Safety Management Practices for Quality Public Senior Secondary Schools Administration in Rivers State

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ABSTRACT
The study examined safety management practices for quality public senior secondary schools administration in Rivers State. The design for this study was descriptive survey, three (3) research questions and three (3) hypotheses were raised to guide the study. The population of the study was 1200, a sample size of 200 principals and teachers were selected through simple random sampling technique. The sample comprised of 64 principals and 136 teachers. A self structured research instrument titled safety management practices for quality public senior secondary schools administration in Rivers State (SMPQPSSSA) was used for data collection. The instrument was validated by the researcher’s supervisor and two experts from the department of educational management in Rivers State University. The reliability index determined for the instrument using test re-test was 0.78. Mean and standard deviation statistics were sued to answer the research questions while the hypotheses were tested at 0.05 level of significance using z-test statistics. The findings of this study revealed that there is significant difference between safety management practices for quality public senior secondary schools administration in Rivers state. The researcher therefore, concludes that safety management practices affect the quality of public senior secondary schools in Rivers State. Based on the findings of this study the researcher recommend among others, that principals should ensure that clear safety policies and objectives should be applied to promote better, safe and quality environment.

Keywords: Safety, Management, Practices, Quality

INTRODUCTION
Education plays imperative roles in the development of people and nation. No wonder the United Nations Educational Scientific and Cultural Organization in (2014) declared education as a vehicle for an indicator of development. Historically, the world book encyclopedia reported that safety is an age long practice. All through the ages, man has been combating with safety problems. Inclination and nature holds that, everyone desires a safe environment. Primitive men lived in caves or on tree tops to be safe from wild beast and savage primitive tribe men, man has struggled for safety all through the ages. Safety refers to the state of being safe from danger or harm. When used in relation to schools, it refers to the provision of adequate protection and suitable environment that will guarantee effective teaching and learning. Therefore, a school is considered outstanding in safety if such a school has made adequate plans and is seen implementing the plans by providing a safe environment.

Trends in the management of education at different levels in Nigeria shows that school administrators are subordinates to the local school boards, the State School Boards, the Ministries of Education and other parastatals. This suggests that the provision and management of
educational services are mainly the duties of educational managers. Safety management is no exemption of such services. Armstrong (2009) and Briggs (2011) commented that workplace safety starts and depends on top management’s genuine commitment to safety. Ideally, “safety is an integral part of the system, woven into each management competency and a part of everyone’s day-to-day responsibility”. With this, the management commitment to safety policies are publicized, number of accidents and safety incidents are analysed and specific achievable safety goals are set.

Armstrong’s and Briggs opinion has been given academic backing by Gary (2008), who commented in the same view. Therefore, safety problems needs a high quality safety education programmes in the schools. Management staff are expected to be personally involved in safety activities, give safety matters high priority during meetings and have a school safety officer of high rank and status, and include safety in new workers training. Safety issues need a high quality safety education programme in schools strong administrative leadership is essential for developing a safe school environment and ensuring that safety education is part of the total school programmes. Effective teaching by adequately trained teachers is expected to educate every student to protect himself and others from potential dangers in all circumstances and develop the proper knowledge, habits, skills and most importantly, attitude for safety. Emergency drills are also of great importance since commitment to safety is not just a case of legal compliance or humanitarianism. Safety programmes also pay for themselves.

Hazards are everywhere even in the educational organizations and can endanger the educational objectives and goals. Therefore, to attain the above desirable objectives and goals there is dire need for effective school administration, in the area of safety, such administration should operate successfully within a safe school climate where there are safety consciousness and discipline imbeded in the students and staff of the institution, and also the presence of safe school facilities and conducive environment where proper teaching and learning processes can thrive. It has been noted that school climate is predominant factor for administrative successes (Okorie 1999; Hoy and Miskel 2008). The level of safety like habit and prudency build in the school personnel through the process of managing hazards will promote good school climate and educational goals attainment.

In the secondary school institutions, hazards are mostly encountered in the schools playground, farms, classrooms, science laboratories, technology/technical workshops such as physical hazards ( tripping, slipping, falls hazards; and chemical hazards. The fore going analyses have presented a good range of reason for safety management. Safety in this context is about keeping the school environment free from hazardous situations that could put at risks, the lives of students, staff and visitors. Safety management includes plan (policies and standards) and procedures, involved in the protection from danger or risk. It is also to monitor the environment, so that any risk to health, safety or the environment is identified, assessed and controlled. Asodike and Abraham (2011) found it imperative to comment that school should embrace safety practices. Over the years, safety management has attracted the attention of many researchers, particularly, in the engineering sector. Safety management in the educational sector has been treated with levy. This is evident in the Nigerian Institute of safety and environment (HSE) training Manual (2011), where safety rules and regulations for mining, railways, industries are categorically mentioned, and no mention is made of schools.

Health and safety authority, department of education and skills, state claim agency and school development planning initiative (n.d), assert that when good systems are in place to prevent accidents and ill-health to students, staff and visitors at school, the whole school becomes a better place to work and learn this relates also to the assertion of Saipem (2003) who believed that good safety and health management improves overall business performances, by reducing loses, and also has direct implications over the cost of workplace injuries, personal morale and productivity, organization’s reliability and profitability.
The concept of safety management seems to be within the purview of multinational companies, it is pertinent to imbibe such acts and practices in schools. Safety management in relation to schools is given inconsiderable attention. It is against these backgrounds that the researcher has conceived the idea to investigate into safety management for quality public senior secondary schools environment in Rivers State.

Research Questions
The following research questions were answered to guide this study;
1. What are the types of safety management practices available in public senior secondary schools in Rivers State?
2. In what ways do school safety policy management practices enhance the quality of public senior secondary school administration in Rivers State?
3. What are the challenges inhibiting safety management for quality administration in public senior secondary schools in Rivers State?

Hypotheses
1. There is no significant difference between the mean ratings of male and female teachers on the type of safety management practices available for quality public senior secondary schools.
2. There is no significant difference between the mean ratings of male and female respondents on school safety policy management practices for quality senior secondary schools in Rivers State.
3. There is no significant difference between the mean ratings of male and female respondents on the challenges inhibiting safety management for quality public senior secondary schools in Rivers State.

Conceptual Framework
Safety Management in Schools
Safety management is an integral part of the social component of the school child’s entire environment and has an important role to play in the overall development of a child, a healthy and conducive school environment promotes learning and academic excellence. Hattite, (2005), Kolawale and Arikpo (2011), Heyneman and Jamison (2009) found out that the presence of standard facilities such as electric lights, sitting facilities, adequate ventilation creation facility, and lots more could create a safe, comfortable and motivating conditions of learning. Offe, (2005) posited that safety means being protected from risks, dangers, injury or damage. All these are caused by hazards. Therefore, safety is freedom from hazards. General HSE manual (2011) stated some safety principles as follows:
1) Safety has equal priority with production
2) All injuries can be controlled
3) All accident can be prevented
4) Safety is every ones responsibility
5) Management is directly accountable for preventing and controlling injuries
6) Accidents cause harm to people and damage to valuable equipment
7) Training is an essential element for a safe environment. It should be reinforced and all unsafe conditions must be corrected promptly.
8) It is essential to investigate all accidents and deduce lessons to prevent recurrence
9) An accident is loss prevention
10) If it is not safe, it is not safe
11) People are the most critical element in the success of a safety programme. Adeboye (2010) holds the view that the efficient management of school physical facilities is mandatory in order to make the school a pleasant, safe and comfortable centre that will increase students attendance motivation and willingness to participate in both curricular and co-curricular activities.
Quality School Environment
School quality is defined by Fuller (2007), as the level of material inputs allocated to the school on a per student basis and the level of efficiency with which fixed amounts of these materials inputs are organized and managed to raise students achievement. It is pertinent to stress that one of the major goals of Education For All (EFA) in UNESCO report (2005) is that of quality education. Quality education cannot thrive in a school environment devoid of quality. Quality school environment will give rise to quality education which is crucially dependence on the teaching and learning process, as well as on the availability of materials and the conditions of the learning environment.

Nwafor (as cited in Godswill, 2006) posited that quality concerns the state of all educational environments, human, physical, materials and educational services intended to facilitate teaching and learning so that the desirable outcomes can be expected. There are different levels of measuring quality in education. For the purpose of this study, quality is based on the relevance to the needs of the community concerned. Relevance in this context refers to functionality, fitness, and preparedness for the uncertainties and challenges of the unknown future.

Types of Safety Management Practices in Schools
Schools are regarded to be among the safest places for students when their parents are at work. Unfortunately, unsafe practice in schools makes one wonders if schools are still safe, and how students are able to learn in such a volatile environment. In a school environment various types of safety management practices exist. These practices are identified by the royal society for the prevention of accidents (2012). They are:

1. Security safety management practices
2. First aid safety management practices
3. Public playground safety management practices
4. Electrical safety management practices
5. Classroom safety management practices

First aid Management Practices
First aid is the skilled emergency treatment given to an injured or sick person before the arrival of a doctor/medical personnel or before taking the person to the hospital using available materials at the scene (Nigerian Institute of safety professionals, 2011). Accident prevention is our first line of defense. Despite precautions, accidents still happen. It is very important to know how to deal with emergencies. This is why it is important for everyone (principals teachers and officers) in a school environment to have at least, basic knowledge of first aid. First aid is the most important branch of medical science and safety, it demands that first aider must first continue to learn and practice first aid so as to gain more skills, it is not intended that the first aider should take the place of the doctor. Accidents may occur at any time in school and at the particular time it happens, the principal or teachers can play the role of the first aider, before taking the student to the sick bay/clinic.

Challenges Inhibiting Safety Management in Schools
There are two conditions to watch out for when it comes to safety, unsafe condition and unsafe acts. Unsafe condition refers to situations or circumstances that endanger the safety of the students. Some unsafe conditions are; slippery floor, steep stairways, staircase without hand rails, hazardous chemicals in the school environment.

An unsafe practice is a conduct that unnecessarily increases the likelihood of injury, violates established safety rules or contrary to expected conduct. Controlling unsafe acts has proven difficult. The reason for this is that unsafe acts involve human factors resulting from peoples’ attitudes and behaviours. Unsafe act is a second basic cause of accidents. Gary (2008) concludes that: unsafe acts can undo even the best attempts to reduce unsafe conditions. Some people just act recklessly. Some people are simply accident prone.
RESULTS

Research Question 1
What are the types of safety management practices available in public senior secondary schools in Rivers State?

Table 1: Mean and standard deviation on the rating of urban and rural respondents on the types of safety management practices available for quality public senior secondary schools in Rivers State.

<table>
<thead>
<tr>
<th>S/No</th>
<th>Items</th>
<th>Urban HT/T X¹</th>
<th>SD¹</th>
<th>Rural HT/T X²</th>
<th>SD²</th>
<th>Mean X¹X²</th>
<th>Rank order</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Evaluating school security measures.</td>
<td>4.00</td>
<td>1.94</td>
<td>2.00</td>
<td>0.28</td>
<td>2.12</td>
<td>5th</td>
<td>Disagreed</td>
</tr>
<tr>
<td>2</td>
<td>Emergency treatment given to an injured person before the arrival of the doctor</td>
<td>3.01</td>
<td>1.22</td>
<td>3.00</td>
<td>1.12</td>
<td>3.01</td>
<td>2nd</td>
<td>Agreed</td>
</tr>
<tr>
<td>3</td>
<td>Provision of fire extinguishers in the school environment.</td>
<td>3.00</td>
<td>1.00</td>
<td>1.79</td>
<td>1.50</td>
<td>2.40</td>
<td>4th</td>
<td>Agreed</td>
</tr>
<tr>
<td>4</td>
<td>Supervision of students by teachers on the playground</td>
<td>3.39</td>
<td>0.94</td>
<td>2.10</td>
<td>1.09</td>
<td>2.75</td>
<td>3rd</td>
<td>Agreed</td>
</tr>
<tr>
<td>5</td>
<td>Classroom teachers are always in the classrooms with students</td>
<td>3.12</td>
<td>1.21</td>
<td>3.18</td>
<td>1.23</td>
<td>3.15</td>
<td>1st</td>
<td>Agreed</td>
</tr>
<tr>
<td></td>
<td><strong>Aggregate mean</strong></td>
<td><strong>3.30</strong></td>
<td><strong>1.26</strong></td>
<td><strong>2.41</strong></td>
<td><strong>1.04</strong></td>
<td><strong>2.69</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Criterion mean = $\bar{X} = 2.14 > 1.96$

Data on Table 1 showed that items 2, 4, 3, 1 had weighted mean scores above the criterion mean of 2.14 and were agreed on as the types of safety management practices available in public senior secondary schools in Rivers State. Differently, item 1 has a weighted mean below the criterion mean of 2.14 this means that respondents disagreed that item 1 is a type of safety management practice available for public Senior Secondary School.
Research Questions 2
What ways do school safety policy management practices enhance the quality of public senior secondary schools in Rivers State?

Table 2: Mean and standard deviation on the ratings of male and female respondents on the ways school safety policy management practices enhance the quality of public senior secondary schools in Rivers State.

<table>
<thead>
<tr>
<th>S/No</th>
<th>Items</th>
<th>Urban HT/T X¹</th>
<th>SD1</th>
<th>Rural HT/T X²</th>
<th>SD2</th>
<th>Mean X¹X²</th>
<th>Rank order</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Ambiguity of safety objectives.</td>
<td>1.32</td>
<td>1.15</td>
<td>1.26</td>
<td>1.44</td>
<td>1.29</td>
<td>7th</td>
<td>Disagreed</td>
</tr>
<tr>
<td>7</td>
<td>Transparency in the management of safety.</td>
<td>2.43</td>
<td>1.25</td>
<td>2.48</td>
<td>1.08</td>
<td>2.46</td>
<td>6th</td>
<td>Agreed</td>
</tr>
<tr>
<td>8</td>
<td>Senior management commitment to improve safety</td>
<td>3.00</td>
<td>1.16</td>
<td>2.47</td>
<td>1.08</td>
<td>2.74</td>
<td>5th</td>
<td>Agreed</td>
</tr>
<tr>
<td>9</td>
<td>Accountability of management and employees.</td>
<td>1.47</td>
<td>1.03</td>
<td>2.49</td>
<td>1.03</td>
<td>1.98</td>
<td>3rd</td>
<td>Disagreed</td>
</tr>
<tr>
<td>10</td>
<td>Disbandment of defined methods need to meet safety goals.</td>
<td>3.61</td>
<td>1.13</td>
<td>2.85</td>
<td>1.19</td>
<td>3.23</td>
<td>1st</td>
<td>Agreed</td>
</tr>
<tr>
<td>11</td>
<td>Building upon the existing procedures.</td>
<td>2.94</td>
<td>1.04</td>
<td>2.60</td>
<td>1.14</td>
<td>2.77</td>
<td>4th</td>
<td>Agreed</td>
</tr>
<tr>
<td>12</td>
<td>Continuous process of improvement in the safety level</td>
<td>3.04</td>
<td>1.24</td>
<td>3.00</td>
<td>1.22</td>
<td>3.02</td>
<td>2nd</td>
<td>Agreed</td>
</tr>
<tr>
<td></td>
<td><strong>Aggregate</strong></td>
<td><strong>1.14</strong></td>
<td><strong>2.45</strong></td>
<td><strong>1.17</strong></td>
<td><strong>2.50</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data on Table 2 showed that items, 7, 8, 10, 11, 12 had weighted mean score above the criterion mean 2.14 and were agreed by the respondents as ways school safety policy management practice enhances the quality of public senior secondary schools in Rivers State. Differently item 6 and 9 had a weighted mean score below the mean of 2.14, this means that the respondents disagreed that item 6 and 9 are not ways school safety policy management can enhance the quality of public senior secondary schools environment in Rivers State.
Research Question 3
What are the challenges inhibiting safety management for quality public senior secondary schools environment in Rivers State?

Table 3: Mean standard deviation on the ratings male and female respondents on the challenges inhibiting safety management.

<table>
<thead>
<tr>
<th>S/No</th>
<th>Items</th>
<th>Urban HT/T X¹</th>
<th>SD1</th>
<th>Rural HT/T X²</th>
<th>SD2</th>
<th>Mean X¹*X²</th>
<th>Rank order</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Availability of clear safety objectives</td>
<td>1.59</td>
<td>1.22</td>
<td>1.35</td>
<td>1.40</td>
<td>1.47</td>
<td>8⁴th</td>
<td>Disagreed</td>
</tr>
<tr>
<td>14</td>
<td>Lack of incentive programmes.</td>
<td>3.53</td>
<td>1.42</td>
<td>3.05</td>
<td>1.09</td>
<td>3.29</td>
<td>4⁴th</td>
<td>Agreed</td>
</tr>
<tr>
<td>15</td>
<td>Lack of regular safety inspection</td>
<td>2.54</td>
<td>0.53</td>
<td>2.47</td>
<td>1.48</td>
<td>2.51</td>
<td>6⁴th</td>
<td>Agreed</td>
</tr>
<tr>
<td>16</td>
<td>Top-management non genuine commitment to safety</td>
<td>3.76</td>
<td>1.68</td>
<td>3.60</td>
<td>1.57</td>
<td>3.68</td>
<td>2⁴nd</td>
<td>Disagreed</td>
</tr>
<tr>
<td>17</td>
<td>Availability of resources</td>
<td>1.81</td>
<td>1.31</td>
<td>1.51</td>
<td>1.49</td>
<td>1.66</td>
<td>7⁶th</td>
<td>Disagreed</td>
</tr>
<tr>
<td>18</td>
<td>Lack of training of teachers as safety officers</td>
<td>2.63</td>
<td>1.59</td>
<td>3.45</td>
<td>1.27</td>
<td>3.04</td>
<td>5⁴th</td>
<td>Agreed</td>
</tr>
<tr>
<td>19</td>
<td>Non involvement of every staff in the promotion of safety.</td>
<td>3.28</td>
<td>1.55</td>
<td>3.38</td>
<td>1.42</td>
<td>3.33</td>
<td>3⁴nd</td>
<td>Agreed</td>
</tr>
<tr>
<td>20</td>
<td>Lack of funds</td>
<td>3.80</td>
<td>1.71</td>
<td>3.60</td>
<td>1.57</td>
<td>3.70</td>
<td>1⁴st</td>
<td>Disagreed</td>
</tr>
<tr>
<td></td>
<td>Aggregate</td>
<td><strong>2.79</strong></td>
<td><strong>1.38</strong></td>
<td><strong>2.80</strong></td>
<td><strong>1.41</strong></td>
<td><strong>2.84</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data on Table 3: Showed that items 14, 15, 16, 18, 19, 20 had weighted mean score above the criterion mean 2.14 and were as challenges inhibiting safety management for quality public senior secondary schools environment in Rivers State. Differently, items 13, 17 had a weighted mean score below the criterion mean of 2.14 this means that respondents disagreed that item 13, 17 are not challenges inhibiting safety management for quality public senior secondary school environment in Rivers State.

Hypothesis 1
There is no significant difference between the mean ratings of urban and rural respondents. On the type of safety management practices available in public senior secondary schools in Rivers State.

Table 4: Mean and z test analysis of urban and rural respondents on the types of safety management practices available in public senior secondary schools in Rivers State.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Numbers (N)</th>
<th>Mean (X)</th>
<th>S.d</th>
<th>df</th>
<th>Z-cal</th>
<th>Z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>203</td>
<td>3.42</td>
<td>1.51</td>
<td>120</td>
<td>4.05</td>
<td>1.96</td>
<td>H₀₁ rejected</td>
</tr>
<tr>
<td>Rural</td>
<td>272</td>
<td>2.39</td>
<td>1.22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sequel to Table 4, the null hypothesis was rejected. This was because z-calculated value of 4.05 was greater than the z-critical value of 1.96 at 0.05 alpha level. Hence, the null hypothesis is rejected, therefore, there is a significant difference between mean score of urban and rural principals and teachers on the types of safety management practices in public senior secondary schools in Rivers State.
Hypothesis 2
There is no significant difference between the mean ratings of male and female respondents on school safety management practices for quality public senior secondary schools in Rivers State.

Table 5: Mean and z-test analysis of male, female principal and teachers on school safety policy management practices for quality public secondary schools in Rivers State.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Numbers (N)</th>
<th>Mean (X)</th>
<th>S.d</th>
<th>df</th>
<th>Z-cal</th>
<th>Z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>250</td>
<td>2.81</td>
<td>1.03</td>
<td>120</td>
<td>1.51</td>
<td>1.96</td>
<td>H0₂</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>rejected</td>
</tr>
<tr>
<td>Female</td>
<td>350</td>
<td>2.63</td>
<td>1.11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sequel to Table 5; the null hypothesis was accepted this was because z-calculated value of 1.51 was lesser than z-critical value of 1.96 at 0.05 alpha level of significance. Hence the null hypothesis is accepted, therefore, there is no significant difference between mean scores of male and female principals and teachers on school safety policy management practices for quality public senior secondary schools in Rivers State.

Hypothesis 3
There is no significant difference between the mean ratings of male and female respondents on the challenges inhibiting safety management for quality public senior secondary schools in Rivers State.

Table 6: Mean and z test analysis of male and female respondents on the challenges inhibiting safety management for quality public senior secondary schools in Rivers State.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Numbers (N)</th>
<th>Mean (X)</th>
<th>S.d</th>
<th>df</th>
<th>Z-cal</th>
<th>Z-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>250</td>
<td>3.11</td>
<td>1.41</td>
<td>1200</td>
<td>2.08</td>
<td>1.96</td>
<td>H0₃</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>rejected</td>
</tr>
<tr>
<td>Female</td>
<td>350</td>
<td>2.84</td>
<td>1.38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sequel to Table 6, the null hypothesis was rejected. This was because z-calculated value of 1.51 was greater than the z-calculated value of 1.96 at 0.05 alpha level of significance. Hence, the null hypothesis is rejected. Therefore there is a significant difference between mean scores of male and female principals and teachers on the challenges inhibiting safety management quality in public senior secondary schools in Rivers State.

DISCUSSION OF THE FINDINGS
The major findings of the study are discussed in line with the research question one as shown in table 1 revealed that types of safety management practices available for quality public secondary school environment promotes quality school environment. This finding agreed with Marsden (2005) which reports safe and orderly classroom environment among other treatments help to contribute to effective teaching and good academic achievement.

The ways school safety policy can enhance the quality of public senior secondary schools include: transparency in the management of safety, senior management commitment to improve safety, accountability of management and employees on safety, building upon existing procedures/process and continuous process of improvement in the safety level. This finding is in line with national policy of education (2004) that government should establish efficiency
inspectorate service at federal, state and local government levels for monitoring and maintaining minimum standard at all level of education below the tertiary level.

Findings in challenges inhibiting safety management for quality public senior secondary schools revealed that the challenges inhibiting safety management for quality school environment includes: lack of incentive programmes, lack of conduct of regular safety inspection and lack of trainings of teachers as safety officers. In line with this finding, Asuru (2010) asserts that inadequate incentive programmes, poor conduct of regular safety inspection, and unavailability of educational facilities like classrooms, laboratories, workshops, furniture and equipments affect teaching and learning and as well put the lives of teachers in danger.

**RECOMMENDATIONS**

1. Adequate school safety management policies should be provided and evenly applied to schools to promote better health conditions of staff and students.
2. Government should ensure that public Senior Secondary Schools are funded properly to get the necessary safety materials needed for quality public senior secondary schools.
3. There is need for principals to perform and create the various safety culture exercise in their schools by proper training and flow of communication with the staff for quality public senior secondary schools.

**REFERENCES**


