SAFETY MEASURES ADOPTED BY PRINCIPALS FOR EFFECTIVE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

This paper examined administrators' safety techniques for management of public secondary schools in Anambra State. Two research questions guided the study. A descriptive survey research design employed was in the study. Population for the study comprised 259 public secondary school principals from the six education zones in Anambra State. Sample size of the study consisted of 181 principals selected out of the entire principals' population from the 6 education zones at 70% using the stratified random sampling technique. A 21-item researchers-developed questionnaire which was structured on a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) titled "Administrators Safety Techniques Questionnaire (ASTQ)" was the main instrument used for data collection. The research instrument was face validated by three experts, two of the experts were from the Department of Educational Management and Policy, one from Measurement and Evaluation from the Department of Educational Foundations, all from the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. Reliability of the research instrument was established through a pilot-test carried out on a sample of 10 public secondary school principals from 10 public schools in Anambra State, which were not part of the studied areas. Scores obtained after the pilot test was measured using Cronbach Alpha statistics which gave coefficient reliability value of 0.85 and 0.90 for the two clusters respectively, and were added up to give an overall internal consistency reliability value of 0.88, showcasing that the instrument was reliable to collect the necessary data for the study. Data collected were analyzed using mean scores and standard deviation. The findings of this study revealed, among others that the public secondary school administrators' deployment of the safety techniques for management of public secondary schools in Anambra State was inadequate. Based

on the findings of this study, it was recommended among others that; Anambra State government working together with the Post Primary Schools Service Commission (PPSSC) and the State Ministry of Education should ensure that the school administrators deploy and use effective health care safety techniques through adequate funding of the health care programmes in schools.

Keywords: Administrators, Safety Measures, Effective Management.

INTRODUCTION

The school is generally known as an environment or place that promotes students' learning. It is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. The school is also a formal organization where both curricular or academic (that is, teaching and learning) and extracurricular or non-academic activities take place. It is a place or institution which is meant for training, discipline, instruction and education in some special field, skill, among others. According to the IGI Global Partnership (2022), the school is an institution in which individuals gain universal and national values during childhood and develop individual knowledge and abilities. An institution for educating children and adolescents, just like the secondary schools. Therefore, the important role, benefits and advantages of the school towards the development of students and the society cannot be overemphasized. The school is most requisite and important for creating employment, promoting students' overall and personality development in aspects of physical, social, psychological and emotional, mental, cultural, economic and moral aspects, reduction of poverty by enabling one to earn higher income, enables an individual to live a prosperous and happy life in the society and helps an individual to develop critical problem-solving skills through education and instructions. The school assists to promote economic growth and development of the society (**Global Partnership for Education**, 2022; Impoff, 2020; Sharma, 2022). The school responsible for the economic, social, and political growth and development of the society in general. The thread of the growth of society depends upon the quality of education and instructions that is being imparted in the school. So schools play an important role in moulding a nation's future by facilitating all round development of its future citizens (Sharma, 2022).As one of the agents of socialization, the school enables an individual to acquire values, attitudes, as well as, norms of a particular culture. It also helps people to learn acceptable behaviours, which are considered appropriate or normal at the individual and societal levels. The school provides a balanced education, which helps to promote a child's psychological and mental growth. Besides academics, children also learn a wide range of important life skills like good manners, teamwork, sharing, responsibility, and unity (**Global Partnership for Education**, 2022).Without doubt, schooling and education, in general, are important agents of change. The education, skills, and information acquired in school help to improve livelihoods, enhanced our

social skills, contribute to social stability, promote child development, improve our societies, and drive long-term economic development. So, whether it is about financial security, commanding respect, family stability or community development, learning and proper schooling, the importance of school cannot be undervalued.

From the foregoing discussions, the public secondary schools in Anambra State however, are educational organizations or institutions owned and managed by the public entities such as the State government, state ministry of education and education management board (for example; the Anambra State Post Primary Schools Service Commission, PPSSC). They are institutions established to prepare students for higher education (Federal Republic of Nigeria, FRN, 2014). The public secondary schools are well-known for their affordable cost, availability and accessibility, diversity, academic and extracurricular opportunities, teacher qualifications, accountability and rendering of certain services, among others (Chen, 2020). They are important academic citadel of learning set up to achieve certain educational goals for sustainable development in the society. Among these educational goals are that, the public secondary schools provide holders of the basic education certificate with opportunities for education of a higher level irrespective of ones gender, social status, religious or ethnic background; offer diversified curriculum to cater for the difference in talents, disposition, opportunities and future roles; provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; provide entrepreneurial, technical and vocational job-specific skills for self-reliance and for agricultural, industrial, commercial and economic development; and inspire students with a desire for self-improvement and achievement of excellence. All these educational goals cannot be effectively achieved without providing a conducive and safe environment for management of the school. As observed by Impoff (2022), the growth of students is parallel to the future of any country or society, which is reflected through the management of quality of the education system, instructions and training provided in the school. It is however, the responsibility of a school to ensure and guarantee students' safety for effective management of the school.

Management as described by Akpakwu (2012) is the coordination of activities in the schools through effective utilization and application of both human and material resources for achievement of educational goals and objectives. All students and staff therefore through effective management, need a safe and supportive school environment in order to academically progress and succeed. Managing a safe school is one where teaching and learning are not distracted; disruptions are minimized; violence, drugs, bullying and fear are not present; students are not discriminated against; expectations for behaviour are clearly communicated; and consequences for infractions are consistently and fairly applied. School safety therefore, has become one of the important matters of discourse in recent times and within the Nigerian States. School safety can be termed as schools and school-related activities where

students are safe from violence, bullying and harassment, and the influence of substance use (National Center on Safe Supportive Learning Environments, NCSSLE, 2022). According to the Goodwin University (2016), school safety techniques encompass all measures taken to combat threats to people and property in education environments. It is equally a one term connected to school health and security, which is defined as the sheltering of students from violence and bullying, as well as exposure to harmful elements such as drugs, diseases, chemical substances, guns and gang activity. Along with other public places, schools are at risk for invasion from outside as well as attacks from students or faculty because of the high traffic of potential assailants and availability of victims. Safe schools promote the protection of all students from violence, exposure to weapons and threats, theft, bullying and harassment of all sorts, the sale or use of illegal substances on school grounds, and other emergencies.

Areas of violence and harmful attacks or practices found within the school environment demanding for school safety as observed by Goodwin University (2016) include; fighting and assault, bullying, victimization, sexual attacks, stealing, theft or robbery, classroom disorder, use of weapons, violent crime, vandalization of properties, delinquent acts, indiscipline, discrimination, among others. For instance, bullying is an example of the lack of physical and emotional safety many students experience. About **25 percent** of teenagers are exposed to hate-related graffiti within school grounds. And during the school year, nearly one out of every **four** students report being bullied – physically, emotionally and verbally. Yet the majority of youth bullied in the school systems do not report it at all. Many stay silent. Many need trusted adults such as – parents, educators, school administrators and other officers, to confide in and to help. Children and youth need help. They need someone to turn to, someone who has the experience and training to handle a potentially dangerous situation properly just like the school administrators and counsellors (Goodwin University, 2016). The National Center on Safe Supportive Learning Environments (NCSSLE, 2022)in the 2008-09 school year, reported that 28 percent of students ages 12-18 were bullied at school. Typically, schools with a positive climate strive to prevent all forms of bullying, including threats, harassment, social isolation, or spreading rumors (particularly toward groups who are at risk of being victims of bullying). The Organization for Economic Co-operation and Development (OECD, 2022) noted that threats to the safety, healthcare delivery and security of people and property can arise from natural hazards – for example earthquake, floods and storms – or from human actions – such as vandalism, arson, terrorist attacks and other violent crimes. While catastrophic events and human tragedies cannot be eliminated entirely, there is a role for facility designers, institutional managers and administrators, emergency response teams, and post-crisis intervention in mitigating their negative impact. A safe and secure environment is a prerequisite for effective teaching and learning. School safety in essence, is directly linked to improved students' learning

and school outcomes. In particular, emotional and physical safety in schools are related to academic performance. At the same time, students who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure and school dropout. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence. This will help students feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers and teachers (Coram Life Education 2014).The characteristics of a safe school in which people should watch for as indicated by the Family Education (2022) includes that such schools focus on students' academic achievement, promote good citizenship and character, support students in making the transition to adult life and the workplace, involve families in meaningful ways, develop links to the community, emphasize positive relationships among students and staff, discuss safety issues openly, help children feel safe expressing their feelings, offer extended day programmes for children, identify problems and assess progress toward solutions, treat students with equal respect, and protect students health and security safety in school. From all this statements, it is important to promote safety in secondary schools in Anambra State. Besides, it is the responsibility of the school administrator to promote safety in school which is necessary for the attainment both instructional objectives and educational goals.

The school administrator being the administrative head and leader that directs and coordinates all curricular and extracurricular activities must ensure students' safety in the school environment. According to Akpakwu (2012), the school administrator also called principal is the chief custodian and one who is at the peak position and helm of affairs. He or she is equally an experienced and seasoned educationist who oversees the day-to-day activities of the secondary school. Being the leader in the school organization, the principal controls both the human affairs and material resources in the school. He or she makes sure that all the staff including teachers performs their specific tasks for accomplishment of goals in the school organization. He or she is primarily responsible for the smooth administration of all aspects of the school's operation. In this regards, managing education including guaranteeing both students and staff safety is also a function of the leadership of the school systems, including secondary schools (Akpakwu, 2012).The school administrator in the secondary school setting is known as the principal. Some of the managerial functions and responsibilities of the principal in the school includes office administrative functions, staff personnel functions or tasks, students' functions, school-community relations functions, school plant functions, instructional roles, school finance to business management functions, health care functions and security functions. While executing all these management functions, the principal employs workable strategies which will lead to school safety for achievement of the above functions. He or she must employ several techniques in order to ensure school safety. School administrators can

reinforce the importance to school safety by creating a caring school community in which adults and students respect and trust each other and all students feel connected, understand expectations, and receive any behavioural and mental health support they need. Generally, some of these techniques as considered and indicated by the Akpakwu (2012), Kazlauskas (2016),National School Boards Association (2018),OECD (2022) and Vigilant Tiger Security (2022) will include managing both school health and enforcing security by securing the perimeter, providing school security fencing, limiting and monitor access points, ensuring areas remain locked, observing the health care protocols, preparing **school emergency plans**, providing emergency communication protocols, considering the presence of school resource officers, local police, and/or security guards. managing visitor access, monitoring the school's interior, facilities and infrastructure, enhancing classroom security, using biometric data such as fingerprints and facial recognition to identify students and staff, using ID cards and/or badges, establishing a two-way communication, prioritizing digital safety and digital surveillance, updating electronic security equipment, hiring professional school security guards, conducting threat and risk assessment, promoting school-community partnerships to enhance safety measures for students beyond school property (police surveillance, neighborhood watch programmes) and developing incident reporting procedures and constant review of school emergency protocols. Others may include limiting the entryways to school buildings, monitoring the school parking lot, monitoring and supervising student's common areas such as hallways, cafeterias, and playgrounds. if possible, mounting video surveillance in these areas to record anything a monitoring person may miss. Developing and updating the school's crisis plan and preparedness training. Creating a safe, supportive school climate that provides school-wide behavioural expectations, caring school climate programmes, positive interventions and supports, psychological and counselling services, and violence prevention programmes. Encouraging students to take responsibility for their part in maintaining safe school environments. Rewarding students who take the initiative to help keep schools safe. Providing students with access to anonymous reporting systems (student hot lines, "suggestion" boxes, "tell an adult" campaigns). Ensuring that all classrooms, including portable and temporary classrooms, have two-way communication with the office.

The Law Insider (2013) opined that **school safety** can be enhanced by the development of a school-wide health, security and disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Given all the above techniques, the secondary school administrators in Anambra State are supposed to promote a healthy and secured safe school environment by deploying effective health care and security safety techniques. The health care safety techniques according to the American School Health Association (ASHA, 2014)refers to comprehensive efforts of developing, implementing, and evaluating services, both within the school and the

community, that provide each and every student with the resources needed to thrive within a healthful environment. A comprehensive school health care safety technique equally incorporates an organized set of policies, procedures, and activities designed to protect and promote the health and well-being of students and staff which has traditionally included health services, healthful school environment, and health education. It should also include, but not be limited to, guidance and counseling, physical education, food service, social work, psychological services, and employee health promotion (National Academy of Sciences, 2016). School health care include, but are not limited to: Nursing and Other Health Services; Health Education; Physical Education; Counseling, Psychological, and Social Services; Nutrition and Appealing School Lunches (ASHA, 2014).Health care safety techniques are therefore prerequisite in the secondary schools in order to monitor and keep both staff and students' health on check at all times for effective management of the school. Such health care safety techniques which are required from the secondary school administrators in Anambra State as indicated by the Federal Ministry of Education (2020)and FRN (2014) includes the use of hand sanitizers and face masks, constant hands washing with detergent and disinfectants, school constant fumigation, avoiding crowded classrooms to avoid spread on diseases, safe distancing and hygiene in schools, setting up school hygiene committees, creating adequate classroom space, use of sustained campaigns, advocacy and sensitization, access to adequate gender-segregated toilet facilities, providing better ventilated and cross-ventilation of classrooms, offices and hostel accommodation, proper food preparation and handling, effective disposal of wastes, sensitization programmes for improvement of health capacity of teachers, ensuring regular toilet cleaning, observing school sanitation regularly, promoting good hygiene practices and protocols like WASH (Water, Sanitation, and Hygiene) including facilities likes soap, hand sanitizers, and girls' dignity kits in schools, staggered use of school facilities, ensuring regular or constant safe water supply in school, providing adequate health care equipment in the school such as school clinics, sickbay, drugs, water points and boreholes, scales for monitoring growth, First Aid box, school Immunization, electricity, among others.

On the other hand, the security safety techniques refer to deploying methods and strategies for the protection of individuals, organizations, and properties against external threats that are likely to cause harm. It is clear that security is generally focused on ensuring that external factors do not cause trouble or unwelcome situation to the organization, individuals, and the properties within the premises (Mubita, 2021).Educational environments however, must be safe and secured spaces for learners, teachers, non-teaching staff and the local community. Therefore, it is necessary to manage school security safety properly using various techniques in order to prevent accidents and incidents, creating an environment in which physical, emotional and social well-being is highly promoted. Important security safety techniques required from the administrators for effective management of the school

as indicted by the Federal Ministry of Education (2020) and Kazlauskas (2016)will include providing adequate school security guards in school to constantly monitor students' common areas like playground, etc; mounting CCTV cameras at every corner to checkmate activities going on in school; knowing the visitor the comes into the school; securing perimeters in school; educating staff and students on emergency procedures; providing security lighting along footpaths, playgrounds and especially in car parks to ensure no falls or unsavory characters taking advantage of students and staff alike; organizing school personnel sensitization programmes with other preventive measures for school security; providing security fence; and use of effective guidance and counselling care services. From the above discussions, given the present situation of health and insecurity challenges affecting the management of schools all over the Nigerian federation, the present focused mainly on the school administrators' health care and security safety techniques. A look at the management of the public secondary schools in Anambra State showcases that effective delivery of health care and security safety in the public secondary schools seems to have been quite a difficult task and challenging. Many of these public secondary schools lack the requisite health care and security safety facilities which will lead to achievement of this course. Also, many school administrators have not shown keen interest in areas of providing effective health care and security safety delivery. This poor situation which greatly affects the management of the school; therefore, calls on determining the principals' safety techniques for management of schools. Several empirical studies have been conducted in the aspects of school health care safety and security safety; but all these studies have their own findings, differences and shortcomings necessitating the present study. The studies of Alafin, Adesegun, Izang and Alausa (2019), Jiya, Jiya, Ibitoye, Umar, Baba, Adamu and Isezuo (2020), Ilesanmi and Afolabi (2021) and Olatunya, Oseni, Olaleye, Olatunya, Akani and Oyelami (2015) reported poor and inadequate strategies/techniques and health care measures were deployed in providing health care service delivery in the schools. Geyin (2007) study reported that 90% of teachers do not have any training on security safety and the school physical conditions were not adequate, as well. Ike (2015) study indicated that some security devices for the improvement of security situations as well as the emergency response plans for managing security in public secondary schools were not available in most schools. However, it is upon this background that the present study sought to investigate and find out administrators' safety techniques for management of public secondary schools in Anambra State.

STATEMENT OF THE PROBLEM

The public secondary schools in Anambra State are very instrumental to students' all-round development. It has also been widely accepted that the school (whether public or private institution) provides a learning process which is instrumental in shaping an individual's personality and the way such individual deals with the situations of life. The public secondary school through quality management must therefore facilitate the

cultivation of promoting a healthy and safe environment in order to enhance students' learning. Today, safety issues as regards to lack of effective health care delivery and insecurity issues inhibiting the management of public schools has become a major challenge and matter of discourse by all stakeholders in the Nigerian educational institutions. A school health care and security safety breach can affect the lives of students, teachers, staff and parents. It endangers those present in the building learning quality and increases the risk of lawsuits. It is the school administrator's responsibility to protect students and staff and also to keep the learning environment safe deploying several techniques. But preliminary observations from the public secondary schools in Anambra State shows that health care delivery and security safety in the public secondary schools in Anambra State has become worrisome owing to the lack of hygiene practices, external threats and interferences coupled with high level of indiscipline found in the schools which makes management of the public secondary schools in the State difficult. This poor situation has kept both students and staff worried about safety of their lives and properties within the school environment. In a bid to fill this gap concerning the poor situation in delivery of health care and security safety in school, thus, the need to determine administrators' safety techniques for management of public secondary schools in Anambra State, which has equally become the problem of this present study.

PURPOSE OF THE STUDY

The purpose of this study was to examine administrators' safety techniques for management of public secondary schools in Anambra State. Specifically, the study sought to ascertain:

1. The administrators' health care safety techniques for management of public secondary schools in Anambra State.
2. The administrators' security safety techniques for management of public secondary schools in Anambra State.

RESEARCH QUESTIONS

The following two research questions guided the study;

1. What are the administrators' health care safety techniques for management of public secondary schools in Anambra State?
2. What are the administrators' security safety techniques for management of public secondary schools in Anambra State?

METHODS

A descriptive survey research design was adopted for the study. The design was employed to enable the researchers carry out a field investigation concerning the study by using a questionnaire to retrieve information from a sample of public secondary school administrators (that is; principals) out of their large population in Anambra State. Information gathered thereafter were collated and the mean statistics was used

to analyzed data in order to reveal the findings and then, conclude the study. Population for the study comprised 259 public secondary school principals within the six education zones in Anambra State. Sample size of the study consisted of 181 principals selected out of the entire principals' population from the 6 education zones at 70% (percent) using the stratified random sampling technique. A 21-item researcher-developed questionnaire which was structured on a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD); and also titled "Administrators Safety Techniques Questionnaire (ASTQ)" was the main instrument for data collection. Construction of this research instrument was guided by the purpose of the study, research questions and several literatures consulted. The research instrument was face validated by three experts. Two of these experts were from the Department of Educational Management and Policy, and one Measurement and Evaluation expert from the Department of Educational Foundations, Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. These experts made useful corrections on the questionnaire in terms of the sentence construction, suitability and clarity, which were incorporated before the final print out of the research instrument. Reliability of the research instrument was established through a pilot-test carried out on a sample of 10 public secondary school principals from 10 public schools in Anambra State, which were not part of the studied areas. Scores obtained after the pilot test was measured using Cronbach Alpha statistics which gave coefficient reliability value of 0.85 and 0.90 for the two clusters respectively, and were added up to give an overall internal consistency reliability value of 0.88, showcasing that the instrument was reliable to collect the necessary data for the study. Method of data collection was through a face to face and direct contact with the respondents engaging the services of six research assistants who were representatives from each of the 6 education zones sampled in the study. Data collated were analyzed using mean scores and standard deviation. The decision rule for taking decisions on the items on the questionnaire which was rated at 2.50 was that any mean score which rated at 2.50 and above was an indication of agree (A). Any mean score that rated below 2.50 was an indication of disagree (D).

RESULTS

Research Question 1: What are the administrators' health care safety techniques for management of public secondary schools in Anambra State?

Table 1: Mean Scores and SD Ratings of Principals on Administrators' Health Care Safety Techniques for Management of Public Secondary Schools in Anambra State

N = 181 School Administrators (that is, principals)

S/N	The following are the health care safety techniques deployed for management of your school	SA	A	D	SD	X	SD	Decision

1.	Enforcing good personal hygiene practices such as use of hand sanitizers, face masks to avoid spread of diseases, safe distancing in the classrooms, constant hands washing with soaps and detergents	23	39	60	59	2.14	1.01	**Disagree**
2.	Making adequate provision of sanitary facilities disinfectants, detergents, water to clean all corners in the school, wash hand basins, waste bins in the classrooms including at all corners of the school premises, incinerators for appropriate disposal of waste	12	20	63	86	1.77	0.89	**Disagree**
3.	Providing adequate water points and borehole at different locations of the school	19	24	48	90	1.85	1.01	**Disagree**
4.	Constant bush clearing together with fumigation of the school compound	25	18	76	62	2.03	1.00	**Disagree**
5.	Establishing school hygiene committee for effective health care delivery in the school	33	25	71	52	2.22	1.05	**Disagree**
6.	Providing easy access to gender-segregated toilet facilities for male and female gender in the school	20	38	66	57	2.12	0.98	**Disagree**
7.	Constant organization of sensitization programmes included sustained campaigns or advocacy programmes for both staff and students in order to promote a healthy school environment	24	37	80	40	2.25	0.95	**Disagree**
8.	Ensuring the provision of well-equipped school clinic or sickbay	31	16	60	74	2.02	1.09	**Disagree**
9.	Observing good health care protocols such as WASH (Water, Sanitation, and Hygiene)	15	29	48	89	1.83	0.98	**Disagree**
10.	Ensuring that adequate medical personnel are available at all times in the school	27	30	79	45	2.22	0.98	**Disagree**
11.	Making adequate provision for well-equipped First Aid boxes to handle emergency cases in school	36	22	45	69	2.14	1.13	**Disagree**
12.	Promoting immunization in school	21	30	55	75	1.98	1.02	**Disagree**
13.	Ensuring that very efficient food vendors operate within the school environment	28	26	63	64	2.10	1.05	**Disagree**
	Overall Mean Score =					**2.05**	**1.02**	**Disagree**

Analysis from Table 1 above on the respondents' responses(that is, the public secondary school principals) reveal that all the items from 1 to 13 were rated below 2.50 of the acceptable mean score by the school administrators (principals) disagreeing with these items. None of these items was rated above 2.50 of the acceptable mean score in order to agree with these statements. The overall mean score and standard deviation of 2.05 and 1.02, showcases closeness in the responses of all the respondents. This analysis therefore indicates that majority of the school reacted negatively to all the items on the table. However, this result shows that the public secondary school administrators did not make sufficient use of health care safety techniques for management of public secondary schools in Anambra State. The public secondary school administrators' deployment of the health care safety techniques for management of public secondary schools in Anambra State was poor.

Research Question 2: What are the administrators' security safety techniques for management of public secondary schools in Anambra State?

Table 2: Mean Scores and SD Ratings of Principals on Administrators' Security Safety Techniques for Management of Public Secondary Schools in Anambra State

N = 181 School Administrators (that is, principals)

S/N	The following are the security safety techniques employed for management of your school	SA	A	D	SD	X	SD	Decision
14.	Providing adequate able-bodied security guards in school to constantly monitor students' common areas like playground, pathways, dark/lonely corners, etc	13	25	59	84	1.82	0.93	**Disagree**
15.	Mounting CCTV cameras at every corner to checkmate activities going on in school	23	20	67	71	1.97	1.01	**Disagree**
16.	Efficiently checkmating on every visitor that comes into the school premises	27	23	84	47	2.17	0.98	**Disagree**
17.	Consistency in securing school perimeters	15	25	77	64	1.95	0.91	**Disagree**
18.	Constantly arranging security sensitization programmes to education both staff and students on security emergency procedures	18	34	61	68	2.01	0.98	**Disagree**
19.	Providing adequate security lighting along footpaths, playgrounds including car parks	29	22	50	80	2.00	1.10	**Disagree**
20.	Providing well-constructed security fence all around the school environment	19	46	78	38	2.25	0.91	**Disagree**

21.	Constant use of effective guidance and counselling care services to also handle security matters	13	3 9	70	59	2.03	0.91	**Disagree**
	Overall Mean Score =					**2.03**	**0.97**	**Disagree**

Analysis from Table 2 above on the respondents' responses(that is, the public secondary school principals) reveal that all the items from 14 to 21 were rated below 2.50 of the acceptable mean score by the school administrators (principals) disagreeing with these items. None of these items was rated above 2.50 of the acceptable mean score in order to agree with these statements. The overall mean score and standard deviation of 2.03 and 0.97, showcases closeness in the responses of all the respondents. This analysis therefore indicates that majority of the school reacted negatively to all the items on the table. However, this result shows that the public secondary school administrators did not make sufficient use of security safety techniques for management of public secondary schools in Anambra State. Their deployment of the security safety techniques for management of public secondary schools in Anambra State was poor.

DISCUSSION OF FINDINGS

The findings of this study revealed that the public secondary school administrators' deployment of the safety techniques for management of public secondary schools in Anambra State was inadequate. This finding further indicated that the school administrators did not make sufficient use of the health care and security safety techniques for management of public secondary schools in the Anambra State. It was further discovered through one of the findings that the public secondary school administrators did not make sufficient use of health care safety techniques for management of public secondary schools in Anambra State. However, the deployment of the health care safety techniques for management of public secondary schools in Anambra State was poor in areas such as in; enforcing good personal hygiene practices such as use of hand sanitizers, face masks to avoid spread of diseases, safe distancing in the classrooms, constant hands washing with soaps and detergents; making adequate provision of sanitary facilities disinfectants, detergents, water to clean all corners in the school, wash hand basins, waste bins in the classrooms including at all corners of the school premises, incinerators for appropriate disposal of waste; providing adequate water points and borehole at different locations of the school; constant bush clearing together with fumigation of the school compound; establishing school hygiene committee for effective health care delivery in the school; providing easy access to gender-segregated toilet facilities for male and female gender in the school; constant organization of sensitization programmes included sustained campaigns or advocacy programmes for both staff and students in order to promote a healthy school environment; ensuring the provision of well-equipped school clinic or sickbay; observing good health care protocols such as WASH (Water, Sanitation, and

Hygiene); ensuring that adequate medical personnel are available at all times in the school; making adequate provision for well-equipped First Aid boxes to handle emergency cases in school; promoting immunization in school; and ensuring that very efficient food vendors operate within the school environment. Since it has been proven by this 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 in Anambra State. This means that the health care safety delivery in schools were not adequately provided and instituted in the public secondary schools in Anambra State.

This present study finding corroborates and agrees with the studies of Alafin, Adesegun, Izang and Alausa (2019), Jiya, Jiya, Ibitoye, Umar, Baba, Adamu and Isezuo (2020), Ilesanmi and Afolabi (2021) and Olatunya, Oseni, Olaleye, Olatunya, Akani and Oyelami (2015)which found out 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. There was the need to urgently improve health technique services in schools in Sokoto town. It was also therefore found out in this previous study the main treatment facilities were first aid box 47(88.7%) and essential drugs 37(69.8%). Availability of essential drugs was significantly (p=0.02) higher in private schools. Care of emergency illness or injury was mainly 45(84.9%) via first aid treatment with no records kept in 26(49.1%) of the schools. Method of controlling communicable diseases was mainly 40(75.5%) by sending children home, and significantly higher (p=0.01) in private schools. Only 12(22.6%) schools provided school meals. 31(58.5%) schools scored below minimum acceptable score and there was no difference (p=0.4) between the scores of the public and private schools. 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) study which 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 the school.

The finding of this present study further indicated that the public secondary school administrators did not make sufficient use of security safety techniques for management of public secondary schools in Anambra State. This finding showed that the public secondary school administrators deployment of the security safety techniques for management of public secondary schools in Anambra State was poor in such areas as in; providing adequate able-bodied security guards in school to constantly monitor students' common areas like playground, pathways, dark/lonely corners, etc; mounting CCTV cameras at every corner to checkmate activities going on in school; efficiently checkmating on every visitor that comes into the school premises; consistency in securing school perimeters; constantly arranging security sensitization programmes to education both staff and students on security emergency procedures; providing adequate security lighting along footpaths, playgrounds including car parks; providing well-constructed security fence all around the school environment; and constant use of effective guidance and counselling care services to also handle security matters. The above poor situation discovered through this finding, which equally showcases that the school administrators' use and deployment of security safety techniques was poor, then, becomes threatening and challenging towards effective management of public secondary schools in Anambra State. This means that the security safety delivery in schools were not adequately provided and instituted in the public secondary schools in Anambra State. This finding corroborate and concurs with Geyin (2007) study which found out that 90% of the teachers did not have any training on security safety and also the school physical conditions were not adequate, as well. This finding reported inadequate deployment of security safety techniques in the schools investigated. The present study finding also corroborates with Ike's (2015) study which found out that some security devices for the improvement of security situations as well as the emergency response plans for managing security in public secondary schools were not available in most schools. The findings of the study also indicated that it is acceptable to have staff and student identity cards, staff code of conduct and conflict resolution management programmes to help the staff as well as the students know how to resolve their disputes. The finding also reported that there is need to apply adequate security techniques and measures such as having constant searches of student's lockers and boxes to seize weapons and dangerous objects from the students.

CONCLUSION

In this present time, school safety which incorporate the health care safety and security safety have become the most turbulent issues affecting effective management of the Nigerian education system which also includes the management of public secondary schools in the country. For effective teaching and learning environment to be established especially in the public secondary schools in Anambra State, adequate attention and focus must be directed to matters concerning school safety. As regards to this statement, the public secondary school administrators must deploy and provide

adequate health care and security techniques so as to effective manage their schools. Moreover, this present study submits and equally concludes that the public secondary school administrators' deployment of the safety techniques for management of public secondary schools in Anambra State was inadequate. These means that they did not make sufficient use of the health care and security safety techniques for management of public secondary schools in the Anambra State. Hence, this present situation existing in Anambra State public secondary schools have called up for the recommendations made below.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made;

1. Anambra State government working together with the Post Primary Schools Service Commission (PPSSC) and the State Ministry of Education should ensure that the school administrators deploy and use effective health care safety techniques through adequate funding of the health care programmes in school, constant supervision health care practices in schools and mobilization of health care facilities which is necessary for the management of the public secondary schools in the State.
2. School administrators should liaise with the security agencies in order to beef up school security and likewise deploy other security techniques such as devising means to monitor the in-flow of visitors in the school, mounting of CCTV cameras at every corner of the school to monitor movement of school personnel, constant use of identity cards by every member of the school, among others, which will enhance effective management of the public secondary schools.

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