

**STAKEHOLDERS' PERCEPTION OF HEALTH SAFETY MEASURES AND
SECURITY OF SCHOOL FACILITIES ON THE MANAGEMENT OF TEACHING AND
LEARNING IN PUBLIC SECONDARY SCHOOLS, KADUNA STATE, NIGERIA**

¹JIBRIL ZUBAIRU & ²DR. M.M. IBRAHIM

**^{1&2}Department of Educational Foundations and Curriculum
Faculty of Education,
Ahmadu Bello University, Zaria**

Abstract

This study was on Stakeholders' Perception of Health Safety Measures and Security of School Facilities on the Management of Teaching and Learning in Public Secondary Schools, Kaduna State, Nigeria. Two objectives in line with research questions and hypotheses were formulated. A total of 370 respondents were sampled from the total population of 9070, through the use of research advisor (2006). Structured questionnaire was used to collect data from the respondents. The data collected were analyzed using weighted means to give the responses of respondents to the research questions. The null hypotheses were tested using One Way Analysis of Variance (ANOVA) at 0.05 alpha level of significance. Findings of the study were that: provision of health safety measures directly improved the management of teaching and learning in public secondary schools in Kaduna State This was supported by p value of 0.075. Provision of school facilities enhanced the management of teaching and learning in public secondary schools in Kaduna State. This was supported by p value of 0.063. It was recommended among others that all secondary schools in Kaduna state should be fortified with health safety measures because it has direct impact on the proper management of teaching and learning.

Keywords: Stakeholders' perception, health safety measures, security and management of teaching and learning.

Introduction

Safety and security represent many things and are vital to smooth running of every man's day-to-day activities. Globally, safety and security lie at the heart of the prosperity of any nation. The importance of safety and security is because it safeguards us from harm, be it physically or non-physically. Safety is a basic human need, an inalienable right and the foundation of security. Also, the need for safety was acknowledged as a basic human need by Abraham Maslow in his "Hierarchy of Need" in the year 1943. Without safety people cannot function or be productive, businesses will not grow and new businesses will not open. Safety is the foundation of security and it is often the first thing we all strive for in life.

In Nigeria, the state of insecurity has become rampant in recent times, with the growing concern about terrorism, kidnapping, banditry and many other threats. This has contributed substantially to the economy ruin of the country where more and more places are becoming terrorist destinations and school environments are not in exception. Insecurity has led to the closure of many schools in Nigeria.

Generally, nothing goes well in an insecure environment and particularly, learning environment that is characterized by insecurity would not only threaten effective learning by affecting the behavior and interaction of both learners and teachers but it is also liable of exacerbating other factors such as the destruction of available facilities, scaring qualified teachers/trainers and learners away and causing shortage of resourceful materials (Isaac, 2022). Insecurity can be best controlled by good neighborhood collaborations among various stakeholders. Stakeholders such as national government and school administrators should ensure that once children are in schools they are protected. They should be assured that they are safe in order to concentrate on education along with their teachers. The education sector has so many stakeholders. These are individuals who are investing in the welfare and the success of the school and the students at large. The stakeholders include staff members, parents, students, families, community members, local leaders and school maintenance board (Mwenga, 2018)

The constitution of the Federal Republic of Nigeria 1999, guarantee safe and security of schools. Section 18(1) read together with section 14(2)(b) of the constitution forms the bedrock of security and safety in Nigerian schools. The section 18(1) obliges the government to direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels while section 14(2)(b) provides that security and welfare of the people shall be primary purpose of government. These two constitutional provisions are the foundations upon which security and safety in Nigeria are resting. Besides this, the African Charter on Human and Peoples Rights (Ratification and Enforcement) act is another legal norm relevant to safety and security in schools in Nigeria.

The act makes provisions that the right to education be enjoyed in a favorable and conducive environment suitable to the development of both learners and teachers, as well as everybody else (Education in Emergency Working Group in Nigeria, EIEGN, 2007). The Universal Basic Education Act (2004) makes provisions that education should be enjoyed in a safe and protected environment. There are other policy initiatives adopted by Nigerian government to ensure security and safety of learners, teachers and staff in schools. Some of these policies are: Child Right Act (2003) applies only in Abuja, Safe school initiative launched in 2014, to help and protect education following the abduction of Chibok girls. The safe schools Declaration of Geneva 2015 endorsed by the Minister of Education 8th March 2018 approved Federal Executive Council (FEC) on March 20th, 2019 and signed into law by the President Buhari in December 2019. These legal provisions and policies formed the basis of safety and security in Nigeria schools, that effective teaching and learning can only take place in conducive, favorable and well protected environment.

In spite of all these legal provisions and policies, the rate of insecurity, kidnapping, vandalism and various forms of terrorists attack is becoming very alarming and students are at risk of exploitation in the schools. The incidence of insecurity, war and political instability has become the order of the day which exposed men and women, young and old to various forms of danger. Such precarious and dangerous situations have become highly prevalent in our schools. Indeed the whole world is becoming very dangerous and frightening. Confusion and chaos intermittently occur in various places thereby causing emergency situations in our schools and homes. In such a situation, there is need for serious security education in schools. Our students and teachers should be trained on how to secure and protect themselves from danger. In some schools, intruders roam about the

environment and the premises without any control. They easily gain access to the schools and therefore put the children and teachers at great risk.

Its right to say effective teaching and learning can take place only in a safe and secure environment. Indeed, every community want such an environment for its children. However, various studies in recent years have shown that the schools are not safe for the students and for the school personnel any more due to some problem threatening school security. Montee (2008), states that schools are faced with numerous issues involving school safety. From preparing for natural disaster, to preventing school from violence and protecting students from illness, school administrators are seen responsible for ensuring that students are safe at schools. School safety should encompass the total environment, including learners, classrooms, the school campus, educators, parents and the community. School safety according to Asodike and Nwabueze (2017) is a situation whereby the teachers and learners feel at home, develop confidence, maintain a positive state of mind, and do not show any signs of withdrawal from the school, but work towards the achievement of their personal goals. Safety can also be seen as the freedom from danger, hazards and unnecessary risks. The school environment can be better understood as the sum total of all feature of a school that create effective teaching and learning spaces in schools. Thus spaces that aimed at not only safety and security but effective and productive education and achievement of schooling goals. The school physical environment comprises of school building and its content including the physical structures and infrastructure, the site on which the school is located and the surrounding environment (Wargo, 2004).

The school psychological environment encompasses the attitude, feelings, values and behaviours of learners and staff and is reflected in the physical and psychological safety, positive interpersonal relationships, recognition of individual's needs and successes, support for building of self-esteem in learners and staff and support for learning

(Henderson and Rowe, 1998). In essence, the safety and security of the school environment entails that the schools physical spaces provide usable, well maintained and safe facilities, which most importantly, prevent injuries and provide safety and security to the students, teachers and staff in school.

School security is the establishment and maintenance of protective measure that ensure a state of inviolability from hostile act or influences (Aryu, 2000). That is to say safety measures are to be reinforced to keep the school stakeholders and the environment free from harm and danger. The safety measures can be provision of effective health facilities and infrastructural facilities. Promoting and providing a supportive learning environment in which all learners and every member of school community are expected to feel safe is an essential function of all schools. There appear to be safety security threats across secondary schools in several places including Kaduna state. There is also evidence that adequate measures are not effectively been put in place to check the threats. These create the need to explore ways of improving security and safety measures in secondary schools with a view of making the environment more conducive for teaching and learning.

Statement of the Problem

School safety and security continue to be major issues demanding attention among various stakeholders' worldwide and Nigeria in particular, where so many factors are inhibiting access to

education and these may negatively affect the safety and security of the learners, staff, facilities and school ground among others. These factors are robbery, violence, physical and humiliating punishment, fire, flood and other natural disaster, cyber bullying, child abuse and neglect, exploitation, abduction/kidnapping, trafficking, drug abuse, school attacks among others (EIEGN, 2007). These portray schools as unsafe environments. It is generally believed that, school principals and teachers are saddle with the responsibilities to ensure students safety while learning. The roles saddled by the educators illustrate the importance of collaborative efforts regarding ensuring of a safe school environment.

In Nigeria, Nduka (2021) reported that more than six hundred (600) students were abducted from schools in the North-Western part of the country. About 300 students were abducted in Government Girl Science Secondary School in Jangebe, Zamfara state on 26th February, 2021, which ended with their release. 27 students were also abducted on 17 February, 2021 from Government Science College Kagara, Niger State. There was also the kidnapping of 3 teachers in Birnin Gwari local government by the bandits on 16th March, 2021. Suspected bandits also attempted an attack in Government Secondary School

Ikara where they targeted about 307 students in the Ikara local government area on 14th March, 2021, luckily the student's use the available security warning system on the ground to report to security forces within the area and fortunately respond immediately to the situation and no student is missing. Some of these attacks have led to the closure of schools till further notice, loss of lives and the destruction of school facilities. A look at some secondary schools in Kaduna State shows that schools have no effective medical facilities, classrooms have no doors, windows and burglary proof while the roofs have leakages, some of the classroom floor are very rough, with broken desks and seat. With no electricity supply, light, fans installed are constantly vandalized. This may be as a result of no any measures put in place for ensuring the safety and security of the school facilities.

Objectives of the Study

The following objectives were formulated to guide this study:

1. Find out the stakeholders' perception of health safety measures on the management of teaching and learning in public secondary schools in Kaduna state.
2. Find out the stakeholders' perception of measures adopted on improving the security of school facilities on the management of teaching and learning in public secondary schools in Kaduna state

Research Questions

The following research questions were asked:

1. What is the stakeholders' perception of health safety measures on the management of teaching and learning in public secondary schools in Kaduna state?
2. What is the stakeholders' perception of measures adopted on improving the security of school facilities on the management of teaching and learning in public secondary schools in Kaduna state?

Research Hypotheses

The hypotheses of the study are formulated below:

Ho₁: There is no significant difference in the opinion of principal, teachers, students and supervisors of health safety measures on the management of teaching and learning in public secondary schools in Kaduna state.

Ho₂: There is no significant difference in the opinion of principal, teachers, students and supervisors of measures adopted for improving the security of school facilities on the management of teaching and learning in public secondary schools in Kaduna state.

Methodology

Descriptive survey design was used in this study. The target population was 9070 which comprises of 406 principals, 7632 teachers, 189 supervisors and 830 senior secondary school students within the (23) local government areas in Kaduna State. The sample of this study was 370 respondents comprising of 294 teachers, 24 principals, 16 supervisors and 36 students. The selection conforms to the research advisors (2010) specification table. Purposive sampling technique was used to target students’ representatives (head boys and head girls), while proportionate sampling technique was used to select the sample of teachers, supervisors and principals within the study area.

The instrument for data collection was a researcher developed questionnaire on Stakeholders’ Perception of Security and Safety Measures on the Management of Teaching and Learning designed based on the objectives of the study. The instrument was validated by the researcher’s supervisor in Educational Administration and Planning, Language and measurement and evaluation units to ascertain the clarity, usability and suitability. The internal consistency of the instrument was determined using the Cronbach’s Alpha to testing the reliability of the instrument. A reliability coefficient of 0.76 was found. Weighted mean of 3.0 was used to analyze the respondents response to the research questions for agree and a score of less than 3.0 was set for disagree. One way Analysis of Variance (ANOVA) was used to test hypotheses at 0.05 level of significance.

Result

Research Question One: What is the Stakeholders’ Perception of Health Safety Measures on the Management of Teaching and Learning in Public Secondary Schools in Kaduna State?

Table 1: Mean Score of Respondents on Stakeholders’ Perception of Health Safety Measures on the Management of Teaching and Learning in Public Secondary Schools in Kaduna State

S/N	Item statement	Respondent	A	U	D	SD	N	MEAN
1	Provision of conducive and clean environment for effective management of teaching and learning in public secondary schools	Principals 3	15	-	13	-	24	3.8
		Teachers 6819	-	16	17	294	4.4	
		Supervisors 5	2	-	3	4	16	3.9
		Students 15	6	-	10	1	36	4.0

2	Construction of well ventilated classroom to reduce the incidence of serious health problems among students for better teaching and learning	Principals	6	15	1	-	2	24	3.8
		Teachers	78	16	7	29	57	294	4.3
		Supervisors	2	5	-	2	4	16	3.3
		Students	13	6	-	2	7	36	3.0
3	Provision of trained health practitioner to attend to students	Principals	56	1	4	8	24	3.9	
		Teachers	81	51	10	42	294	4.8	
	basic health challenges promotes effective management of teaching and learning	Supervisors	6	8	-	11	-	16	3.2
		Students	10	16	-	0	-	36	4.4
						4		10	
4	Provision of gender sensitive clean toilet facilities creates an enabling environment for effective management of teaching and learning	Principals	10	1	-	10	3	24	3.9
		Teachers	82	48	-	15	29	294	4.0
		Supervisors	10	2	-	4	-4	16	3.3
		Students	5	14	-	4	-	36	3.5
5	Provision of water supply for drinking and washing creates an enabling environment for effective management of teaching and learning	Principals	6	4	-	110	4	24	3.0
		Teachers	50	17	-	47	20	294	3.2
		Supervisors	5	5	-	6	2	16	3.6
		Students	13	3	-	3	10	36	3.6
6	Provision of disposable towel, tissues, linens, wipes, syringes, cotton wool promote conducive environment for effective management of teaching and learning	Principals	6	7	1	8	8	24	3.7
		Teachers	78	15	7	20	37	294	3.4
		Supervisors	2	6	-	2	6	16	3.6
		Students	3	14	-	12	7	36	3.4
7	Provision of designated room, furniture, medical storage, cabinets and refrigerators to reduce the incidence of serious health problems promotes effective management of teaching and learning	Principals	2	4	-	110	2	24	3.6
		Teachers	50	14	-	77	20	294	4.2
		Supervisors	3	5	-	1	1	16	3.2
		Students	10	11	-	6	10	36	4.3
8	Provision of first aid box for immediate medical treatment during emergency situation improves effective management of teaching and learning	Principals	6	6	-	10	-	24	4.1
		Teachers	68	12	-	86	17	294	3.9
		Supervisors	5	2	-	3	4	16	3.8
		Students	10	6	-	4	5	36	3.4

9	Presence of hand washing points scattered around the school compound improve students and staff health creates better environment for effective management of teaching and learning	Principals	6	8	4	4	2	24	3.9
		Teachers	53	14	1	77	11	294	4.8
		Supervisors	5	2	-	6	2	16	3.2
		Students	13	3	-	1	10	36	4.4
10	Provision of medical history files for students provide record of their health challenges for improving better teaching and learning	Principals	6	14	-	12	2	24	3.7
		Teachers	10	65	-	11	11	294	4.6
		Supervisors	0	3	-	6	2	16	4.1
		Students	9	10	-	2	10	36	3.9

Aggregate mean = 3.8

Table 1 shows the responses of respondents on the stakeholders' perception of health safety measures on the management of teaching and learning in public secondary schools in Kaduna state. Item 1 was on whether provision of conducive and clean environment for effective management of teaching and learning in public secondary schools. The responses showed that principals had mean score of 3.8, teachers 4.4, supervisor 3.9 and students 4.0 which indicates acceptance of the item statement by the respondents. Item 2 was on whether the Construction of well ventilated classroom to reduce the incidence of serious health problems among students for better teaching

and learning. The responses revealed the mean score of 3.8, 4.3, 3.3 and 3.0 for principals, teachers, supervisors and students respectively, which implies acceptance. Item 3 had 3.9, 4.8, 3.2 and 4.4, as the mean score for principals, teachers, supervisors and students accordingly, implying that Provision of trained health practitioner to attend to students basic health challenges promotes effective management of teaching and learning. The item statement was accepted. Item 4 was accepted by the respondents with the mean score 3.8, 4.2, 3.2 and 3.5 respectively. Item 5 was further accepted by the respondents with the mean score of 3.0 for principals 3.2 for teachers, 3.6 supervisor, and 3.3 for students. Item 6 had the mean score 3.7, 3.4, 4.6 and 3.4 for principals, teachers, supervisors and students accordingly, implying acceptance of the item statement. Item 7 was also accepted by all the respondents with the mean score of 3.6, 4.2, 4.2 and 4.3. Item 8 further revealed that principals had 3.9, teachers had 4.8 supervisors had 3.2 and students had 4.4 as their mean score. Item 9 had mean score of 3.9, 4.8, 3.2 and 4.4 for head teachers, teachers,

supervisors and students. Item 10 showed that principals had 3.7, teachers had 4.6, supervisors had 4.6 and students had 3.9.

By this analysis, it was established that the provision of health safety measures directly improved the management of teaching and learning in public secondary schools in Kaduna State. **Research Question Two:** What is the Stakeholders' Perception of Measures of Adopted on Improving the Security of School Facilities on the Management of Teaching and Learning in Public Secondary Schools in Kaduna State?

Table 2: Mean Score of Respondents on Stakeholders' Perception of Measures of Adopted on Improving the Security of School Facilities on the Management of Teaching and Learning in Public Secondary Schools in Kaduna State

S/ N	Item statement	Responde nt	SA	A	U D	D	SD	N	MEA N
11	Adequate supervision of facilities create a cohesive environment for effective management of teaching and learning	Principals	6	7	1	8	8	24	4.1
		Teachers	78	11	7	57	37	29	4.0
		Supervisor s	2	5	-	2	6	4	3.4
		Students	3	6	-	12	7	16	3.3
12	Keeping inventories of school facilities create an enabling environment for effective management of teaching and learning	Principals	2	4	-	110	2	24	4.1
		Teachers	50	14	-	77	20	29	4.1
		Supervisor s	3	5	-	8	2	4	3.9
		Students	10	3	-	6	10	16	4.1
13	Building school safety expectations into school programme create an enabling environment for better teaching and learning	Principals	3	6	-	13	-	24	3.4
		Teachers	68	12	-	86	17	29	3.7
		Supervisor s	5	2	-	3	4	4	4.3
		Students	10	6	-	4	5	16	3.6
14	Building a network of parents and community volunteers in the school compound for easy communication enhance better teaching and learning s	Principals	2	8	4	8	2	24	3.9
		Teachers	53	42	1	177	11	29	4.8
		Supervisor s	5	3	-	6	2	4	3.2
		Students	13	12	-	1	10	16	1.7
15	Having a model of school safety plan create a conducive environment for effective management of teaching and learning s	Principals	6	4	-	110	4	24	4.0
		Teachers	100	65	-	116	11	29	1.8
		Supervisor s	5	3	-	6	2	4	3.7
		Students	13	10	-	3	10	16	1.9

		Students						36
16	Establishing security audits for checking damaged equipment and facilities that needs repairs promotes effective management of teaching and learning	Principals	4	4	-	212	4	24 2.9
		Teachers	135	10	-	65	29	29 3.0
		Supervisors	4	7	-	4	-	4 2.3
		Students	10	8	-	10	10	16 2.3
		Students		6				36
17	Training programmes for educators and principal on school safety and crisis response enhances effective management of teaching and learning	Principals	4	16	-	2	2	24 3.9
		Teachers	85	13	-	74	9	29 4.0
		Supervisors	5	5	-	4	-	4 3.6
		Students	13	7	-	3	-	16 1.8
		Students		20	-			36
18	Improving emergency equipment creates an enabling environment for effective management of teaching and learning	Principals	5	5	5	14	-	24 3.1
		Teachers	70	10	-	110	13	29 4.1
		Supervisors	5	0	-	4	2	4 1.4
		Students	7	5	-	4	-	16 1.4
		Students		25	-			36
19	Provision of scanner for checking fake identification card to the users of school facilities creates an enabling environment for effective management of teaching and learning	Principals	9	7	3	5	-	24 4.0
		Teachers	59	15	5	20	52	29 4.0
		Supervisors	7	7	-3	2	4	4 3.1
		Students	10	3		12	-	16 3.2
		Students		11				36
20	Provision of well-cared facilities, furniture and equipment, clean toilets, water and green environment enhances effective management of teaching and learning	Principals	7	6	2	1	8	24 3.7
		Teachers	90	12	-	-	79	29 4.4
		Supervisors	1	4	-	1	4	4 3.6
		Students	20	10	-	5	6	16 4.4
		Students		5	-			36

Aggregate Mean = 3.2

Table 2 shows the responses of respondents on the stakeholders' perception of measures of adopted on improving the security of school facilities on the management of teaching and learning in public secondary schools in Kaduna state. Item 11 was on whether adequate supervision of facilities creates a cohesive environment for effective management of teaching and learning. The responses showed that principals had mean score of 4.1, teachers 4.0, supervisor 3.4 and students 3.3 which indicates acceptance of the item statement by the respondents. Item 12 was on whether Keeping inventories of school facilities create an enabling environment for effective management of teaching and learning. The responses revealed the mean score of 4.1, 4.1, 3.9 and 4.1 for principals,

teachers, supervisors and students respectively, which implies acceptance. Item 13 had 3.4, 3.7, 4.3 and 3.6, as the mean score for principals, teachers, supervisors and students accordingly, implying that Provision of trained health practitioner to attend to students basic health challenges promotes effective management of teaching and learning. The item statement was accepted. Item 14 was accepted by the respondents with the mean score 3.8, 4.2, 3.2 and 3.5 respectively. Item 15 was further accepted by the respondents with the mean score of 3.9 for principals 4.8 for teachers, 3.2 supervisors, and 1.7 for students. Item 16 had the mean score 4.0, 1.8, 3.7 and 1.9 for principals, teachers, supervisors and students accordingly, implying acceptance of the item statement. Item 17 was also accepted by all the respondents with the mean score of 2.9, 3.6, 2.3 and 2.3. Item 18 further revealed that principals had 3.1, teachers had 4.1 supervisors had 1.4 and students had 1.4 as their mean score. Item 19 had mean score of 4.0, 4.0, 3.1 and 3.2 for head teachers, teachers, supervisors and students. Item 20 showed that principals had 3.7, teachers had 4.4, supervisors had 3.6 and students had 4.4.

By this analysis, it was established that the provision of school facilities enhanced the management of teaching and learning in public secondary schools in Kaduna State.

Null Hypothesis 1: There is no Significant Difference in the Opinion of Principal, Teachers, Students and Supervisors of Health safety Measures on the Management of Teaching and Learning in Public Secondary Schools in Kaduna State.

Table 3: Summary of Analysis of Variance (ANOVA) on Stakeholders' Perception of Health Safety Measures on the Management of Teaching and Learning in Public Secondary Schools in Kaduna State.

Health Safety	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.429	3	5.143	4.427	0.075
Within Groups	281.127	367	1.162		
Total	296.556	370			

Table 3 shows null hypothesis which states that there is no significant difference in the opinion of principal, teachers, students and supervisors of health safety measures on the management of teaching and learning in public secondary schools in Kaduna state was retained. Reason for this is because the calculated significant P- value (p) of 0.075 is lower than 0.05 alpha level of significance set for the study. This implies that the responses of the respondents were in agreement. **Null Hypothesis 2: There is no Significant Difference in the Opinion of Principal, Teachers, Students and Supervisors of Measures Adopted in Improving the Security of School Facilities on the Management of Teaching and Learning in Public Secondary Schools in Kaduna State.**

Table 4: Summary of Analysis of Variance (ANOVA) on Stakeholders' Perception of Measures Adopted in Improving the Security of School Facilities on the Management of Teaching and Learning in Public Secondary Schools in Kaduna State.

School Facilities	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	38.247	3	12.749		
Within Groups	211.421	367	0.874	14.593	0.063
Total	249.668	370			

Table 4 shows null hypothesis which states that there is no significant difference in the opinion of principal, teachers, students and supervisors of measures adopted in improving the security of school facilities on the management of teaching and learning in public secondary schools in Kaduna state was retained. Reason for this is because the calculated significant value (p) of 0.063 is higher than 0.05 alpha level of significance set for the study. This implies that the responses of the respondents were in agreement.

Discussion of the Findings

The findings of the study revealed that, the provision of health safety measures directly improved the management of teaching and learning in public secondary schools in Kaduna State. It was also established that, provision of water supply for drinking and washing created an enabling environment for effective management of teaching and learning; provision of disposable towel, tissues, linens, wipes, syringes, cotton wool promoted

conductive environment for effective management of teaching and learning. In addition, the study further showed that provision of designated room, furniture, medical storage, cabinets and refrigerators to reduce the incidence of serious health problems promoted effective management of teaching and learning and manage conflict; Presence of hand washing points scattered around the school compound improved students and staff health creates better environment for effective management of teaching and learning and that the provision of first aid box for immediate medical treatment during emergency situation improved effective management of teaching and learning

The findings of the study revealed that, the safety and security of school facilities improved the management of teaching and learning in public secondary schools in Kaduna State. It was also established that, establishing security audits for checking damaged equipment and facilities that needs repair promoted effective management of teaching and learning; training programmes for educators and principals on school safety and crisis response enhanced effective management of teaching and learning. In addition, the study further showed that improving emergency equipment created an enabling environment for effective management of teaching and learning, provision of scanner for checking fake identification card to the users of school facilities created an enabling environment for effective management of teaching and learning and that Provision of well-cared facilities, furniture and equipment, clean toilets, water and green environment enhanced effective management of teaching and learning.

Conclusions

Based on the findings of this study, it was concluded that: there is need to design adequate measures towards ensuring the effective management of secondary schools. Stakeholders perceived the provision of health safety measures as a right step in the right direction if only such provision will be in effective state; it will make positive impact. The provision of health safety measures brings comfort and confidence to both students and teachers thereby makes the management of teaching and learning much easier. The provision of school facilities not only enhanced effective management of teaching and learning but enhanced quality instructional delivery.

Recommendations

In view of findings, the following recommendations were made:

1. Kaduna State government should provide all secondary schools with a well-designed health safety plan measures. This is because well-designed health safety plan measures have direct impact on the proper management of teaching and learning.

2. No school functions effectively without adequate safety and security of school facilities. Therefore, there should be adequate measures for improving the security and safety of school facilities such as adequate supervision and keeping inventory of school facilities, building safety expectation into the school programme, establishing security audit for checking damages equipment and facilities among others.
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