). Safety is a state in which hazards and condition leading to physical, psychological or material harm are controlled in order to preserve the health and well-being of individuals in the community. In other words, a safe school is a place free from violence and represented by an environment where there is no perceived fear with respect to the school or its disciplinary procedures (Akintokumbo, 2011). This implies that in a safe school, learners, teachers, staff, and visitors are free to interact without fear or threats, and in a supportive way to support teaching and learning. School safety is defined as schools and school-related activities where students are safe from violence, bullying and harassment, and the influence of substance use. However, school safety is all about keeping the school environment free of hazardous situations that could put at risk the lives of students and staff. To Ugwulashi (2016), National Schools Board Association (2018) school safety is essential in all ramifications for efficient and effective academic pursuit, teaching and learning cannot take place in situations of fear, anxiety and suppression. Aptly put, school safety is being protected from psychological and physical dangers. School safety refers to physical structures or measures put in place to prevent unauthorized access, violence, or other threats within the school environment; (Obasi & Madu 2016; Byre, 2023). These structures or measures may include fences, gates, security cameras, metal detectors, locked doors, security guards, or any other tool or system that helps to secure the school premises and protect its occupants. A safe school is therefore a healthy school, in that it is physically and psycho-socially safe. Ensuring school safety imply freedom from risk, protection of lives and properties of the school members and the school, reduction of intra and inter school conflict while upholding order and discipline in the school. A safe school environment is a school that is free from violence and fear with respect to disciplinary procedures (Udali, 2020). This implies that principals can attain this through some safety measures.

Furthermore, communication is the imparting or exchanging of information by speaking, writing, or using some other medium. It is a means of sending or receiving information, such as phone lines or computer (Trump, 2020 & Squelch 2021). Schools must have a well-defined and practiced communication protocol in place, emphasizing clear and concise messaging along with expected action prompted by the communication. It is important to consider having effective communication in place in case of an emergencies (e.g medical emergency). If mobile phones are considered a safeguarding issue in the school, alarms for distress should also be considered. These are not just

fire alarms but can be distress alarms and silent alarms (Henderson & Rowe 2015). Effective communication is vital for a school's smooth functioning, and school management systems play a significant role in facilitating this process. This system allows seamless communication between teachers, parents, and administrators. However, the transmission of sensitive information through this platform necessitates strict security measures. Schools can foster a safe and secure environment for communication (Sani, 2019; Reid 2020 & OECD 2022). There is need to think of the best way to communicate in an emergency; sometimes it is a combination of various communications channels. It is also best to take various scenarios into consideration because what is appropriate in the case of fire may not be in an aggressive intrusion attack.

Another interesting safety measure is access control. Access control refers to physical structures or measures put in place to prevent unauthorized access, violence, or other threats within the school environment. The measures may include fences, gates, security cameras, metal detectors, locked doors, security guards, or any other tool or system that helps to secure the school premises and protect its occupants against insecurity. (Byre, 2023). These measures serve to deter potential threats, limit access to certain areas, and a sense of safety and protection for students, teachers, and staff thereby contributing to a positive learning environment where students can focus on their education without fear or distraction.

Access control is an essential element of safety that determines who is allowed to access certain data or resources and in what circumstances. Access control according to Ronoh (2018) encompasses the tools and processes that restrict access to resources, data, application or location. One way to keep students and staff safe when they are on the school premises is to limit the flow of people through access control. Restricted access to schools by security guards, technological system, gate locks, among others is another safety measure. This could be as simple as using a digital card swipe system on every entrance or area that needs to be secured. Access control cards can also double up as identification card and can take attendance of who arrived at the school at what time and who has left; which means less work for security guards and it is also easier. Entrance-and-exit access points to a school need to be minimized to reduce the chances of strangers entering the school grounds freely (Prinsloo 2015; Schiffbauer 2017 & Matsitsa, 2018). Ideally, there is need to be only 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 the 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 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 (Mubita, 2021). This measure if applied would facilitate the safety of teachers and students in schools.

Another safety measure useful in the administration of secondary schools is school clinic services. School clinic services refer to the provision of medical care and wellness initiatives within a school setting. These services are designed to ensure the health and safety of students, as well as support their overall well-being. Margaret (2018) defined school clinic services as a means to address the physical, emotional, and mental needs of students in order to create a supportive and secure environment where they can thrive academically and personally. Burton (2018) and Dantani, (2019) emphasize the importance of school clinic services as safety measures in secondary schools, they play a critical role in addressing health-related issues and providing timely medical care to

students by offering access to medical professionals, resources, and support. School clinics help to prevent and respond to health conditions and promote healthy habits. Haruna, (2017), Alimba (2018) and Kathy, (2021) highlighted a commitment to the health and safety of students, demonstrating a dedication to creating a supportive and secure environment where students can flourish. These services contribute to the holistic development of students by addressing their physical, emotional, and mental well-being, ultimately supporting their academic success and personal growth.

Similarly, safety need of staff members is another measure in the administration of secondary schools. If staff members feel safe and secure in the school environment, then they will be able to teach the students to the best of their ability. Educators need to be reminded regularly about the safety and security procedures applicable in their schools and need to be trained on crime and violence prevention behavior and self-defense strategies (Uwazurike, 2019). It is important for educators to be trained in the identification of behaviors that can be indicators of potential trouble-causing students or recognize any antisocial behavior within students. Some antisocial behavior and risk factors may include aggression, hostility, lying, stealing, inability to listen to authoritative figures, refusal to follow rules and lack of self-control.

However, it appears that principals are not applying these safety measures in their administration of schools. This is because in recent times, secondary schools in Nigeria are faced with issues related to insecurity. This is further enunciated by the plethora of school violence in some parts of the country. Sadly, cultism and cult activities have been on the increase among secondary school students (Akintokumbo, 2011). According to the author, 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 (2017) and Kathy, (2021) noted that other threats like robbery, theft, arson, extortion, strike actions, hate, crimes, demonstrations and rumors are other threats which can lead to lack of security in schools and consequently violence and vandalism. This situation is not different in Ebonyi 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. These threats portend a big challenge to the development of secondary education in Ebonyi State and seem to point to poor application of security measures by secondary school principals. Alimba (2018) opined that demographic factor such as locations of schools can give rise to many threats to the school and the community, therefore, the school location impinges on school safety and security.

Schools located at the heart of the cities are more prone to violence than schools in isolated areas. The reason for this is that the endemic crimes and crises in the cities will always spill into the schools. Similarly, (McGuire (2017) and Mubita (2021) stated that principals in urban schools will be faced with greater security threats than those in the rural areas. Urban and rural areas are two terms used to describe populated areas. The main differences between urban and rural areas are how many people live there and how built up the areas are, but there is more to it than that. It is important to understand the perceptions of both urban and rural areas, and the evaluation of living space. Urban areas are places of high populations and high density, characterized by their built-up infrastructure. They are expanded by the act of urbanization (Ugwulashi 2016 & Schiffbauer 2017). Urban areas have seen a vast growth of job opportunities in modern times which has greatly improved the perception of urban areas, mainly in the inner city. The presence of universities,

hospitals, and access to other high-quality services make them attractive places to live, work, and study, especially because they are close to bigger towns or cities (Sani 2019 & Vigilant Tiger Security 2022). Alongside this, social and leisure activities have drawn in young visitors and workers from surrounding areas and overseas.

However, there are also negative perceptions of urban areas today. Derelict land, high levels of poverty, and high crime levels have tarnished the view of urban areas. Media perspectives of these areas have added to these negative connotations and many urban areas receive a bad reputation as a result.

Rural areas are region located outside cities and towns, typically characterized by having a low population density, limited access to services, amenities, strong sense of community and local identity whilst maintaining a lack of large infrastructure (Rocca 2014). People who live here have much more space and are likely to live in a village or far out into the countryside. A very different population lives in rural areas which have completely different characteristics than urban area. Urban areas are becoming more chaotic and the attendant safety and security threat is on the increase, with frequency rate of road crashes leading to fatality as well as the crime indices making urban areas more insecure for different categories of dwellers. Children especially are vulnerable to these threats because of their physical, psychological and knowledge capabilities, and as such require adequate protection and care (Nwobodo. & Udebunu 2018). In recent time, students are often seen scrambling for public transport with adult on daily basis to make the obligatory school trips. These students are exposed to many threats arising from the complex urban transit system ranging from road crashes, missing of routes and the risk of been kidnapped. Cases of kidnapping of school children are being reported in Nigeria through the media, such as the case reported in Ebonyi State, on insecurity among students by the Guardian newspaper of May 2016 that two students of federal Government College, Okposi, Ebonyi State were kidnapped around the school and they were later found dead (Margret 2018). This unfortunate situation has increased the call for adoption of safety and security measures which may curb the menace of security threats and make secondary schools safer for teaching and learning. Additionally, the case of Chibok girls in Borno, Dapchi girls in Yobe, those of Epe in Lagos State and those of Kaduna and Sokoto State of recent. Therefore, there is need for further studies on the various safety measures principals could adopt for effective administration of their schools in order to reduce the risk of insecurity in public secondary schools in .Ebonyi State

### **Statement of the Problem**

The security situation in Nigeria and indeed Ebonyi State is increasingly worrisome in recent time due to incessant attacks on students at all levels and destruction of school properties. Nowhere is this more evident than the growing targeting of schools for mass abduction of students and distraction of school activities mostly by often alleged unknown gunmen as being reported in our national dailies and other mass media almost on daily bases. There are many unreported cases of attacks on school security personnel and wanton destruction of school properties as well as recorded cases of killings and abduction of school children in Nigeria which make safety and security measure a state and national discourse.

In some public secondary schools in Ebonyi State, security and safety measures such as stationing of security guards/security personnel, provision of physical facilities like perimeter fencing, security posts and locking of classroom as appropriate are often neglected which may expose school children and school properties to unnecessary security risks considering the moral decadence in our society today. It is also disturbing to note that the technological resources such as installation of Close Circuit Television (CCTV) cameras and electronic mass notification system which are all very necessary to combat the security threats of the 21<sup>st</sup> century appears to be inadequate and as well underutilized by principals in the administration of public secondary school in Ebonyi State.

It is also observed that most public secondary school in Ebonyi State are not serious with the control of students' movement in and around the school; just as the provision of school clinic for the health services of students are neglected by school administrators, thereby endangering the existence of both students and teachers. Security and safety issues also lead to feelings of anxiety, fear, and stress, which can be overwhelming for students. Emotional distress makes it difficult for students to focus on their studies, leading to poor concentration and memory retention.

However, the level of adoption of these safety and security measures by secondary school principals of both urban and rural areas in Ebonyi State is not clearly known. It therefore becomes imperative that an empirical study such as this is conducted to investigate the extent to which principals could adopt safety and security measures in the administration of public secondary schools in Ebonyi State.

### **Purpose of the Study**

The main purpose of this study was to investigate the extent to which principals adopt safety measures in the administration of public secondary schools in Ebonyi State, Nigeria. Specifically, the study sought to:

1. Determine the extent to which principals use communication as safety measures in the administration of secondary schools in Ebonyi State.
2. Find out the extent to which principals use access control as safety measures in the administration of secondary schools in Ebonyi State.
3. Ascertain the extent to which principals use school clinic service as safety measures in the administration of secondary schools in Ebonyi State.

### **Research Questions**

The following research questions guided the study: To what extent do:

1. principals apply communication protocol as safety measure in the administration of public secondary schools in Ebonyi State?
2. principals use access control as safety measure in the administration of public secondary schools in Ebonyi State?
3. principals use school clinic service as safety measure in the administration of public secondary schools in Ebonyi State?

## **Hypotheses**

The following hypotheses were formulated for the study and were tested at 0.05 level of significance.

1. There is no significant difference in the mean response of principals in urban and rural areas on the extent to which principals use communication protocol as safety measure in the administration of secondary schools in Ebonyi State.
2. There is no significant difference in the mean response of principals in urban and rural areas on the extent to which principals use access control as safety measure in the administration of public secondary schools in Ebonyi State.
3. There is no significant difference in the mean response of principals in urban and rural areas on the extent to which principals use school clinic service as safety measure in the administration of public secondary schools in Ebonyi State.

## **Methodology**

In this study, the researcher adopted a descriptive survey design. According to Shona (2019), descriptive survey is most useful in the description of conditions as they exist in their natural setting. Therefore, this study on safety measures adopted by principals in the administration of public secondary schools in Ebonyi State is suitable for survey because it involved an intensive collection of data from public secondary school principals using questionnaire.

The population of the study was 226 principals in all the 226 public secondary schools in Ebonyi state. The breakdown has 144 rural principals and 82 urban principals. (Ebonyi State Secondary Education Board, (SEB, 2023). The entire population were used for the study, this is because the population is minimal to the extent that sampling is no longer necessary. The study was a census survey.

The instrument that was used for data collection was structured questionnaire developed by the researcher titled "Safety Measures Questionnaire" (SMQ). It was divided into two sections A and B. Section A contains information about the respondents while section B contains item questions verifying the opinions of the respondents according to the stated research questions. The questions were arranged to be answered in four response options and were graded as follows; Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) which was represented as 4,3,2 and 1 point respectively. The research instrument was validated by three experts. Two of these experts were drawn from the Department of Educational Foundations (Administration and Planning) option, and one from Science Education Department (Measurement and Evaluation) option; both in Faculty of Education, Ebonyi State University, Abakaliki. These experts made useful corrections on the questionnaire in terms of the sentence construction, suitability and clarity.

The questionnaire was trial tested using 30 public secondary school principals from 30 public secondary schools in Enugu State, which was not part of the studied area. Scores obtained after the trial test was analyzed using Cronbach Alpha statistics as shown in appendices, which gave coefficient reliability value of each clusters 0.757, 0.76 and 0.858 respectively, the instrument gave

an overall internal consistency reliability value of 0.79 showing that the instrument was reliable to collect the necessary data for the study.

The instrument was administered to the respondents by the researcher together with three research assistants. One from each education zone. The researcher guided the assistants by briefing them on how to administer the instrument. The researcher with the research assistants administered 226 copies of instrument and collected them after completion. It recorded a one hundred percent return of the instrument. Mean, standard deviation and range were used to answer research questions using the key below: 0.00-1 VLE, 1.1-2 LE, 2.1-3 HE, 3.1-4 VHE while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The null hypothesis is upheld when the p-value is greater than or equal to significant level of 0.05 (p-value  $\geq 0.05$ )

## Results

### Research Question 1:

To what extent do principals apply communication as safety measures in the administration of secondary schools in Ebonyi State?

**Table 1: Mean and Standard Deviation of Respondents on the extent to which principals apply communication as safety measures in the administration of secondary schools**

S/N	Item Statement	N	X	SD	DECISION
1	Having unified communication network for easy communication between the security workers and the management	226	2.69	0.92	HE
2	Having cell phone for easy and immediate interface communication with respective authorities in emergency cases	226	2.97	0.92	HE
3	Installing of panic/burglar alarms for effective/emergency communication in the school	226	3.26	0.81	VHE
4	Constant students' briefing on security and safety matters	226	3.03	0.88	HE
5	Making available Wi-Fi in the school premises for quick and access to required phone services to be used in case of emergency	226	3.19	0.85	VHE
6.	Building a network of parents and community volunteers in the school compound for easy communication	226	3.36	0.74	VHE
7	Having signage system that can offer communication to students in dire circumstance	226	3.26	0.76	VHE
<b>Grand Mean</b>			<b>3.11</b>	<b>0.96</b>	<b>VHE</b>

**Source:** Researcher’s Fieldwork 2024

The result of the data analysis presented above portrayed that principals of public secondary schools in Ebonyi State used communication measures in the administration of public secondary schools to a very high extent. This is because all the items have mean scores that are more than the criterion of 2.1-3.1 respectively. It was also seen on the same table that the grand mean value of 3.11 was obtained which is greater than 3.1 and this showed full agreement that principals of public secondary schools in Ebonyi State used communication protocols to a very high extent in the administration of secondary schools.

**Research question 2:**

To what extent do principals use access control as safety measures in the administration of secondary schools in Ebonyi State?

**Table 2: Mean and Standard Deviation of Respondents on the extent to which principals use access control as safety measures in the administration of secondary schools**

S/N	Item Statement	N	X	SD	DECISION
8.	Implementing visitor management systems using visitors’ book to track and monitor visitors	226	2.95	0.75	HE
9.	Restriction to many access points to the school environment such as hallway, cafeteria, car parks	226	3.00	0.82	HE
10.	Instruct teachers to conduct roll call for students at specified times to monitor their movement for safety purpose	226	3.03	0.87	HE
11.	By having badges attached to their uniforms to differentiate them from strangers	226	2.73	0.79	HE
12.	The issuance of identity cards to personnel distinguishing them from intruders	226	3.04	0.90	HE
13.	Installing electronic doors, gates and locks that can be controlled remotely	226	2.86	0.94	HE
14.	Limiting access to specific times or days	226	3.04	0.90	HE
<b>Grand Mean</b>			<b>2.95</b>	<b>0.85</b>	<b>HE</b>

**Source:** Researcher’s Fieldwork 2024

The result of the above table depicts that principals of Ebonyi State public secondary schools used access control to a high extent in the administration of public secondary schools. This is because the mean values vary above 2.1 criterion point. However, it was also seen on the same table that the grand mean value of 2.95 was obtained which is greater than the 2.1 too. This showed full agreement and implied that principals used access control to a high extent.

**Research Question 3:**

To what extent do principals use school clinic service as safety measures in the administration of secondary schools in Ebonyi State?

**Table 3: Mean and Standard Deviation of Respondents on the extent to which principals use school clinic service as safety measures in the administration of secondary schools**

S/N	Item Statement	N	X	SD	DECISION
15.	School clinics provide timely medical attention to students and staff in case of emergencies.	226	2.40	0.89	HE
16.	Principals utilize the school clinic services to ensure the well-being and health of all students and staff members.	226	2.38	0.99	HE
17.	In the event of illness or injury, school clinics offer immediate care and support to those who need it.	226	2.30	0.98	HE
18.	By utilizing school clinic services, principals demonstrate a commitment to creating a safe and healthy learning environment for everyone in the school community	226	2.28	0.83	HE
19.	School clinics help principals address health issues, promote overall wellness among students and staff.	226	2.14	0.88	HE
20.	Principals rely on school clinic services to comply with health/safety regulations and protocols within the school setting.	226	2.42	0.90	HE
21.	Utilization of school clinic services to curb prompt accident among students and staff	226	2.45	0.89	HE
<b>Grand Mean</b>			<b>2.23</b>	<b>0.90</b>	<b>HE</b>

**Source:** Researcher's Fieldwork 2024

The result of the data analysis presented in table 6 illustrated that principals of Ebonyi State public secondary schools used school clinic services in the administration of public secondary schools to a high extent. This is because each item obtained values that are more than 2.1 which is the criterion point for determination of level of high extent. The grand mean of 2.23 showed full agreement that principals of public secondary schools in Ebonyi State used school clinic services to a high extent. A mere observation showed that school clinics are not common in most public secondary schools in Ebonyi State but the result of the instrument of the respondents showed that they used it to a high extent.

### **Hypotheses**

**HO<sub>1</sub>:** There is no significant difference in the mean response of urban and rural principals on the extent of use of communication in the administration of public secondary schools in Ebonyi State.

**Table 4: t-test of Difference on the Mean Response of Urban and Rural Principals on the extent of use of communication measure in the administration of public secondary schools in Ebonyi State**

Items	Category of Respondents	N	Mean	SD	Df	P-Value	Decision
1.	Urban	82	2.51	0.89	224	0.022	<b>Sig</b>
	Rural	144	2.80	0.93			
2.	Urban	82	3.00	0.94	224	0.787	<b>Not Sig</b>
	Rural	144	2.96	0.91			
3.	Urban	82	3.09	0.88	224	0.458	<b>Not Sig</b>
	Rural	144	3.00	0.88			
4.	Urban	82	3.18	0.80	224	0.922	<b>Not Sig</b>
	Rural	144	3.19	0.87			
5	Urban	82	3.42	0.66	224	0.029	<b>Sig.</b>
	Rural	144	3.06	0.88			
6	Urban	82	3.36	0.71	224	0.963	<b>Not Sig</b>
	Rural	144	2.36	0.76			
7	Urban	82	3.28	0.75	224	0.825	<b>Not Sig</b>
	Rural	144	3.25	0.77			

**Source:** Researcher's Fieldwork 2024

Significant @  $P \geq 0.05$

Table 4 showed that p-values of all the items are greater than significant value of 0.05 as obtained. Based on this, the researcher uphold all the items of the null hypothesis tested and concluded that there is no significant difference in the mean response of urban and rural principals on the extent of use of communication in the administration of public secondary schools in Ebonyi State.

**Ho<sub>2</sub>.** There is no significant difference in the mean response of urban and rural principals on the extent of use of access control in the administration of public secondary schools in Ebonyi State

**Table 5: t-test of Difference on the Mean Response of Urban and Rural Principals on the extent of use of access control in the administration of public secondary schools in Ebonyi State**

Items	Category of Respondents	N	Mean	SD	Df	P-Value	Decision
8.	Urban	82	2.86	0.88	224	0.218	<b>Not Sig</b>
	Rural	144	3.00	0.78			
9.	Urban	82	3.13	0.81	224	0.093	<b>Not Sig</b>
	Rural	144	2.93	0.90			
10.	Urban	82	3.06	0.79	224	0.670	<b>Not Sig</b>
	Rural	144	3.00	0.80			
11.	Urban	82	3.01	0.84	224	0.423	<b>Not Sig</b>
	Rural	144	3.07	0.94			
12	Urban	82	2.97	0.80	224	0.003	<b>Sig.</b>
	Rural	144	2.59	0.89			
13.	Urban	82	3.18	0.83	224	0.082	<b>Not Sig.</b>
	Rural	144	2.96	0.93			
14.	Urban	82	3.04	0.77	224	0.009	<b>Sig.</b>

Rural	144	2.75	0.88
-------	-----	------	------

**Source:** Researcher’s Fieldwork 2024 Significant @ P ≥ 0.05

The data analysis presented in the table above revealed that there is no significant difference in the mean response of urban and rural principals on the extent of use of access control in the administration of public secondary schools in Ebonyi State. This is because, the p-value in all the items are greater than the significant value of 0.05. Based on this, the researcher upholds the null hypothesis and concluded that there is no significant difference in the mean response of principals on the extent of use of access control in the administration of public secondary schools in Ebonyi State.

**Ho3.** There is no significant difference in the mean response of urban and rural principals on the extent of use of school clinic services in the administration of public secondary schools in Ebonyi State.

**Table 6: t-test of Difference on the Mean Response of Urban and Rural Principals on the extent of use of school clinic services in the administration of public secondary schools in Ebonyi State**

Items	Category	of N	Mean	SD	Df	P-Value	Decision
	<b>Respondents</b>						
15	Urban	82	2.92	0.92	224	0.136	<b>Not Sig</b>
	Rural	144	3.11	0.86			
16	Urban	82	3.25	0.94	224	0.093	<b>Not Sig</b>
	Rural	144	2.96	1.00			
17.	Urban	82	3.21	0.86	224	0.670	<b>Not Sig</b>
	Rural	144	3.07	1.05			
18.	Urban	82	3.24	0.72	224	0.423	<b>Not Sig.</b>
	Rural	144	3.11	0.88			
19.	Urban	82	3.08	0.77	224	0.078	<b>Not Sig</b>
	Rural	144	3.01	0.94			
20.	Urban	82	2.93	0.98	224	0.126	<b>Not Sig</b>
	Rural	144	3.15	0.85			
21.	Urban	82	2.91	0.87	224	0.215	<b>Not Sig.</b>
	Rural	144	3.10	0.89			

**Source:** Researcher’s Fieldwork 2024 Significant @ P ≥ 0.05

Table 6 showed that p-value in all the items are greater than the significant value of 0.05 as obtained. Based on this, the researcher upheld all the items of the null hypothesis tested and concluded that there is no significant difference in the mean response of urban and rural principals on the extent of use of school clinic services in the administration of public secondary schools in Ebonyi State.

**Discussion of findings**

**Extent of Principals’ Use of Communication Protocol as Safety Measure in the Administration of Public Secondary Schools**

The result of the study as contained in table 4 revealed that principals of public secondary schools in Ebonyi State used communication safety measure to a very high extent. The result showed that principals use communication by having cell phone for easy and immediate interface communication with respective authorities or bodies in case of emergency situations. Similarly, the finding showed that principals use communication by making available Wi-Fi in the school premises for quick and access to required phone services to be used in case of emergencies. Again, principals utilized communication safety measure by having incident device which provides communication among people using analogue or digital radio system. Also, principals used communication safety by having signage system that can offer possible communication to students in dire circumstances. As well as having constant briefing with students especially on safety and security matters. Principals of public secondary schools use communication safety by encouraging positive school climates by having good rapport with staff, students and parents. While hypothesis result indicated that there is no significant difference in the mean response of urban and rural principals on the extent of use of communication in the administration of public secondary schools in Ebonyi State

The findings are in line with Ene, (2020), Obiekwe and Uwaezuoke (2023) who revealed that cell phone applications (Apps) in general makes it inclusive for citizens to have an easy and immediate interface to communicate with respective authorities and be participants in the protection of public schools. The authors further stated that public schools are expected to be Wi-Fi enabled, equipped for easy and quick access to required phone services to be used in the case of dire circumstances and report to concerned support lines. Also, the finding agreed with Margret (2018) who added that incident device provides communication interoperability among people using any analogue or digital radio system. This consolidates all information relating to an incident. These are self-defense network, mobility and wireless unified communication, digital signage, smart connected buildings, desktop video, notification services and visitor management system. The findings of this study disagreed with Rocca, 2014, and Prinsloo 2015 who posited that the level of emergency preparedness, prevention, mitigation and awareness in many public schools are too poor, none of the schools could boast of a good communication system, emergency response team who will always be responsible for directing response actions from a designated command post in the face of emergency were not also available in the schools. The findings agreed with Byre (2023) who acknowledged that Signage aids is way finding and supports branding, safety and security measure as well, for organization to sustain. Since static signboards have been around for long, smart cities have embraced innovations in technological tools and designs of signage are now human centered in approach. Digital signage comprises of networked electronic displays in public places where interactive features offer people possibilities to interact with the system. They provide a range of interactive facilities for information on security services, and local community updates, free public Wi-Fi, for emergency communication or warnings. Again, the finding is in line with (Hamton-Ekeke (2017) and Applebury, (2021) who revealed that radio and alarm system is a device or series of devices, which emits or transmits an audible or remote visual or electronic alarm signal, which is intended to summon police response. The term includes hardwired systems and systems interconnect with signals, and include a Local Alarm System, (LAS). It also means any assembly or equipment, mechanically or electrically arranged to signal the occurrence of an illegal entry or other activity requiring urgent attention and to which police are expected to respond which include audible, silent, fire and panic alarms and property alarms. The finding agreed with (Monkwe,

(2016), Mihinjac & Saville 2019) who maintained that an administrator may use several formats to deliver safety information, some of the most common communication forms include; safety manuals, safety briefings, safety visual (signs, posters, or videos), electronics communication (emails newsletters, or websites).

From this finding, it could be observed that principals used communication safety measure to a very high extent in the administration of public secondary schools in Ebonyi State. This is because when the staff and students know that they can communicate to authorities, parents or agencies who can respond to emergency cases, they feel more relaxed and protected in the school environment.

### **Extent of Principals' use of Access Control as Safety Measure in the Administration of Public Secondary Schools**

The result of the study as contained in table 5 revealed that principals used access control to a high extent in the administration of public secondary schools in Ebonyi State. Principals of Ebonyi State utilized access control measure by having visitors' book to monitor movement of people in the school. Also, the result showed that principals used access control by issuing identification cards to school personnel to distinguish them from intruders. Again, principals used access control through restriction to many access points in the school environment such as hallways, cafeterias, car parks, among others while the hypothesis result revealed that there is no significant difference in the mean response of urban and rural principals on the extent of use of access control in the administration of public secondary schools in Ebonyi State.

The findings is in congruent with Ogbo, Aligwe and Chidi (2021) who revealed that principals promote learning environment free of fears and dangers among staff and students through access control safety measures for personnel management, the safety measures adopted by principals for personnel management prevent physical attacks, violence and emotional disorder among staff and students of secondary schools. They concluded that safety measures are very necessary to support academic success of students by creating orderly learning environment devoid of risks, fear of danger. However, the findings were contradicted by Ike (2015) whose findings revealed among others that some safety devices for the improvement of security situations as well as the emergency response plans for managing secondary schools were not available in most schools. The disagreement in findings could be attributed to difference in geographical locations of the studies, and the period they were carried out. The findings agreed with Xaba (2015), Umeozor and Onuh (2023) who observed that physical access device helps to prevent unauthorized access to school buildings, enables remotely controlled lock down to isolate safety incidents and reduces personal requirement for monitoring. The authors stated that some security preventive measures necessary to secure the school environment are the introduction of identity card for student, school staff and visitors. Some employ security guards, locking all doors and windows. Again, the finding agreed with Chris (2019) and Ene (2023) who revealed that access control measures serve as physical deterrents to prevent unauthorized access to the school premises, ensuring that only those who are supposed to be there are present. Access control measures such as fences, gates, and security cameras, among others help to monitor and control entry points, reducing the risk of intruders and potential threats. Furthermore, the study is in line with Ssekamanya, Mastura, Khamsiah and Dayang (2016) who observed that through implementing access control safety measures,

principals can effectively manage the flow of traffic in and out of school, minimizing the chances of violence, vandalism, or other disruptive incidents occurring in schools. In addition to providing physical security, access control also plays a crucial role in establishing clear boundaries within the school community. Access control is the selective restriction of access to a place, data or other resources. The study further agreed with Rogers (2019) and Sani (2019) who acknowledged that restricted access to schools is another safety and security measure which could be as simple as using a digital card swipe system on every entrance or area that needs to be secured. They stated that access control cards can also double up as identification card and can take attendance of who arrived at the school at what time and who has left which means less work for the guards and it is also easier. Entrance-and-exit access points to a school need to be minimized to reduce the chances of strangers entering the school grounds freely. The use of access control as safety measures in secondary schools helps principals to proactively address safety and security problems and create a supportive environment where everyone can thrive.

From the finding, principals of public secondary schools in Ebonyi State utilized access control to a high extent. The reason is that fences, gate locks, use of identification cards, use of badges among others restrict access for many people to many locations and ensure that only those who are made to access the place can access it. This can assure the staff and students that strangers cannot access the school environment easily and this will help to reduce anxiety in them. Students and staff feel safer and more focused with their academic activities when they know that appropriate measures are in place to protect them.

### **Extent of Principals' Use of School Clinic Services as Safety Measure in the Administration of Public Secondary Schools**

The result of the finding in table 6 showed that principals of public secondary schools in Ebonyi State used school clinic services to a high extent. The result revealed that principals used school clinic to provide timely medical attention to students and staff in emergencies. Also, principals' used school clinic services to ensure the wellness and health of all staff and students. Again, principals utilized school clinic services in the event of illness or injury. Similarly, principals use school clinic services to demonstrate commitment to creating a safe and healthy learning environment for everyone in the school community. As well, principals relying on school clinic to comply with health and safety regulations and protocols within the school setting.

This result agreed with Chen (2020), who acknowledged that Secondary school principals play a crucial role in ensuring the safety and well-being of their students. One key component of this is the use of school clinic services as safety measure in the administration of schools. The author stated that school clinic provides a vital resource for students, offering access to medical care and promoting healthy lifestyles. The finding also in harmony with Coram Life Education (2017) and Dantani, (2019) who revealed that having a school clinic in the school environment can help principals to ensure that students receive prompt and appropriate medical attention in case of illness or injury. This can help prevent minor health issues from escalating into more serious problems, ultimately leading to a safer and healthier school environment. In addition to providing medical care, school clinics also play a role in promoting overall wellness among staff and students. Principals can work with clinic staff to implement health education programs, encourage healthy habits, and address any potential health issues within the students' population.

Additionally, the finding is in line with Geyer (2021) who stated that school clinic services contribute to the holistic development of students by addressing their overall well-being, thus creating a supportive and secure environment where students can flourish. It provides a range of health services to students including first aid treatment, medication administration, and health education. Similarly, the finding agreed with Mackin (2017), Carter and Carter (2021) who opined that school clinics also serve as a resource for managing emergencies. Clinic staff are trained to respond to medical crises, such as allergic reactions or asthma attacks, injuries and can comply with emergency services when needed. This level of preparedness can help principals and their staff effectively handle unexpected situations and ensure the well-being of all students. The use of school clinic service as safety measure in secondary schools reflects a commitment to the health and safety of students. This is because through school clinical services students and even staff can receive medical care, counseling, and health education programs. School clinics play a crucial role in promoting healthy habits and preventing illness. The finding of this study is against Umeozor and Onuh (2023) who proved by previous finding that the school administrators' use, and deployment of health care safety techniques was poor, then, this situation becomes threatening and challenging towards effective management of public secondary schools. This means that the health care safety delivery in schools were not adequately provided and instituted in the public secondary schools. The finding of this present study disagreed with the studies of Olatunya, Oseni, Olaleye, Olatunya, Akani and Oyelami (2015) Alafin, Adesegun, Izang and Alausa (2019), Jiya, Jiya, Ibitoye, Umar, Baba, Adamu and Isezuo (2020), Ilesanmi and Afolabi (2021) who found out that poor and inadequate strategies, techniques and health care measures were deployed in providing health care service delivery in the schools. Jiya, Jiya, Ibitoye, Umar, Baba, Adamu and Isezuo (2020) found out that effective techniques for school health care safety were also necessary in the schools but their provisions and delivery were very poor in the public schools in Sokoto State. There is the need to urgently improve health technique services in schools in Sokoto town. It was also therefore found out in this previous study that the main treatment facilities were first aid. The need for school health care safety techniques in the public secondary schools have equally been reported by Olatunya, Oseni, Olaleye, Olatunya, Akani and Oyelami (2015) who found out that techniques deployed for school health care safety implementation was inadequate in the studied area and was worse in the public schools. Alafin, Adesegun, Izang and Alausa (2019) study corroborated with Olatunya et al (2015) and found out that deploying effective school health safety techniques was essential in the schools. It was also seen that overall, the schools had a fair School Health Programme in place, although they were deficient in some vital facilities. It is necessary for all stakeholders in these schools to provide the materials and human resources needed to achieve an effective School Health Safety Programme. Ilesanmi and Afolabi (2021) study found out that in a bid to ensure that students are academically equipped, such measures and techniques as adequate ventilation, hand washing, social distancing, and increased infrastructure were needed to be adequately implemented and fully integrated to ensure effective management of schools.

From the finding, principals of Ebonyi State utilized school clinic to a high extent. This is because having a school clinic in the school environment can make principals to play a role in promoting overall wellness among staff and students. It can make the students to receive prompt and appropriate medical attention in case of illness or injury which would prevent minor health issues from escalating into more serious problems, ultimately leading to a safer and healthier school environment.

## Recommendations

The following recommendations were made based on the findings of the study

1. The school administrators should continue to maintain effective communication by having phones in their schools to be able to communicate with the appropriate authorities in the time of emergencies, they should also adopt the use of walker talkie to enhance greater information dissemination and security backup.
2. The school administrators should ensure continual use of identification cards to school personnel in order to differentiate them from strangers. They should also minimize entrance and exit point to a school to reduce the chances of strangers entering the school ground freely, they should as well have their badges boldly imprinted on their school ware always to easily detect strangers or intruders.
3. Government should establish more clinics in schools to provide timely medical attention to staff and students in case of emergencies and to promote the well-being and health of the students and staff members, they should also see to it that the clinics are well equipped with up-to-date equipment and drugs.

## REFERENCES

- Akintokumbo, A. (2011). *The problems and challenges of insecurity in Nigeria*. Kwara: Usman Publishers
- Alafin, B., Adesegun, O.A., Izang, J.A. & Alausa, K.O. (2019). An appraisal of the school health programme in primary schools in a rural community in Nigeria. *Ethiop. Journal of Health Dev.*, 33 (3), 153-159. <https://www.ajol.info/ejhd>.
- Alimba, CN. (2018). Security and security measures for schools operating in domains prone to insurgency in Nigeria. *International Journal of Public Administration and Management Research*, 4(3):36-48.
- Aniebi, J. N. (2018). Security challenges and management strategies in public secondary schools in Aba, Abia State. *Journal of Economics and Environmental Education*, 1(1)3-6.
- Applebury, G. (2021). Why is school safety important? <https://safety.lovetoknow.com>. (Accessed on July 15, 2021).
- Asodike, J.D. & Nwabueze, A. (2017). Safety management for service delivery in Rivers State secondary schools. *Global Journal of Human-Social Science, Arts & Humanities*, 1(1), 1-6.
- Burton, I. (2018). *School Plant Management*. New York: Paris
- Byre. B. J. (2023). Bullies and victims in school settings. *Irish Journal of Psychology*.

- Carter, S. P. & Carter, S. L. (2021). Planning safe schools. American School & University. Curriculum Review 1999. 12 school safety moves you can make. *Curriculum Review*, 3 A(8), 23-39.
- Chen, G. (2020). 10 advantages of public education. <https://www.publicschoolreview.com/blog/10-advantages-to-public-education>.
- Coram Life Education (2017). Creating a safe learning environment. <https://www.coramlifeeducation.org.uk/scarf/creating-a-safe-learning-environment>.
- Dantani, I. (2019). *The Fundamental of School Security*. Retrieved from <http://www.ericdigests.org/200-3/security.htm>
- Elda, I. (2019) *Cocaine trafficking in Latin America: EU and US policy response*. Burlington: Ash Gate Publishing Company.
- Ene, I. (2023). Principals' application of security management practices in the administration of secondary schools in Enugu state.
- Federal Republic of Nigeria. (2014) *National policy on education*. Lagos: NERDC Printing Press.
- German, I.O, Obiekwe, K.K., Mbonu, O.A., Ogbo, R.N & Chukwu, N.R (2021). Extending E-administration capabilities for safe school management using ICT peripheral devices in secondary schools in Ebonyi State, Nigeria. *European Journal of Education Studies*, 8(5), 334-345.
- Geyer, Y. (2021)). Building safety: a twelve-classroom plan. Centre for the study of violence and Reconciliation. Available at <http://www.wits.ac.za>. Accessed 2021/04/13.
- Hamilton-Ekek, J.T. (2017). Safety precautions in primary school environment in Bayelsa State, Nigeria. *Journal of Education and Practice*, 8(32), 41-45.
- Haruna, M. (2017). Impact of agents of socialization on the academic performance of social studies students in junior secondary schools in Jigawa State *Master's thesis* Department of Arts and Social Science Education, Ahmadu Bello University, Zaria.
- Henderson, K. & Rowe, I. (2015). How safe is a school? An exploratory study comparing measures and perceptions of safety. *Journal of School Violence*, 9, (3),57-69
- Hosken, N. and Barley, K. (2019). School managers view about school safety from the invitational theory perspective. *African Journal of Business Management*. 4(12), 2415-2423
- Ike, A. O. (2015). Security management situations in public Secondary schools in North Central Zone of Nigeria. *International Journal of Research and Innovation in Social Science (IJRISS)* 5(5), 23-29.

## Safety Measures for effective Administration of public Secondary Schools...

- Ilesanmi, O.S. & Afolabi, A.A. (2021). Reopening of educational institutions amid the covid-19 outbreak: Nigeria's preparation for the mitigation of school-associated covid-19 risks. *Annals of Ibadan Postgraduate Medicine*, 19, S38 -S39. <https://www.ncbi.nlm.nih.gov/pmc/articles/AIPM-19-S38.pdf>.
- Jiya, F.B., Jiya, N.M., Ibitoye, P.K. Umar, K.A., Baba, J.B., Adamu, A. & Isezuo, K. O. (2020). School health services in Sokoto town, Nigeria. *IOSR Journal of Dental and Medical Sciences (IOSR-JDMS)*, 19 (4), 3, 44-50. [www.iosrjournals.org](http://www.iosrjournals.org).
- Kathy, M. H. (2021). *School Health Research (SHR)*.
- Mackin, O. (2017), Incident and Accident" implementing the safety regulations prescribed by South African Schools act. Retrieved from [www.feca.org/sites/default/files/fecava\\_21.2.pdf](http://www.feca.org/sites/default/files/fecava_21.2.pdf)
- Margaret, J. (2018). *School safety and youth violence: A legal primer*. Washington Dc: Hamilton Fish
- Matsitsa, G. M. (2018). Exploring safety in township secondary schools in Free State. *South Africa Journal of Education*. 4(3), 49-59
- McGuire, D. (2017), Secure, Safe & Orderly Schools: Definition & Characteristics. Retrieved from <https://study.com/academy/lesson/secure-safe-orderly-schools-definition-characteristics.html>.
- Mihinjac, M., & Saville, G. (2019). Third-Generation Crime Prevention Through Environmental Design (CPTED). *Social Science* 82(8).
- Monkwe, C. (2016). Strategies and policies that secondary school employ to protect educators. *Journal of Education and Development* 5(4), 21-39
- Mubita, K. (2021). Understanding school safety and security: Conceptualization and definitions. *Journal of Lexicography and Terminology*, 5 (1), 76-86.
- Nwankwo, J.I. (2017). *Effective management executives*. Ibadan: Durapres Ltd.
- National Schools Board Association (2018). School safety, security and emergency preparedness. The Wikipedia. [https://en.wikipedia.org/wiki/School\\_security](https://en.wikipedia.org/wiki/School_security).
- Nwajioha, P. N. & Chukwu, T. (2021). The place of educational administration in promoting e-learning in Nigeria Universities for global competitiveness. *International journal of Educational Research*, 8(1), 22-32
- Nwobodo D. & Udebunu, I.M. (2018). Appraisal of security and safety management in public secondary schools in Enugu State. *International Knowledge* 1(1), 1-8.

- Obasi, K.K. & Madu, O.M. (2016). School facilities maintenance for safety in public secondary schools in Imo State, Nigeria. *African Journal of Educational Research and Development (AJERD)*, 8(1), 145-153.
- Obiekwe & Uwaezuoke,(2023) investigated the security measures adopted by principals in the management of safety in secondary schools in Anambra state.
- Ogbo, R.N., Aligwe, N.S. & Chidi, N. (2021). Safety Measures Adopted by Principals in Management of Public Secondary Schools in Enugu State, Nigeria. *International of Sciences and Research in Education* 1(3),27-39
- Olatunya, O., Oseni, S., Olaleye, A., Olatunya, A., Akani, N. & Oyelami, O. (2015).School health services in Nigeria: A sleeping giant? *African Journal of Health Science*, 28 (1), 127-141. <https://www.researchgate.net/publication/278848992>.
- Onochie, H. (2018). *Introduction to private security*. Belmont: Thomas Wadsworth Publishers.
- Organization for EconomicCo-operation and Development (OECD, 2022). Schools Safety and security. <https://www.oecd.org/education/innovation-education/schoolsafetyandsecurity.htm>.
- Prinsloo I.J (2015). Security and safety measures in schools. *South African Journal of Education*, 2(5):5-9.
- Reid, D. (020). Building a safe e environment. American School & University, 1.
- Rocca, L. F. (2014). Interactive Design and Safety in Urban Spaces: Two Case Studies of a Mobility Experience. In Marjanovic Dorian, Storga Mario, Pavkovic Neven, Bojcetic Nenad (Ed.), *Proceedings of the DESIGN 2014 13th International Design Conference* (pp 2105-2114).
- Rogers, C. (2019). *Security risk control measures: SEP/504, Units 1-1*. Pretoria: University of South Africa. (UNISA).
- Ronoh, R. K. (2018). Adequacy of safety procedures and infrastructure for school safety in Kenya. *International Journal of Academic Research*, 7(3), 401-413.
- Sani, I. (2019). *International Security: the contemporary agenda*. West Sussex: John Willey & Sons
- Schiffbauer, O. (2017). *Safeguarding our children: An action guide*. Washington DC: US.
- Shona, H. (2019). *Fundamental principles in the development of research design*. Lanham: Md. Scarecrow Press.

## Safety Measures for effective Administration of public Secondary Schools...

- Squelch, J. (2021). Do school governing bodies have a duty to create safe schools? An educational law perspective. *Perspectives in Education*, 19:137-149.
- Ssekamanya, S.A., Mastura, B., Khamsiah, I. & Dayang, S.A. (2016). Predictors of school safety awareness among Malaysian primary school teachers. *European Journal of Social Sciences Education and Research*, 3(1), 88-93.
- Trump, J. K. (2020). *Fire emergency preparedness at schools*. New York: Paris
- Udali, D. Z. (2020). *Psycho-social threats to educational institute and society*: Jos: Zimekk Communication
- Ugwulashi, C.S. (2016). Improving school safety climate in public schools through supervision at 1st and 2nd tiers of Nigerian educational system. *Journal of Research & Method in Education*, 6(5), 12-17.
- Umeozor, U.J & Onuh, U.B (2023) Safety Measures Adopted by Principals for Effective Management of Public Secondary Schools. *Unizik Journal of Educational Management and Policy (UJOEMP)*, 5, (1), 20-41
- Uwazurike, C.N. (2019). *Contemporary issues in educational management and allied disciplines in a digital Era*. Owerri: Meybiks Nig. Publishers.
- Vigilan Tiger Security (2022). How to improve school security. <https://vigilanttiger.com/blog/how-to-improve-school-security/>.
- Xaba, M. (2015). Basic safety and security status of schools' physical the Importance of Safety and Security in Schools. *International Journal of Social Sciences* 2(3), 21-39