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

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ABSTRACT

The study investigated safety management practices adopted by principals for effective administration of public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised 7,293 respondents made up of 266 principals and 7,027 teachers in the 266 public secondary schools in Anambra State. The sample for this study consisted of 809 respondents made up of 106 principals and 703 teachers drawn using proportionate stratified random sampling technique. A researcher-developed instrument titled ‘‘Safety Management Practices for Effective Administration Questionnaire (SMPEAQ).’’ was used for data collection. The instrument was validated by three experts of which two were from the Department of Educational Management and Policy, and one in Measurement and Evaluation Unit in the Department of Educational Foundations, all from Faculty of Education, Nnamdi Azikiwe University, Awka. Cronbach alpha method was used for a test of internal consistency of the instrument which yielded reliability coefficients 0.81 and 0.80 for Clusters A and B respectively. Mean and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that safety communication and feedback practices as well as safety rules and procedures practices are adopted by principals for effective administration of public secondary schools in Anambra State. It was also found that, there is no significant difference in the mean ratings of principals and teachers on all dimensions of safety management practices adopted by principals for effective administration of public secondary schools in Anambra State. Based on the findings, it was recommended among others that principals should organize termly interactive session with members of staff to use platform to facilitate safety communication and feedback practices for school effective administration.

Keywords: Safety Management, Principals, Effective, School Administration, Communication Feedback, Rules, Procedures

Introduction

Education is a veritable tool for facilitating learning, and the acquisition of skills and knowledge for self-reliance and improvement in the standard of living. It helps in the positive development of human potentials, talents, intellect, attitude, and skills. This view is further strengthened by Ojujoh (2024) who opined that education facilitates national development through equipping people with the needed knowledge, skills, character, techniques and information for the improvement of an economy. This philosophy as enshrined in the nation’s education policy has undoubtedly propagated the need to promote basic and secondary education in Nigeria. Hence, education is a positive preparation for life and in life. Consequently, the educational system in Nigeria is delineated into different levels, namely pre-primary, primary, secondary and tertiary levels (FRN, 2013). This study, however, is

focused on secondary school education. Secondary school education is the stage of education that occurs after primary school and before higher education. Thus, this stage of education could effectively impart fundamental knowledge and requisite skills to students to prepare them for tertiary institutions of learning and live a useful life in the society through smooth management of daily activities by the principals.

Principals are educational leaders who oversee the daily operations, management, and overall functioning of schools. They are responsible for creating a positive and conducive learning environment where students can excel academically, socially, and emotionally. According to Nwangwa and Memberr (2021), principals are chief executives of their secondary schools whose administrative roles include planning, organizing, controlling and coordinating of their daily activities. They provide instructional leadership by supporting and evaluating teachers, implementing curriculum initiatives, and monitoring student progress. According to Anukaenyi and Nwafor (2023), the principals are the administrative heads who conduct orientation exercise for the new teachers and delegate duties to teachers with reference to their qualifications, areas of specialization and personal interests in secondary schools. Operationally, principal are the executive officers in charge of planning and overseeing the daily operation of activities and programmes of secondary schools. It is the responsibility of the principal to delegate the task of teaching students to teachers.

Teachers are trained professional who deliver curricular content to impart skills and knowledge that bring desirable changes in the attitude of learners. Teachers have gone through a prescribed period of professional training to acquire the needed competencies of teaching in the classroom. Edwin-Ezeoka and Obidike (2023) defined a teacher as the person who is the initiator and facilitator of teaching and learning activities to implement school curriculum in the classroom. Teachers could effectively teach the students in a safe learning environment. It is responsibility of teachers to collaborate with principals to promote safety in secondary schools.

Safety is a condition of being protected or free from harm, danger or attack in an environment. Safety is the state of being free from anxiety, hazard, risk, threats, injuries and loss of property (Ogbo, Nwanga and Nnebedum, 2021). However, safety is all about keeping the school environment free of hazardous situations that could put at risk the lives of students and staff. The principal being the chief administrative officer has a duty to protect lives and properties by ensuring that the school environment is safe enough for teaching and learning to thrive. Deros, Ismail, Ghani and Yusof (2014) noted that workplace accidents and injuries can be avoided, if employees comply with safety standards, procedures, and regulations at work. In the context of this study, safety is a condition of being free from risks of injuries, lost of lives and properties. In order to ensure safety in schools, principals must adopt good safety management practices.

Safety management practices refer to systematic approaches, protocols, and strategies implemented within an organization to identify, assess, and mitigate risks, hazards, and potential dangers in the workplace or any operational setting. According to Obinwune, Ohanyere and Anah (2023), safety management practices is concerned with programmes, policies and measures put in place to prevent individuals from accidents, potential harms and occupational injuries. Safety management practices often involve regular inspections, audits, and incident investigations to continuously monitor and improve security of individuals. One key aspect of safety management practices is the establishment of clear safety policies and procedures that outline the organization's commitment to safety and the expectations for employees (Ros and Gustafson, 2015). Safety management practices are measures taken to preserve the lives and protect properties of an organization. In the context of this study, safety management practices are measures, actions and approaches taken by principals to prevent accidents, injuries, destruction of properties and loss of lives in the school environment.

Several scholars have highlighted the different components of safety management practices. Lee (2018) highlighted safety management practices to include safety training, workers' involvement, safety rules and feedback. In the same vein, Chandrakantan, Faridahwati, Lazim, Subramaniam and Zuraida (2016) listed safety training, workers' involvement, safety communication and feedback, safety rules and procedures, and safety promotion policies as the essential safety management practices expected of school heads to adopt in their schools. Also, Muhammad, Ahmad, Shahrina and Al-Baraa (2022) outlined safety management practices to include: safety training, workers' involvement in safety matters, safety communication and feedback, management commitment to safety, safety-promotion policies and safety rules and procedures. The researcher focused only on safety communication and

feedback and safety rules and procedures.

Safety communication involves the exchange of information regarding potential hazards, risks, and safety protocols within an organization. Gehad, Ahmad, Abdulsamad, Mohammad and Mohammad (2022) noted that safety communication is not only about the exchange of information on safety in the workplace but also influencing staff behaviour and attitudes towards their safety. It encompasses clear and concise messaging about safety procedures, guidelines, and best practices to prevent accidents or injuries. Feedback plays a crucial role by allowing individuals to share their observations, concerns, or suggestions related to safety measures, fostering a culture of continuous improvement. In a school setting, Eklof and Ahlborg (2016) explained that dissemination of information through various communication media, such as safety meetings, regular personal contacts, and sign posts among others, on safety rules and regulations can serve as a reminder to staff members on the need to be safety conscious. Mukherji and Arora (2017) noted that prompt action on the feedback received helps in addressing these concerns effectively, leading to a safer and more secure learning environment for everyone involved in the school community. Communication and feedback is means of providing information on school safety rules and procedures.

Safety rules and procedures serve as guidelines to prevent accidents, injuries, or hazards in various environments. Safety rules and procedures are set of approved instructions and measures to protect lives and properties in learning institution. Okechukwu, Eteng, Anochiwa, Njemanze, Agbanike, Eyisi, Agha, Chukwu and Igu (2021) asserted that safety rules and procedures provide an important base for protecting staff from injury and illness. Safety rules and procedures are put in place to protect learners and staff against danger, injuries and threat to lives. They outline specific actions, behaviours, or protocols to follow in order to maintain a safe and secure environment (Hale and Borys, 2013). These rules often cover aspects like emergency protocols, proper equipment usage, and behavioral guidelines to ensure the well-being of individuals within a given setting. School principals play a pivotal role in implementing and enforcing safety rules and procedures within the school premises. They are responsible for ensuring that both members of staff and students are aware of and adhere to these guidelines to maintain a safe learning environment. Upholding and reinforcing safety rules and procedures is an essential part of the principal's responsibility to prioritize the well-being and security of everyone within the school (Yusuf and Idoghor, 2016). This implies that safety rules and procedures could minimize the causes of accidents and injuries because they give a clear picture of safety improvement practices. Safety rules and procedures help to create conducive learning environment for effective administration of secondary schools.

Effective administration is degree to which human, financial and material resources are utilized to achieve targeted outcome and objectives. It involves the coordination of tasks, allocation of resources, setting clear objectives, and implementing strategies to maximize productivity while maintaining a conducive work environment. According to Onyekazi, Ezeaku and Anyaeche (2022), effective school administration is the systematic utilization of available human and material resources to implementing educational programmes within the guidelines of educational polices in order to achieve the goals of education. Effective administration is the efficient planning, organizing and influencing the activities of staff and management of other resources to achieve organizational objectives. Okaforcha (2021) defined effective school administration as the successful attainment of predetermined educational objectives through utilization of the available resources. Effective administration involves proficiently organizing and coordinating resources, tasks, and personnel to achieve goals, maximize efficiency, and facilitate smooth operations within an organization or institution. Operationally, effective school administration has to do with successful organization and coordination of staff, facilities, funds and processes to achieve specific goals and objectives.

Effective school administration could be assessed through control of time, reduction of financial wastage or eliminating unnecessary costs, management of human and material resources towards the implementation of educational policies towards actualizing targeted goals and objectives. Nwafor and Egboka (2020) highlighted indicators of effective school administration as follow: principals' timely discharge of his/her duties, monitoring and motivating of teachers, well maintained school facilities, good school-community relations, well-disciplined staff and students, outstanding performance of students and judicious management of school funds in order to attain the school goals and objectives. Also, Ukaogba and Nwankwo (2020) asserted that effective school administration is assessed by excellent students' academic performance, well-disciplined and organized staff and students,

outstanding teachers' job performance, prudence in utilization of school resources, good public relations and managerial efficiency among others. Contextually, the indicators of effective school administration are smooth running of the day-to-day activities, timely communication, enhancement of the teaching and learning process, ensuring operation of available facilities to full capacity, amicable management of conflict, safe learning environment, commitment of teachers and high academic performance of students.

In public secondary schools in Anambra State, one is also worried about the alarming state of affairs regarding safety management practices. Obi, Onuselogu and Ughamadu (2020) noted that secondary schools in Anambra State has been affected by series of security challenges of varied nature such as include, cultism, destruction of school property, increase rate of fighting and use of machetes to perpetrate violence within the learning environment. Safety rules and policies which demand principals to make use of thermometer to check temperatures of individuals entering secondary school premises in Anambra State appear to irregularly done. Preliminary observations of Obiekwe and Uwaezuoke (2023) revealed that noted that principals have failed to make use of metal detectors to check visitors coming into the school, close circuit cameras (CCTV) to monitor movements in and around the school and electronic mass notification system to alert staff and students in an event of insecurity. This unpleasant situation tends make students and staff to worry about safety of their lives and properties within secondary schools in Anambra State. It is not uncommon to witness cattle grazing within school premises, posing a threat to the safety of students and teachers. It is against this backdrop that the researcher sought to examine safety management practices adopted by principals for effective administration of public secondary schools in Anambra State.

Statement of the Problem

In every education system, effective administration only takes place when the environment is organized and coordinated. Principals, as key administrators, face challenges in ensuring the smooth operation of schools when safety measures are inconsistent or lacking. Based on the nature of educational system at all levels, policies, codes of conducts and legal practices are established to manage any risks emanated within the school system.

Despite the importance of safety, there seems to be an upsurge of violence arising quite rapidly in schools. It seems that there is persistent of unhealthy situations like violation of safety rules and policies in secondary schools in Anambra State. It seems that members of staff and students are provided with security tips in public secondary schools in Anambra State. This creates unhealthy situation hence making effective administration in schools very difficult and unrealizable. Anambra State Government had made efforts to develop safety policy, fence some schools and mandate principals to install Internet Protocol (IP) cameras to enhance safety and deter misconduct, yet safety problems still persist in public secondary schools in the state. This therefore prompted the investigation into the safety management practices adopted by principals for effective administration of public secondary schools in Anambra State.

Purpose of the Study

The general purpose of the study was to determine safety management practices adopted by principals for effective administration of public secondary schools in Anambra State. Specifically, the study sought to determine:

1. Safety communication and feedback practices adopted by principals for effective administration of public secondary schools in Anambra State.
2. Safety rules and procedures adopted by principals for effective administration of public secondary schools in Anambra State.

Research Questions

This study was guided by the following research questions:

1. What are the safety communication and feedback practices adopted by principals for effective administration of public secondary schools in Anambra State?
2. What are the safety rules and procedures adopted by principals for effective administration of public secondary schools in Anambra State?

Hypothesis

The following null hypotheses were tested at 0.05 level of significance:

1. Principals and teachers do not differ significantly in their mean ratings of the safety communication and feedback practices adopted by principals for effective administration of public secondary schools in Anambra State.
2. There is no significant difference in the mean ratings of principals and teachers on safety rules and procedures adopted by principals for effective administration of public secondary schools in Anambra State.

Methods

The descriptive survey research design was adopted for the study. This design is deemed appropriate, since the researcher collected data from a given population of the study to determine the safety management practices adopted by principals for effective administration of public secondary schools in Anambra State. The population of the study comprised 7,293 respondents made up of 266 principals and 7,027 teachers in the 266 public secondary schools in Anambra State. The sample for this study consisted of 809 respondents made up of 106 principals and 703 teachers drawn using proportionate stratified random sampling technique. A researcher-developed instrument titled ‘‘Safety Management Practices for Effective Administration Questionnaire (SMPEAQ)’’ was used for data collection. The instrument had a total number of 16-item statements with four-point response options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) weighted as 4, 3, 2 and 1 respectively. The instrument was face and content validated by three experts. The internal consistency of the instrument was determined using Cronbach alpha method which yielded co-efficient value of 0**.81 for** safety communication and feedback**,** 0.80 for safety rules and procedures. The instrument was administered to the respondents by the researcher with the help of five research assistants who are secondary school teachers in Anambra State. A total of 809 copies of the questionnaire were distributed (106 copies to principals and 703 to teachers respectively) out of which 791 copies made up of 106 copies from principals and 685 copies from teachers were properly filled and successfully retrieved indicating 98% percent return rate. Data collected for the study were analyzed using mean and standard deviation to answer the research questions and independent sample t-test to test the hypotheses at 0.05 level of significance. For decision on the research questions, any mean value of 2.50 and above was considered as agree, while any mean score less than 2.50 was considered as disagree. For decisions on the hypotheses, where p-value is equal to or less than level of significant value of 0.05 ($P \leq .05$), the null hypothesis was rejected but where p-value is greater than level of significant value of 0.05 ($P > .05$), the null hypotheses was accepted.

Results

Research Question 1: What are the safety communication and feedback practices adopted by principals for effective administration of public secondary schools in Anambra State?

Table 1: Mean Ratings and Standard Deviation Scores of Principals and Teachers on the Safety Communication and Feedback Practices adopted by Principals for Effective School Administration

S/N	ITEMS	Principals (n =106)			Teachers (n =685)			General (n =791)		
		$\overline{x}$	SD	Decision	$\overline{x}$	SD	Decision	$\overline{x}$	SD	Decision
1	am active in terms of informing stakeholders regarding potential hazards in the school	2.61	1.04	Agree	2.57	1.01	Agree	2.59	1.07	Agree
2	Allow staff members to share their observations on safety related issues	2.52	1.00	Agree	2.61	1.10	Agree	2.57	1.05	Agree
3	Utilize various communication media, such as sign posts to give vital information on safety	2.65	1.09	Agree	2.55	1.08	Agree	2.61	1.11	Agree
4	Regularly send reminder to staff members on the need to be safety	2.58	1.01	Agree	2.61	1.01	Agree	2.60	1.01	Agree

	conscious									
5	Make concerted efforts to see the acquisition of information needed for continuous improvement on safety management	2.70	1.05	Agree	2.54	1.00	Agree	2.66	1.08	Agree
6	Allow employees to report safety matters to the school management	2.71	1.10	Agree	2.61	1.11	Agree	2.62	1.02	Agree
7	Post periodic vital security tips on school social media networks	2.47	1.09	Disagree	2.41	0.98	Disagree	2.45	1.10	Disagree
8	Initiate campaigns that promotes culture of safety within the school community	2.64	1.10	Agree	2.71	1.05	Agree	2.69	1.09	Agree
	Cluster Mean	**2.61**	**1.06**	**Agree**	**2.58**	**1.04**	**Agree**	**2.60**	**1.07**	**Agree**

Results presented in Table 3 shows that mean ratings of principals and teachers as well as their general mean for all items except item 7 are rated above 2.50 indicating agreement with the statements as the safety communication and feedback practices adopted by principals for effective school administration. The pooled standard deviation scores which stood at 1.06 and 1.04 for principals and teachers respectively revealed that their responses are close to the mean indicating little variation in their responses. The cluster means of 2.61 for principals and 2.58 for teachers as well as their general mean of 2.60 are above 2.50 indicating that principals adopted safety communication and feedback practices for effective administration of public secondary schools in Anambra State

Ho_1: There is no significant difference in the mean ratings of principals and teachers on safety communication and feedback practices adopted by principals for effective administration of public secondary schools in Anambra State.

Table 2: The Summary of t-test of no Significant Difference Between the Mean Ratings of Principals and Teachers on the Safety Communication and Feedback Practices adopted by Principals for Effective School Administration

Respondents	N	$\overline{X}$	SD	t-value	p-value	∞	Df	Remark
Principals	106	2.61	1.06	1.21	0.21	0.05	789	Not Significant
Teachers	685	2.58	1.04					

Table 2 shows that the p-value of 0.21 is greater than 0.05 level of significance at 789 degree of freedom. Thus, the null hypothesis which states that there is no significant difference between the groups is not rejected. This is an indication that there is no significant difference in the mean ratings of principals and teachers on safety communication and feedback practices adopted by principals for effective administration of public secondary schools in Anambra State.

Research Question 2: What are the safety rules and procedures practices adopted by principals for effective administration of public secondary schools in Anambra State?

Table 3: Mean Ratings and Standard Deviation Scores of Principals and Teachers on the Safety Rules and Procedures Practices adopted by Principals for Effective School Administration

S/N	**ITEMS**	**Principals (n =106)**			**Teachers (n =685)**			**General (n =791)**		
		$\overline{x}$	SD	Decision	$\overline{x}$	SD	Decision	$\overline{x}$	SD	Decision
9	Evaluate the continued effectiveness of safety control strategies	2.57	1.00	Agree	2.61	1.06	Agree	2.55	1.03	Agree
10	Ensure compliance with school safety requirements	2.68	1.08	Agree	2.72	0.96	Agree	2.71	1.10	Agree
11	Organize safety meetings to update members of the school about safety rules	2.58	1.10	Agree	2.65	1.03	Agree	2.61	1.07	Agree
12	Ensure that the school playground is free of dangerous objects	2.76	0.97	Agree	2.81	1.11	Agree	2.79	1.03	Agree
13	Take all necessary steps to ensure that a	2.53	1.02	Agree	2.63	1.02	Agree	2.58	1.03	Agree

	hygienic learning environment									
14	Outline specific protocols to follow in order to maintain a safe environment	2.61	1.01	Agree	2.57	1.09	Agree	2.59	1.04	Agree
15	Enforce the use of protective gears when working with harmful substance in the school	2.41	0.92	Disagree	2.37	1.00	Disagree	2.40	0.97	Disagree
16	Make sure that everyone adhere to guidelines when making of equipment	2.44	1.03	Disagree	2.46	0.99	Disagree	2.45	1.00	Disagree
	Cluster Mean	**2.57**	**1.02**	**Agree**	**2.60**	**1.03**	**Agree**	**2.59**	**1.03**	**Agree**

Table 3 reveals that the mean ratings for items 9, 10, 11, 12, 13 and 14 by both principals and teachers as well as their general mean are above 2.50 indicating agreement with the statements as the safety rules and procedures practices adopted by principals for effective school administration. Items 15 and 16 were rated below 2.50 by principals and teachers which indicate disagreement with the items. The pooled standard deviation scores of 1.02 for principals and 1.03 for teachers indicated that their mean ratings are fairly cluster. On other word, there is no much variation among their mean ratings of the items. Both principals and teachers have cluster mean of 2.57 and 2.60 as well as their general cluster mean of 2.59 which are above 2.50 indicated principals adopted safety rules and procedures practices for effective administration of public secondary schools in Anambra State.

Ho_2: There is no significant difference in the mean ratings of principals and teachers on safety rules and procedures practices adopted by principals for effective administration of public secondary schools in Anambra State.

Table 4: The Summary of t-test of no Significant Difference Between the Mean Ratings of Principals and Teachers on the Safety Rules and Procedures Practices adopted by Principals for Effective School Administration

Respondents	N	$\overline{X}$	SD	t-value	p-value	∝	Df	Remark
Principals	106	2.57	1.02	0.77	0.19	0.05	789	Not Significant
Teachers	685	2.60	1.03					

Result in Table 4 indicated that the p-value of 0.19 is greater than 0.05 level of significance at 789 degree of freedom. Thus, the null hypothesis which states that there is no significant difference between the groups is not rejected. This is an indication that there is no significant difference in the mean ratings of principals and teachers on safety rules and procedures practices adopted by principals for effective administration of public secondary schools in Anambra State.

Discussion of Findings

The result of the study revealed that safety communication and feedback practices are adopted by principals for effective administration of public secondary schools in Anambra State. This agreed with the finding of Jamil, Shahrina and Ahmad (2023) which revealed that safety communication are practiced by managers to improve knowledge of employees concerning internal safety matters. The agreement with finding is probably due to the fact that safety communication practices are associated with little cost in most organizations. The safety communication and feedback practices adopted by principals for effective administration of public secondary schools in Anambra State were informing stakeholders regarding potential hazards in the school, allowing staff members to share their observations on safety related issues, utilize various communication media, such as sign posts to give vital information on safety, regularly send reminder to staff members on the need to be safety conscious, allow employees to report safety matters to the school management and Initiate campaigns that promotes culture of safety within the school community. Principals probably communicate and provide feedback on safety through chats and discussion in safety meetings to create conducive learning environment in public secondary schools in Anambra State. Members of staff are encouraged to report unsafe conditions and make safety-improvement suggestions through safety communication and feedback practices of principals in public secondary schools in Anambra State.

Further result showed that there is no significant difference in the mean ratings of principals

and teachers on safety communication and feedback practices adopted by principals for effective administration of public secondary schools in Anambra State. This affirmed the finding of Anyaogu and Jerry-Alagbaoso (2022) which revealed that there is no significant difference in the mean ratings of principals and teachers on safety and security measures adopted by principals in management of public secondary schools in Imo State. The studies were conducted in secondary schools in the same geographical zone in Nigeria which could explain the agreement between the findings. It is through communication and feedback practices of principals that staff and students are provided with instructions and directions to follow to avoid accidents or injuries in secondary schools.

It was also discovered that safety rules and procedures practices are adopted by principals for effective administration of public secondary schools in Anambra State. This is in line with the finding of Ambekar, Walkar, Dubey, Ghoshikar and Hiwrale (2023) which indicated that safety rules and regulations are applied as precautions of electrical hazards in the workplace. This agreement with the finding could be attributed to the fact that most organizations have safety rules and procedures to be followed by members of staff. The safety rules and procedures practices adopted by principals for effective administration of public secondary schools in Anambra State were to evaluate the continued effectiveness of safety control strategies, ensure compliance with school safety requirements, organize safety meetings to update members of the school about safety rules, ensure that the school playground is free of dangerous objects, take all necessary steps to ensure that a hygienic learning environment and outline specific protocols to follow in order to maintain a safe environment. This finding shows that principals usually prepare safety rules and procedures and enforce them to protect lives and properties in public secondary schools in Anambra State.

It was also found that there is no significant difference in the mean ratings of principals and teachers on safety rules and procedures practices adopted by principals for effective administration of public secondary schools in Anambra State. This affirmed the finding of Ogbo, Nwanga, and Nnebedum (2021) which indicated that there is no significant difference in the mean ratings of principals and teachers on safety measures adopted by principals in management of public secondary schools. The studies were conducted in secondary schools in the same state using similar participants which tend to give related findings. The safety rules and procedures practices are carried out by principals to perhaps provide a set of guidelines to minimize incidents or injuries among students and staff in public secondary schools in Anambra State.

Conclusion

Based on the findings, it is concluded that safety management practices are adopted by principals for effective administration of public secondary schools in Anambra State. The principals adopted safety communication and feedback and safety rules and procedures practices to prevent loss of lives and minimize destruction of learning facilities in secondary schools. The principals engage in safety management practices to create secure and favourable environment where staff can effectively carry out their duties and students actively engage in learning activities without fear of threat or harm in public secondary schools in Anambra State.

Recommendations

Based on the findings, the following recommendations are made:

1. Principals should organize termly interactive session with members of staff to use platform to facilitate safety communication and feedback practices for school effective administration.
2. Principals should undertake leadership courses to upgrade their skills and knowledge of safety rules and procedures practices for smooth administration of public secondary schools.

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