



Principals' Managerial Strategies and School Security in Delta North Senatorial District Public Secondary Schools, Delta State, Nigeria

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ABSTRACT

Growing insecurity in Nigerian schools, marked by frequent attacks by armed groups, has intensified concerns about the safety of students, staff, and surrounding communities. Against this background, the research examined principals' managerial strategies and their relationship to school security in public secondary schools across Delta North Senatorial District, Delta State, Nigeria. The study was motivated by recurring assaults by herdsmen and gunmen that resulted in loss of lives, destruction of property, displacement, and kidnapping. The objective was to obtain principals' perspectives on how such threats can be prevented, mitigated, or countered. A correlational research design was used, and data were collected through the Principals' Managerial Strategies and School Security Questionnaire. From a population of 356 principals and vice principals, a sample of 188 was selected, with 150 valid responses analyzed. Pearson product-moment correlation addressed the research questions, while simple regression tested the hypotheses. Findings revealed strong positive relationships between planning, organizing, and the implementation of security measures with overall school security. The study concluded that effective planning, sound organizational practices, and proactive security measures significantly enhance school safety. It further recommended that principals and vice principals be fully involved in designing and implementing comprehensive security strategies to strengthen the protection of public secondary schools in the district.

Keywords: School Security, Managerial Strategies, Risk Management, Correlational Study

1. INTRODUCTION

In schools, management involved the ascertainment of a firm goals, them organising human and material resources such as fund, plant and equipment within the College to achieve her aims. Dangers and insecurity are over the place including institutions of education and these bring disruption school goals and objectives. The findings underscore the importance of strategic planning to achieve institutional goals, particularly regarding school security, where administrative activities can function optimally within a conducive environment strengthened by the security awareness of both students and teachers. Every education system needs tranquility that reflects emotional and procedural security. Hence, there must be inbuilt policies and procedures for the protection of administrators, teachers, students, and other stakeholders, as well as to fight against any incident of crime. In this circumstance, laws, rules, regulations, and policies have to be deliberately designed to protect stakeholders and at the same time reflecting on the pattern of teaching and learning this is where the variables planning, organising and security measures comes in. The research intends to examine Principal's Managerial Strategies and School Security in Delta North Senatorial District, Public Secondary Schools, Delta state Nigeria.

Crimes, violence, disorderliness, kidnappings, cows occupying classrooms and gunmen invasions has become the new normal in Nigerian public secondary schools. These issues not only hamper students, but they also hinders staffers from focusing on their primary duty of knowledge impartation. In addition to these, parental supervision and monitoring of their wards have also grow weak, many students now disrespect constituted school authority. Currently, Colleges are now struggling with issues of students in possessions

dangerous weapons and these has precipitated to clashes between rival secret cults in schools. Some students now move with lethal weapons to school and while some formed groups of gangsters and others joined banditry which are terrorizing the schools from time to time. Public Secondary Schools now inhabits students in a greater measure from broken families and those in extreme hardship. Conversely, funds to sufficiently meet the needs of these students are limited in supply . Consequently, schools are now confronted with security threats in several ramifications.

Government has put in place several measures to curb insecurity in school, such as Police and Community Public Relation Committee (PCPRC), Empowerment of Vigilante, Police special emergency numbers, regular police patrol of flashpoint areas, deployment of police to high risk school, amongst other. But inspite of the immense effort by government to solve these problems, there seems to be no way forward. It has been observed that, in the security planning by the government, the place of the principal and its role is completely left out. Government simply give instructions to nearest security post to respond or handle any security breach within their jurisdictions, and this tradition has not been able to stop or reduce insecurity in public secondary schools. Bandits, kidnappers, herdsmen, ritualists, gunmen, amongst others are still having their field day . The question this study seek to answer is that: in what ways can principals, use strategies of organizing, planning, security measures and coordinating to reduce insecurities in secondary schools?

The central question addressed in this study is how principals can employ strategies of planning, organizing, coordinating, and implementing security measures to reduce insecurity in secondary schools. The broad aim is to investigate principals' managerial strategies in relation to school insecurity in public secondary schools in Delta North Senatorial District, Delta State, Nigeria. The study seeks to explore the connection between planning and school security, examine how organizing practices relate to the safety of school environments, and determine the extent to which specific security measures contribute to strengthening security across schools in the district.

2. LITERATURE REVIEW

2.1. Related Literature

2.2. Planning

Planning as technique according to Olaniyonu & Gbenu (2017) is a process of projecting and pre-determining goals and objectives of an organization for a determinable future. All plans made are future oriented which must be based on good utilization of available resources. Also, Gbesoevi & Adeleke (2021) sees planning as a way of putting in place some set of decisions for future implementation to achieve organizational projections. Furthermore, Fabbri et al. (2013) view planning as a decision process that is futuristic in nature. From the above, it can be seen that, planning is a step by step pre-arrangement of aims and objective of a firm towards future achievement.

2.3. Security Planning

Security planning, according to Lucky et al. (2017) includes involves pre-planning security architecture against future security threat(s) using available resources. Its commenced with a clear understanding of a school security challenges, its immediate environs, amongst others. Security planning also involves how management practices of security risks and threats are fashioned, carried out and continuously enhanced. According to Okorie (2009) as an entity, school should put in place a security design that include how they will handle security issues in line with their daily activities. According to Osuji & Omah (2019) security planning focused on activities that guard properties, life and facilities from destruction. In the views of Anyanwu (2019) school security planning concern pre-determined measure of resistance to stop intruders from gaining force entrance into school environment.

2.4. Safety and Security Planning

Safety and security planning is crucial to the day to day management of a school. It is a matter that demanded a huge amount of interest from scholars and other relevant stakeholders. Safety and security planning is an important factor to the survival of any school because it is a part of management process. As such, sustenance of human resources and its environs, has become an issue of utmost importance. According

to Lucky et al. (2017) school safety and security planning concerns procedures and steps needed to organize various activities and property of a school to be free from harm and destruction.

2.5. Organizing

According to Griffin (1997) organising means to arrange systematically, to put in order, to make arrangement or preparation for an event or activity. It also entails orderly arrangement of organizational activity for optimal utilization of her resources. The aims of organising is to make staff to work in oneness to achieve a mutual goal. In educational setting, organising includes making available a sense of direction for student education. Curricula development, assessments implementation and human and material resources management to achieve laid down aims and objectives. It is hinged on heterogeneous principles such as: responsibility sharing, principles of equity, freedom, individual recognition, worth of individual and professional enhancement. It formulates policies and establish organizational structure. According to Lucky et al. (2017) organising involves heads of organizations planning the way to allocate resources and deploy staff in line with laydown plan.

It is the duty of the principal to examine the various functions, allocate responsibilities, apportion work and make available leadership so that staff can carry out their duties without hindrances. Organising occupies an important position in making available a safe and secured educational environment (Sumual et al., 2023). It incorporates a broad spectrum of issues from school safety and security to the physical surroundings of the college. Organising enhances positive and secured educational environment. According Oboegbulem (2018) in Gbesoevi & Adeleke (2021) organising makes available an environment, growth, development and school academic success. It can also increase parents and community involvement in school safety and security. Furthermore, it helps in creating positive school atmosphere, helps in the mutual wellbeing of students and staff. Macharia (2012) opined that, organising enhances safety and improve school security. By doing this, it helps students to achieve their career goals.

2.6. Concept of Security in Education

According to Marshall (2004) security is a wide word with various branches, such as security at the national level, security at the international sphere and security relating to human life. It is a vital and important duty the state must make available for her people. Holton (2004) opined that, a porous State loses its value before her citizens. The concept of education security according to Kolawale and Arikpo (2015) in Gbesoevi & Adeleke (2021) is seen as a set of procedures, protections and measures put in place prevent falling into security problems of all manners. Obiamaka & Enyi (2015) security within the educational sector involves the protection of national property and identity, alongside fostering social responsiveness and the ability to navigate varied ideas. The degree of a school's security is reflected in how thoroughly its predefined security policies are implemented and made available to all stakeholders. This implies that school security can further be described as an avenue where school members are protected from any type of harm, threat, risk and danger be it physical or moral, through accident, attacks and kidnapping.

According to Carter (2018) in Gbesoevi & Adeleke (2021) security in education is sustained when there is a congenial environment. Educational management and planning have strictly infused this concept into every activity. It is a universal, comprehensive, and preventive induction of negative sentiment towards criminal activities. Apparently, it reflects the creation of interest, thoughts, and sustainable projections, together with viable culture, advancement of technological, transformative work, experiences, and entrepreneurship need of students and teachers.

Monkwe (2010) stated that the capacity of security enables nations to move forward. The existence of every human organization is based on good educational training, enlightenment and counselling of students into their selected careers and the need to maintain peace. The need for education to be more proactive than reactive through the application of educational management and planning principles and techniques remained fundamental. In educational management and planning Oboegbulem (2018) in Gbesoevi & Adeleke (2021) opined that, teaching and learning is a generational educational tool that imparts the dynamic learning knowledge needed to renew and train students into formidable force for the nation's technology enhancement, industrial progression, and production advancement. Nwobodo et al. (2017) avail that, when the idea of extant theories of management, postulates, prepositions, technique, principles, procedures are used in an education process; it transformed, or internalized, the functional roles of the students can be transformed into reality.

The emphasis needs to be placed on practice rather than on unempirical and grammatical abstraction. This establishes the foundational content and ways of extant Knowledge, technique, and behaviour for development that is sustainable.

Security in education is important for efficient administration and planning of colleges. It has gotten attention of relevant stakeholders in the school system. The issue of security in education revolves around the formation of values, orientations, and consciences for the benefit of society (Ebom & Edo, 2022). It remains fundamental and inevitable in the successful administration and coordination of educational policy objectives. Thus, educational management and planning consist of organizing all institutional resources by implementing coordinated actions involving staffing, planning, and direction to ensure that the institution's objectives are met.

Certainly, the issue of security in education cannot be sustained without proper planning and coordination. From this perspective, the board overseeing education, together with the school management, has multiple roles to carry out to sustain the tenet of security in education. Among these responsibilities are designing curriculum plans, coordinating processes and material resources, creating an enabling learning environment, evaluating student progress, and protecting both students and institutional property. This implies that every decision should consider both the enhancement of instructional quality and the sustainability of school safety measures (Ebom & Edo, 2022).

2.7. Security Measures and Public Secondary Schools Security

According to Monkwe (2010), security in schools needs a holistic by all relevant stakeholders . The author further emphasis that, relevant authority can assist to secure schools by carrying out regular risk evaluation in schools, putting in place school deterrent methods and processes, amongst other . The following security preventive methods are also important to make a school secure, these include: identity cards usage by learners/ students, Staff and Visitors, acquiring the services of guards, perimeter fencing of school compound, amongst others. The matter of unsecured schools are nationwide as such schools should put in place more safety and security measures to guarantee that schools are safe for knowledge assimilation.

Masitsa (2011) also identify the following as safety measures: usage of identity cards by staff and students, visitors guidelines, gate checks, amongst others. Even outside the shores of Nigeria, the issue is not different. Many examples of insecurity exist to illustrate this, it was said in a New York school that a child was robbed and slayed by a fellow child, even a teacher also suffer a similar fate. To counter these dangers Matsitsa (2016) opined, school ought to invest heavily on security devices such as the installation of close circuit camera (cctv), burglary proof, electrified walls, amongst others. Monkwe (2010) on his also identified the following as security devices that can be installed in public secondary schools to checkmate security threats: video surveillance (cctv), gate control, central communication system, burglary bars on the windows, amongst others.

2.8. Theoretical framework

The research is hinged on the theory of risk management. Risk management theory focused on three concepts: utility, regression and diversification. The utility concept was put forward by Daniel Bernoulli in 1738 relating to decision making procedures where people pay more attention to the size of the effects of different outcomes of their decision. His works was later enlarged by Henri Fayol in 1916 to become risk management theory of today. The theory emphasizes organizational risk analysis and evaluation of eminent threats and insecurities. It determines the likelihood and impact on production of threats and exploiting vulnerabilities, identifies potential countermeasures and determines the best alternatives to be used to minimize possible danger to a tolerable point, in line with the value of information available.

The theory can be used in all areas of business, including budgeting and investment management, safety and security and fund management. Consequently, the aim of management of risk is to empower firms to sustain their utmost goals. This procedure requires a combination of knowledge, skills, and resources as much it can accommodate. All together can enhance the chance of successful outcome and reduce the risk of not achieving objectives. This theory is related to this study in the sense that management and administrators in the education sector must evaluate and assess potential issues that pose threats to school policies, safety and security.

2.9. Empirical Review

The existing literature establishes a clear connection between administrative strategies and school security in Nigeria. Gbesoevi & Adeleke (2021) examined this relationship in Lagos State, finding significant positive correlations between effective school management and specific security measures, including security planning, safety programmes, and physical security measures. Similarly, Nwobodo et al. (2017), focusing on Enugu State, confirmed that a lack of security devices and emergency plans hinders safety management, while endorsing various security measures for school plants. Further supporting this, Obiamaka & Enyi (2015) discovered that key security devices and response plans were often unavailable in North Central Zone schools, but their respondents agreed on the necessity of measures like identity cards and conflict resolution programmes.

These studies collectively correlate with the present research by validating its core premise: that managerial and planning strategies are critically linked to school security outcomes. They provide a foundational context for your investigation into principals' managerial strategies in Delta State, confirming that the variables you are exploring such as planning, organizing, and implementing security measures—are consistent and significant factors in enhancing safety across different Nigerian regions. Your research therefore builds directly upon these findings to provide a focused analysis within the specific context of growing insecurity in Delta North.

2.10. Research Hypotheses

The hypotheses were formulated for the study:

H01: No significant relationship exist between planning and school security in public Secondary Schools in Delta north senatorial district.

H02: No significant relationship exist between organizing and School security in public Secondary Schools in Delta north senatorial district.

H03: No significant relationship between security measures and school security in public Secondary Schools in Delta north senatorial district.

3. RESEARCH METHODS

3.1. Research Design

The study employed the correlational research method. The reason is that, this design can investigate the connection between two or more variables without manipulation from the researcher. This design shows the capacity and the pointer for the relationship between the variables. Correlational measures provide insight into the degree and orientation of associations between two or more variables. The choice of this design allowed the researchers to assess the interrelationships among variables using multivariate statistical procedures.

3.2. Population of the Study

This consist of all government secondary school principals and vice principal administration in Delta North Senatorial District for the 2024/2025 academic year, this gave a figure of 356 (Delta State Government, Post Primary Education Board, 2025).

3.3. Sample and Sampling Technique

The study sample was determined using the Taro Yamane sample determination formula to arrive at 188 respondents, made up of 94 principals and 94 vice principals' administration. These were proportionally assigned and randomly selected from the nine local governments. The sample computation was done as follows:

$$n = \frac{N}{1+Ne^2}$$

$$n = \frac{356}{1+356(0.05)^2} = \frac{356}{1+0.89} = \frac{356}{1.89} \approx 188$$

Where: n = sample study; N = Population; 1 = a constant; e2 = Significance level (.05)

3.4. Research Instrument

The Principals' Managerial Strategies and School Security Questionnaire (PMSASSQ) served as the primary data collection tool. It was structured into Section A for demographic details and Section B for items linked to the study variables. The questionnaire followed a modified four-point Likert format, ranging from Strongly Agree (4) to Disagree (1).

3.5. Validity of the Instrument

Content and face validity was carried out on the instrument before their distribution. The validity was done through rigorous reading, corrections and other methods determined by them. The evaluation provided insight into whether the items were accurately worded, thereby reducing the possibility of respondent misinterpretation. Expert critique and suggested revisions were adopted to enhance the instrument's clarity and relevance. Their professional judgments served as the basis for establishing its validity.

3.6. Reliability of Instrument

An assessment of reliability was undertaken to identify the extent to which the instrument yielded consistent outcomes upon repeated administration. The test-retest method served as the basis for establishing reliability, allowing the researchers to examine the stability of scores across multiple measurements of the same construct. Fifteen Principals and fifteen vice principals' administration from another senatorial district was used to carry out the test-retest exercise within an interval of three weeks. Using the Pearson Product Moment Correlation Coefficient (PPMC), the responses produced a correlation coefficient of 0.98. This value is sufficiently high to affirm the reliability of the instrument, demonstrating that it accurately measures the construct for which it was designed.

3.7. Method of Data Collection

The administration of 188 questionnaires to the sampled respondents was carried out by the researcher with assistance from three trained research personnel. Their training focused on appropriate administration and secure handling of the instruments. Over the fifteen-day administration period, an 80% response rate was obtained, producing 150 usable questionnaires, which was considered adequate for the research.

3.8. Method of Data Analysis

The Pearson Product Moment Correlation (PPMC) approach was employed to provide answers to the research questions, whereas simple regression analysis was used for hypothesis testing. Decisions regarding hypotheses were based on a 0.05 significance level: p-values above this threshold led to acceptance of the null hypothesis, and p-values below it resulted in acceptance of the alternative hypothesis.

4. RESULTS AND DISCUSSION

4.1. Data Presentation by Composition of Respondents

The table below presented the composition of the respondents used for the study

Table 1. Composition of study respondents (n=150)

Respondents	Frequency	Percentage
Principals	73	48.67
Vice Principals Administration	77	51.33
Total	150	100.00

The composition of the sample used for the study consist of 73 principals (48.67%) and 77 vice principal administration (51.33%), given a total of 150.

4.2. Data Presentation by Research Questions

4.2.1. Research Question One

What is the relationship between planning and school security in public secondary schools in Delta north senatorial district?

Table 2. Data presentation in respect of the relationship between planning and school security in public secondary schools using Pearson Product Moment Coefficient 'r'

S/n	Items	r	Sig. (2- tailed)	Rmk
1.	Planning helps in preparing set goals for school security	.998	.008	+
2	Planning as a technique, helps in the realization of certain pre-determined and well defined aim and objectives of school safety	.998	.002	+
3	Planning considers how security risk management practices are designed, implemented and monitored	.992	.008	+
4	Planning sets out how schools should manage their security risks and how security aligns with their priorities	.990	.010	+
5	Planning involved bodily protection from those who intend to injure	.986	.014	+
6	Planning helps in the realization of security goals as laid down by a central authority	.986	.034	+
7	Planning considers how safety management practices are reviewed and continually improved	.974	.026	+
8	Planning sets out how schools should manage their security architecture, objectives and purpose	.982	.018	+
9	Planning can create an avenue for the identification of certain security strategies to delay perpetrators	.955	.045	+
10	Planning has the capacity to improve school safety	.933	.007	+

Significant (+); Not Significant (-)

Source: Field Research

4.2.2. Research Question Two

What is the relationship between organizing and school security in public secondary schools in Delta north senatorial district?

Table 3. Data presentation in respect of the relationship between organizing and school security in public secondary schools using Pearson Product Moment Coefficient 'r'

S/n	Items	r	Sig. (2- tailed)	Rmk
11	Organising plays a significant role in providing a healthy and safe educational environment	.973	.027	+
12	Organising incorporates abroad spectrum of issues from school security to the physical environment of the school	.999	.001	+
13	Organising enhances positive, safe and secure educational environment	.986	.014	+
14	Organising can provide an enriching environment, for personal growth and academic success of a school	.982	.018	+
15	Organising increases parents and community involvement in school safety and security	.986	.014	+
16	Organising helps in creating positive school atmosphere	.988	.012	+
17	Organising helps in the mutual wellbeing of students and staff	.985	.015	+
18	Organising enhances school security	.983	.017	+
19	Organising has the capacity to checkmate security threats	.974	.026	+
20	Organising has the capacity to deter crimes and misbehaviors before they occur in school	.973	.026	+

Significant (+); Not Significant (-)

Source: Field Research

4.2.3. Research Question Three

What is the relationship between security measures and school security in public secondary schools in Delta north senatorial district?

Table 4. Data presentation in respect of the relationship between security measures and school security in public secondary schools using Pearson Product Moment Coefficient 'r'

S/n	Items	R	Sig. (2- tailed)	Rmk
21	Organizing periodic threat assessment in schools is a measure against insecurity.	1.000	.000	+
22	Use of identity cards by students is a school safety measure	.999	.001	+
23	Creating school-wide prevention and intervention strategies techniques are measure that enhance school safety and security	.998	.002	+
24	Employment of security guards helps school management, in the area of school safety and security	.993	.007	+
25	Use of identity cards by school staff promotes safety and security consciousness	.986	.014	+
26	Visitors guidelines promote insecurity in schools	.956	.114	-
27	Use of identity cards by visitors encourages security awareness	.977	.023	+
28	Perimeter fencing of school compound, promotes security	.974	.026	+
29	Making school policies and legal issues supporting safe schools reduce crimes and misbehaviors in schools	.969	.031	+
30	Implementing staff capacity development enhance safe schools	.970	.030	+

Significant (+); Not Significant (-)

Source: Field Research

4.3. Data Analysis and Hypotheses Testing

The data presented above are hereby analyses and their hypotheses tested at .05 significant level:

4.3.1. Hypothesis one

H01: There is no significant relationship between planning and security in public secondary schools in Delta north senatorial district.

Table 5. Simple Regression Results of the relationship between planning and security in public secondary schools

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	3.028	.931	3.251	.002	1.170	4.885
	Vice principals	.919	.030	.964	30.755	.000	.860 .979

a. Dependent Variable: Principals

The regression analysis produced a Beta coefficient of 0.931, which is significant at the 0.05 threshold, as evidenced by a p-value of 0.000. Accordingly, the null hypothesis of no significant association between planning and school security within public secondary schools in Delta North Senatorial District is rejected. The predictive capacity of the independent variable is therefore confirmed. The 95% confidence interval (0.860–0.979) lies wholly above zero, further substantiating the coefficient's significance. These findings affirm that planning plays a critical role in improving school security.

4.3.2. Hypothesis two

H02: There is no significant relationship between organising and security in public secondary schools in Delta north senatorial district.

Table 6. Simple Regression Results of the relationship between educational administration and school safety and security in public secondary schools

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	2.493	.977	2.551	.013	.544	4.442
	Vice principals	.932	.031	.963	29.910	.870	.994

a. Dependent Variable: Principals

The regression analysis reveals that organising has a significant relationship with security in public secondary schools, supported by a standardized coefficient of 0.963 and a two-tailed p-value of 0.000. Given that this p-value is markedly lower than the 0.05 significance threshold, the null hypothesis is rejected, confirming the statistical significance of the relationship. Additionally, the 95% confidence interval, extending from 0.870 to 0.994, lies wholly above zero, thereby indicating a large effect size for the organising variable. This can be interpreted to mean a significant relationship, given the small value of p, which indicates that organising will enhance security in public secondary schools.

4.3.3. Hypothesis three

H03: There is no significant relationship between security measures and security in public secondary schools in Delta north senatorial district.

Table 7. Simple Regression Results of the relationship between security measures and school safety and security in public secondary schools

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	1.116	.623	1.792	.077	-.126	2.357
	Vice principals	.974	.020	.985	48.742	.934	1.014

a. Dependent Variable: Principals

The regression analysis reports a standardized coefficient of 0.985, significant at the 0.05 level with a p-value of 0.000. Thus, with Beta = 0.985 and p = 0.000 (two-tailed), the null hypothesis asserting no significant relationship between security measures and security in public secondary schools is rejected. This finding confirms that the independent variable predicts the dependent variable significantly better than zero. The 95% confidence interval for the coefficient, spanning from 0.934 to 1.014, lies entirely above zero, reinforcing the statistical significance of the Beta estimate. Therefore, the null hypothesis is rejected at the 0.05 significance level, indicating that security measures meaningfully improve security in public schools

Based on the analysis, the following are the summary of findings of the study:

- 1) In question one, the study found significant relationship between planning and security in public secondary schools in Delta north senatorial district. This implies that, planning enhances school security; this contributes to accomplishing school objectives and achieving outstanding results. However, poor planning by principals and vice principal administration can bring about unsafe school, unfavorable working environment and poor security initiatives and lapses.
- 2) In question two, the analysis indicated a significant relationship between organising and security in public secondary schools. The principal and vice principal academic as social interaction leaders, play

proactive role in enhancing school security through their administrative style, by working directly with law enforcement agents to refine safety practices and promote continuous improvement of security strategies.

- 3) From question three, it was revealed that, there is significant relationship between security measures and security in public security. Security measures are supportive process and activities designed to ensure that all school stakeholders are focused and committed to carry out their safety and security roles effectively. It helps to ensure that they continue to improve their security consciousness.

4.4. Discussion

Hypothesis one revealed that there is significant relationship between planning and security in public secondary schools in Delta north senatorial district. The finding aligns with previous researches indicating that planning significantly impacts school security. For example Gbesoevi & Adeleke (2021) found significant relationship between school security planning and effective management of public secondary schools. The study also agreed with the works of Osuji & Omah (2019) who examined safety management practices for quality public senior secondary schools administration in Rivers State. Their study revealed that, there is significant relationship between safety management planning and quality public senior secondary schools administration in Rivers state. Hypothesis two revealed significant relationship between organising and security in public secondary schools. The findings suggest that, educational administration can be used to predict school safety and security in public secondary schools. The finding aligns with the works of Lucky et al. (2017) who discovered that, principals and the teachers' are important in the management of safety and security and this have significant relationship with the extent of teaching and learning in senior secondary schools.

Hypothesis three revealed significant relationship between school safety measures and school safety and security in public secondary schools. The findings suggest that, school safety measures can be used to predict safety and security in public secondary schools. The finding aligns with the works of Gbesoevi & Adeleke (2021) who carried out a study on safety, security planning and effective management of public secondary schools in Lagos state, Nigeria. Their findings revealed amongst others that, there is a significant relationship between school safety programmes and effective management of public secondary schools. The findings also agreed with the works of Ali & Fatima (2016) who analyse different safety and security measures in both public and private schools at secondary level in Islamabad. Their findings highlighted that, safety and security measures such as flooring and lighting; number of furniture according to the number of users, stable portable equipment, etc., are good measures to checkmate insecurity in secondary schools.

5. CONCLUSIONS

In conclusion, all the specific objectives has significant relationship with school security. Planning help principals in preparing set goals for school security. It also helps in the realization of certain pre-determined and well defined aim and objectives of school safety. Organising plays a significant role in providing a healthy and safe educational environment. It also incorporates abroad spectrum of issues from school security to the physical environment of the school. School security measures are necessary in securing school environment by enabling principals to manage crises and insecurity effectively by making quick and informed decisions through plan-out measures to reduce the effect and impact that might otherwise threaten lives and property in the school. Summarily, the study concluded that planning has a significant relationship with school security, indicating that effective planning contributes meaningfully to a safer school environment. The findings also show that organizing practices are significantly associated with the enhancement of school security. In addition, the study confirmed a strong relationship between the implementation of security measures and the overall security of schools.

Based on the findings and the conclusions drawn, several policy recommendations are proposed. Principals and vice principals should be consistently involved in planning processes, as this enables them to set clear security goals and achieve well-defined objectives for school safety. The organizing function should also be strengthened as a central administrative focus in public secondary schools, allowing principals to create a healthy and secure educational environment while addressing a broad range of safety-related issues,

including both security procedures and the physical condition of the school. Furthermore, principals should ensure that appropriate safety measures are fully implemented to prevent ineffective crisis management and reduce vulnerabilities that may lead to insecurity.

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