

Administrative Strategies in Maintenance of School Safety for Quality Academic Delivery in Tertiary Institutions in Kogi State

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ABSTRACT

The main purpose of this research is to find out the administrative strategies in maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State. Descriptive survey design was used for the study. The population of this study comprised all staff of the nine (9) tertiary institutions in Kogi State, totaling four thousand seven hundred and seventeen staff (4,717). A sample size of one thousand three hundred and twenty one (1,321) respondents were used. To compose this sample, multistage sampling procedure was used. Two instruments were used for data collection. The instruments are a self-structured questionnaire and interview. The questionnaire is titled Maintaining School Safety for Quality Academic Delivery Questionnaire (MSSQADQ) and the second instrument is an interview schedule. The instrument for data collection was validated by three experts two from Measurement and Evaluation and one in the Department of Educational Foundations in University of Nigeria, Nsukka and Cronbach Alpha was used to determine the reliability index of 0.71. The research questions were interpreted descriptively using mean and standard deviation, while t-t was used to test the hypotheses. The findings among others revealed that; all the administrative strategies were agreed to by the respondents as strategies that can enhance school safety for quality academic delivery. Based on the findings of this study the following recommendations among others were made; School administrators should be committed to the provision of quality educational facilities eg buildings, security gadgets, fence etc.

Keywords: Administrative Strategies, Maintenance, School Safety, Quality Academic Delivery Tertiary Institutions

INTRODUCTION

The importance of safety cannot be over emphasized. It is one of the basic needs of human beings. Once a person's physiological needs are satisfied, their safety needs take precedence and dominate behaviour. Safety and security needs ranges from personal security, financial security, health and well-being, safety against accidents/illness and their adverse impacts (Maslow, 1954). Safety according to Ukeje (1992) is a condition or a state of being, which result from modification of human behaviour and or designing of the environment in other to reduce the possibility of hazards there by reducing accidents. School safety is a paramount human concern that every school and community must take seriously and strive continually to achieve. The concept of school safety emerges in this context, trying to address the multiple issues that must be considered to ensure the welfare of students, teachers, non-teaching staff, and any other member of the educational community (Author, 2014). It is also a legal concern as schools can be held liable if they do not make good effort to provide a safe and secure school environment (Hamilton-Ekeke & Rugai, 2013). This view corroborates with Syuelch, (2001) who believed that school safety should be seen as one of the top most agenda in the educational system. Safety, discipline and security are crucial issues, as school management embarks on creating safe and secure school environment (Mathe, 2008). Children are more prone to accidents and in fact they need more protection than adults do (Prinsloo, 2005).

Similarly, Ugwulashi, (2014) viewed School Safety climate simply as safeness in school environment characterized by good educational facilities, administrative staff and students behaviours, and community relationships amongst other variables. As practical as this assertion, quality teaching and learning activities cannot be realized in unsafe situations; there is need for positive safety climate mostly at these tiers of educational system lacking these quality assurance methods due to inappropriate supervisory practices(Ugwulashi, 2011).Safe school is welcoming, conducive for learners and teachers, free from intimidation, harm or danger, violence, harassment or humiliation (Stephens, 1998;Prinsloo, 2005). Simiarly, Ipingbemi and Aiworo, (2013) noted that, school safety also involves provision of adequate buildings, fire protection, water supply, toilet facilities, staffroom, classroom, lighting and ventilation. Providing a safe, thriving environment for students to learn and staff to work is the foremost goal of any school setting. Creating a safe environment that facilitates learning can be a challenging task. School administrators must work together to create healthy school climates, effective intervention and crisis plans that prepare staff and students for emergencies.

Along the same premises, Xaba (2014) submitted that securing the school environment and creating safe conditions involves the maintenance of the school facilities and ensuring that all areas of the school are constantly observed and monitored regardless of whether or not they are occupied. UN/ISDR, UNICEF, and CECC (2008) argued that two factors must converge to provide safety to the educational community; they are linked to structural factors (education ‘hardware’), including the building where the school functions, its furniture and equipment and the quality and regularity of maintenance, and non-structural factors (education ‘software’), which comprise all the aspects that concern the approach that the education institution has and applies to the world, to human beings, to the teaching-learning process, to relations between community and school and to itself. Hence, Diaz-Vicario, (2017)defined school safety as the safety related to the school context that involves looking at physical, emotional and social dimensions of individual and collective safety, pursuing the achievement of safety for all members of the educational community, especially the students as the most vulnerable group.

A safe school is one that ensures the health, safety and security of the learner during normal operation as well as during emergencies. Such a school is structurally sound and can withstand potential hazards. A safe school is one that is surrounded by a community that is committed to safety. This type of school experiences minimal disruption during emergencies(UNISDR, 2010). Inclusive to such an environment are elements of what a safe school feels like and what a safe school looks like. Corroborating this, School safety manual, (2018) noted that a safe school has a certain feeling that, which one enter, surrounds you witha sense of both calm and excitement. Calm, because you know you are in a physical, emotional and cognitively safe space that makes you forget about outside troubles. It is based on these issues that, the researchers intend to find out the administrative strategies in maintaining school safety for quality academic delivery tertiary institutions in Kogi State.

There are various resources that are combined in order to provide quality educational services in all areas and across all levels (Nzokurum, 2017). Ebong (2006) observed that these resources that include, human, financial and material resources play significant roles in the success or failure of any educational system. Corroborating this assertion, Azever, Gire Kpernyam and Akpe (2019) in a study noted that school plant/education facilities comprises the site, buildings, play grounds, health facilities, instructional materials and all forms of school equipments. In the same light, Asiegbu, (2014) defined educational facilities to mean the school building and materials, furniture and equipment attached and unattached to the building, all structures and features on the school site, including path road, parking lots, playground, open grounds, trees, flowers and other objects used for implementing or supporting the implementation of an educational programme. They also include school laboratories, libraries, classroom facilities, recreational facilities, boarding facilities, water/electricity facilities, and security facilities among others.

However, it is imperative to note that the quantity and quality of these facilities to a large extent determine the quality of academic delivery at the various levels of education provided in the country. Affirming this, Enefu and Okaforcha (2017) maintained that the quality of education that children receive bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place. Hence, educational facilities, according to these authors consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas of sports and games, landscape farms and gardens, trees, roads and paths. Others are furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services and special facilities for the physically challenged persons. In the study carried out by Owoeye and Yara (2011) showed that educational facilities were the most potent determinant of academic achievement. They alluded that achievement is a function of availability of facilities to students and staff. Similarly in separate studies carried out by Ayodele (2000) and Vandiver (2011) observed that a positive relationship exist between availability of facilities and students' academic performance. In another study conducted by Okorie (2017) it also revealed that the provision of boarding facilities and efficient security facilities enhances school safety and as well promotes quality academic activities.

Elsewhere, Azever, Gire, Kpernyam and Akpe (2019) carried out a study on school plant and students' academic performance in Makurdi Educational zone, the finding reveals that, school site, medical facilities, instructional materials and recreational facilities have significant influence on students' academic performance. Similarly, studies by Mooijinau (2012), Cunningham (2006); and Ojule (2017) all emphasis the usefulness of water facility in school to school safety and academic activities of students and staff. Along the same premises Usman, (2016) observed that, school physical resource management has a direct impact on the learning environment and is a key determinant of educational outcomes. It is therefore critical that school physical resource management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies. Facility maintenance entails providing clean and safe environment for teaching and learning. It also involves provision of adequate facilities for teaching and learning. Corroborating this view, World Health Organization (WHO) (2008) submits that the provision of safety facilities or precautions would enable 1863 million days of school attendance and less diarrhea illness. The provision of security technologies like; circuit television (CCTV) systems such as videoing and storing of video surveillance footage whether analogue or digital, intruder alarms, metal detectors or hand held detectors, x-ray machines, card readers will to some extent guarantee safety in schools for productive academic activities (Lombard & Kole, 2008). Studies by Amimoro (2000), Aderele (2003), Akinboboye, Adekunle, Samson and Segun (2019) also revealed positive relationship between the use of instructional materials and students' academic performance.

In every organization, there is need to organize the action of the personnel in order to achieve the pre-determined goals. The school as an organization is not left out. To achieve these organizational goals, school administrators at the various levels of the education system are scheduled with this responsibility. School administration according to Abraham (2013) is the capacity to coordinate many and often conflicting social energies in a single organization so perfectly that they function in unity. To efficiently and effectively carry out these functions Peretomode (2014) identified some major activities of the school administrator which among others include, provision of guidance and counseling services, establish policy and procedures for dealing with pupil irregularities, supervise instruction, ensure safety of staff and students, develop and coordinate extra curriculum and curriculum development, develop and administer policies and procedure for parents and community participation in school matters etc. Similarly, Efue-Ejikeme and Onyekwere (2016) highlighted the role of school administrator to include; deciding the nature and content of the curriculum, selecting the school organizational patterns and materials that will enhance educational growth, improvement of teachers' effectiveness, improvement of the competence of teachers, and determining the tone of the school.

The fact that the school system exist for such purposes, that changes and innovations are needed to maintain excellence. Hence, Usen (2009) averred that insufficient provision for training opportunities to acceptable standards constitutes one of the major sources of the poor quality of education in many schools. In view of this, Wise Geek (2013) identified the specific benefits accrue from developing workers which include increased productivity, reduced employed turnover, increased efficiency, develop sense of self-worth, dignity and well-being as they become more valuable to the school and to the society.

The school at any level is established for the purpose of producing personal development through teaching and learning and the transmission of skills, attitudes, knowledge and culture from one generation to the next as well as producing what can be called national character, any disturbance affect its developments (Enefu, Obaka, Okaforcha&Haruna, 2019). Student's behaviour is critical to the achievement of these goals. However, in the recent past research evidence shows that student's behaviour have negatively impacted on school safety, security of lives and properties and as well on the quality of academic delivery in nations tertiary institutions. These behaviours range from truancy, fighting, shooting, snatching other learners property, bullying, cheating, view pornographic materials, and threatening staff members among others (Enefu, et al 2019). Affirming thisBukar and Ibi (2002) maintains that the entire students with poor academic performances are those notorious for deviant behaviour. Corroborating this, Mustapha (2003) notedthat, the indiscipline and rampant occurrence of delinquent acts create an atmosphere of insecurity and inability in the school classrooms, which are not conducive for effective teaching /learning.In the same light, Okoroma (2004) revealed that Low academic performances in institutions are caused by student's behaviour.

To address students' behaviour issues, Garver and Noguera (2012) in a study carried out in New York suggests Zero-Tolerance Policies and Responses to Interracial Conflict as the strategy to address school violence in schools. In the late 1980s and early 1990s, schools began to adopt and expand the“zero-tolerance” disciplinary and policing practices that were becoming common in the adult criminal justice system. Zero-tolerance policies are characterized by the frequent use of exclusionary sanctions, such as suspension and expulsion, as well as adiscipline code that provides administrators and teachers little discretion inindividualizing responses to particular incidents.

Establishing school safety climate according to Ugwulashi, (2016) involved lot of resources directly or indirectly which can only be achieved through partnership/community relationship. Partnership by all stakeholders is necessary to achieving it in any school. School alone cannot do this without the cooperation of other stakeholders since achieving safety is expensive. Stressing the importance of school partnership Vadohej; Bilali, and Kroni, (2015), expressed that the partnership between the school and the community is provided to increase the quality of the school. This synergy is appropriate to harness resources for the procurement and maintenance of existing facilities in bad shapes for quality service delivery. Vadohej et al further advised that parents should be aware of the importance of their involvement in children's education. The involvement of stakeholders in school decision making process is a better way to facilitate school safety management in the face of dwindling economy. Apart from infrastructure and instructional facilities provision and maintenance, it encourages security. School partnership promotes greater participation to initiating secured environment for effective and efficient teaching and learning activities.

AIM AND OBJECTIVES OF THE STUDY

The main purpose of this research was to find out the administrative strategies in maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State.

Specifically, it attempted to;

1. determine the impact of quality of educational facilities in maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State.

2. examine the impact of quality of administrative/teaching staff in maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State.
3. Find out whether students' behaviour helps in maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State.
4. find out whether community relationships helps in maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State.

Research Questions

The following research questions guided this study

1. how does quality of educational facilities influence school safety for quality academic delivery in tertiary institutions in Kogi State?
2. how does quality of administrative/teaching staff significantly influence school safety for quality academic delivery in tertiary institutions in Kogi State?
3. how does students' behaviour significantly influence the maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State?
4. how does community relationship significantly influence the maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State?

Research Hypotheses

The following hypotheses were formulated to guide this study, this was tested.

Ho1. Quality of educational facilities will not significantly influence the maintaining of school safety for quality academic delivery in tertiary institutions in Kogi State.

Ho2. Quality of administrative/teaching staff will not significantly influence the maintaining of school safety for quality academic delivery in tertiary institutions in Kogi State.

Ho3. Quality of students' behaviour will not significantly influence the maintaining of school safety for quality academic delivery in tertiary institutions in Kogi State.

Ho4. Quality of community relationship will not significantly influence the maintaining of school safety for quality academic delivery in tertiary institutions in Kogi State.

METHODOLOGY

Descriptive survey design was used for the study. This study is aimed at finding out the administrative strategies in maintaining school safety for quality academic delivery in tertiary institutions in Kogi State. The population of this study comprised all staff of the nine (9) tertiary institutions in Kogi State, totaling four thousand seven hundred and seventeen staff (4,717). These institutions are; Kogi State College of Education, Ankpa, College of Education Technical, Kabba, Federal College of Education, Okene, Federal Polytechnic, Idah, Kogi State Polytechnic, Lokoja, Kogi State College of Health Science and Technology, Idah, Kogi State School of Nursing, Obangede, Kogi State University, Anyigba and Federal University, Lokoja. A sample size of one three hundred and twenty one (321) respondents were used. To compose this sample, multistage sampling procedure was used. In stage one purposive sampling technique was used to select three tertiary institutions, one each from the three senatorial districts, while in stage two simple random sampling techniques by balloting without replacement was used to select 107 each from the sampled

institutions in each senatorial district giving a total of 321, 48 management staff and 273 academic staff respondents, in stage three purposively 16 management staff each from the selected institutions were used and 91 academic staff each from the three institutions was used. The three institutions selected are Kogi State University, Anyigba, Federal College of Education, Okene, and Kogi State Polytechnic, Lokoja. This sample represents 10% of the entire population of this study. The use of this percentage is informed by Nwana (2006) position that if the population of a study is a few thousands, 10% sample or more will do, but if a few hundreds, 40% will do.

Two instruments were used for data collection. The instruments are a self-structured questionnaire and interview. The questionnaire is titled Maintaining School Safety for Quality Academic Delivery Questionnaire (MSSQADQ) and the second instrument is an interview schedule. The instrument for data collection was validated by three experts two from Measurement and Evaluation and one in the Department of Educational Foundations in University of Nigeria, Nsukka, who were made to look at the clarity, adequacy and appropriateness of the instrument, after which their observations were incorporated in the instrument used. Cronbach Alpha was used to determine the reliability index of 0.71. The research questions were interpreted descriptively using mean and standard deviation, while t-t was used to test the hypotheses.

Justification of the Study

A safe school is one that ensures the health, safety and security of the learner during times of normal operation as well as during emergencies. Such a school is structurally sound and can withstand potential hazards. A safe school is one that is surrounded by a community that is committed to safety. However, Omebe and Omebe, (2015) in a study observed that the crisis of education in Nigeria, in reference to any country must be considered a cause for serious concern because of the great value attached to education world-wide. Stressing this, Babalola, Aisha and Hauwa, (2014) stated that, school violence is growing beyond limit in Nigerian schools. It has been the culture of Nigerian School administrators to be reacting to the involvement of students in violent crime with closure of schools for a long time. It is also imperative to note that children deserve safe schools. Hence, Stephens, (2004) noted that, it is important for scholars and staff members to feel safe and secure at school as well as going to and coming from school. As more children are enrolling in schools in Africa, creating a safe and peaceful environment must be a top priority of teachers and educational institutions. The responsibility of schools to provide a safe environment for their students has been affirmed in the United Nations (UN, 2015) for Sustainable Development Goal. It is important to note here that, a safe school environment is a panacea for quality academic delivery. However, the researcher is not convinced whether; educational facilities, administrative/teaching staff, students' behaviour and community relationships are administrative strategies in maintaining school safety for quality academic delivery in tertiary institutions in Kogi State. It is based on the above premises that this study is imperative.

RESULTS

The results of the data analysis were presented in tables and interpretations was given after each table.

Research question 1:

How does quality of educational facilities influence maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State?

Table 1: Mean responses of quality of educational facilities that influence maintenance school safety for quality academic delivery in tertiary institutions in Kogi State.

S/N	Item Statements N= 321		SD	Dec
1	Quality of education that children receive bears direct relevance to the availability or lack of physical facilities.	3.32	.466	A
2	Educational facilities are the most potent determinant of academic achievement.	3.45	.568	A
3	Achievement is a function of availability of facilities to students and staff.	3.68	.558	A
4	There is a positive relationship between availability of facilities and students' academic performance.	3.53	.553	A
5	School site, medical facilities, instructional materials and recreational facilities have significant influence on students' academic performance.	3.53	.500	A
6	School physical resource management has a direct impact on the learning environment and is a key determinant of educational outcomes.	2.97	.604	A
7	Water is useful to school safety and academic activities of students and staff.	3.38	.487	A
8	The provision of security technologies to some extent guarantee safety in schools for productive academic activities.	3.59	.511	A
	Cluster Mean	3.433	.1967	A

Key: N = Number of respondents, = mean, SD = Standard Deviation, DEC = Decision, A= Acceptance

Result in table 1 showed the mean and standard deviations of how quality of educational facilities influence school safety for quality academic delivery in tertiary institutions in Kogi State. The respondents agreed that items 1, 2, 3, 4, 5, 6, 7 and 8 shows that quality of educational facilities influence school safety for quality academic delivery in tertiary institutions in Kogi State. This is because the mean ratings for these items are above 2.50 set as criterion level. The cluster mean of 3.433 with a standard deviation of 0.197 showed that the items in table 1 are the quality of educational facilities that influence school safety for quality academic delivery in tertiary institutions in Kogi State. The result implies that quality of educational facilities has significant effects on school safety for quality academic delivery in tertiary institutions in Kogi State.

Research Question 2

How does quality of administrative/teaching staff significantly influence school safety for quality academic delivery in tertiary institutions in Kogi State?

Table 2: Mean responses of quality of administrative/teaching staff significantly influence school safety for quality academic delivery in tertiary institutions in Kogi State

S/N	Item Statements N= 321		SD	Dec
9.	The provision of guidance and counseling services influences school safety.	3.28	.937	A
10.	Ability to establish policy and procedures for dealing with pupil irregularities influences school safety.	2.90	.876	A

11.	The ability to ensure safety of staff and students influences school safety for quality academic delivery.	3.38	.622	A
12.	Deciding the nature and content of the curriculum by administrative staff influences school safety for quality academic delivery.	3.28	.831	A
13.	Improvement of teachers’ effectiveness, competence influences school safety.	3.07	.905	A
	Cluster Mean	3.184	.4239	A

Key: N = Number of respondents, = mean, SD = Standard Deviation, DEC = Decision, A= Acceptance

Result in table 2 showed the mean and standard deviations of how quality of administrative/teaching staff significantly influence school safety for quality academic delivery in tertiary institutions in Kogi State. The respondents agreed that all the items (9 – 13) show that administrative/teaching staff significantly influences school safety for quality academic delivery in tertiary institutions in Kogi State. This is because the mean ratings for these items are above 2.50 set as criterion for acceptance. The cluster mean of 3.184 with a standard deviation of 0.424 showed that the items in table 2 are the quality of administrative/teaching staff has a significant influence on school safety for quality academic delivery in tertiary institutions in Kogi State. The result implies that quality of administrative/teaching staff has a significant impact on school safety for quality academic delivery in tertiary institutions in Kogi State.

Research Question 3

How does students’ behavior significantly influence maintenance of **school** safety for quality academic delivery in tertiary institutions in Kogi State?

Table 3: Mean responses of how students’ behaviours significantly influence maintenance school safety for quality academic delivery in tertiary institutions in Kogi State

S/N	Item Statements	N= 321		SD	Dec
14.	Student’s behaviour negatively impact school safety.		2.97	1.029	A
15.	Security of lives and properties		3.40	.610	A
16.	Quality of academic delivery in tertiary institutions positively influence students behaviour thereby enhance school safety.		2.92	.658	A
17.	Students with poor academic performances are those notorious for deviant behaviour.		2.50	.932	A
18.	Indiscipline and rampant occurrence of delinquent acts create an atmosphere of insecurity.		3.35	.940	A
19.	Low academic performances in institutions are caused by student’s behaviour.		2.30	1.045	A
20	Zero-Tolerance Policies and Responses to Interracial Conflict are strategies for ensuring school safty.		3.22	.922	A
	Cluster Mean		2.952	.400	A

Key: N = Number of respondents, = mean, SD = Standard Deviation, DEC = Decision, A= Acceptance

Result in table 3 showed the mean and standard deviations of how students’ behavior significantly influences maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State. The respondents agreed that all the items (14 – 20) shows that students’ behavior significantly influences maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State. This is because the mean ratings for these items are above 2.50 set as criterion for acceptance. The cluster mean of

2.952 with a standard deviation of 0.400 showed that the items in table 3 are students' behaviour that significantly influences maintaining school safety for quality academic delivery in tertiary institutions in Kogi State. The result implies that students' behaviour had significant effects on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State.

Research Question 4:

How does community relationship significantly influence maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State?

Table 4: Mean responses of how community relationship significantly influence maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State.

S/N	Item Statements		SD	Dec
21.	Partnership by all stakeholders is necessary to achieving goals in any school	3.67	.544	A
22.	To increase the quality of the school partnership between the school and the community is provided.	2.35	.583	A
23.	Parents' involvement in children's education is importance is necessary in ensuring school safety.	3.71	.454	A
24.	The involvement of stakeholders in school decision making process is a better way to facilitate school safety management	3.30	.551	A
25.	School partnership promotes greater participation to initiating secured environment for effective and efficient teaching and learning activities.	3.44	.551	A
	Cluster Mean	3.493	.300	A

Key: N = Number of respondents, = mean, SD = Standard Deviation, DEC = Decision, A= Acceptance

Result in table 4 showed the mean and standard deviations of how community relationship significantly influences maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State. The respondents agreed to all the items (21 – 25) shows that community relationship significantly influence maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State. This is because the mean ratings for these items are above 2.50 set as criterion for acceptance. The cluster mean of 3.493 with a standard deviation of 0.300 showed that the items in table 4 are community relationship that significantly influences maintenance school safety for quality academic delivery in tertiary institutions in Kogi State. The result implies that community relationship had effects on maintenance school safety for quality academic delivery in tertiary institutions in Kogi State.

HO₁: quality of educational facilities has no significant influence on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State

Table 5: Table 5: t-test analysis of the significant difference between administrative and academic staff responses in the mean ratings of quality of educational facilities and quality academic delivery in tertiary institutions in Kogi State.

Variables	N	Mean	SD	Df	t-value	p-value
Administrative	48	3.42	0.22			
Academics	273	3.44	0.19	319	-0.64	0.02

Result in Table 5 showed the t-test result of the significant difference in the mean ratings of administrative and academics staff on quality of educational facilities influence on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State. Result shows that t-test of -0.64 was obtained with a probability value of 0.02. This probability value was compared with 0.05 set as level of significance and it was found to be significant. Thus, the null hypothesis was rejected. Inference drawn therefore is that quality of educational facilities has significant influence on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State. This implies that quality of educational facilities has significant effect on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State.

HO₂: quality of administrative/teaching staff has no significant influence on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State

Table 6: *t-test analysis of the significant difference between administrative and academic staff responses in the mean ratings of quality of administrative/ teaching staff effect on quality academic delivery in tertiary institutions in Kogi State.*

Variables	N	Mean	SD	Df	t-value	p-value
Administrative	48	3.19	0.41	319	0.25	0.04
Academics	273	3.18	0.42			

Result in Table 6 showed the t-test result of the significant difference in the mean ratings of administrative and academics teaching staff on quality of administrative/teaching staff influence on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State. Result shows that t-test of 0.25 was obtained with a probability value of 0.04. This probability value was compared with 0.05 set as level of significance and it was found to be significant. Thus, the null hypothesis was rejected. Inference drawn therefore is that quality of administrative/teaching staff has significant influence on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State. This implies that quality of administrative/teaching staff has significant effect on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State.

HO₃: Students’ behavior significantly has no influence maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State

Table 7: *t-test analysis of the significant difference between administrative and academic staff responses in the mean ratings of students’ behavior on quality academic delivery in tertiary institutions in Kogi State.*

Variables	N	Mean	SD	Df	t-value	p-value
Administrative	48	2.96	0.42	319	0.15	0.92
Academics	273	2.95	0.40			

Result in Table 7 showed the t-test result of the significant difference in the mean ratings of administrative and academics teaching staff on Students’ behavior in maintaining school safety for quality academic delivery in tertiary institutions in Kogi State. Result shows that t-test of 0.15 was obtained with a probability value of 0.92. This probability value was compared with 0.05 set as level of significance and it was found

not to be significant. Thus, the null hypothesis was accepted. Inference drawn therefore is that Students' behavior has no significant influence on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State. This implies that Students' behavior has no significant effects on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State.

HO₄: Community relationship has no significant influence on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State.

Table 8: *t-test analysis of the significant difference between administrative and academic staff responses in the mean ratings of community relationship effect on quality academic delivery in tertiary institutions in Kogi State.*

Variables	N	Mean	SD	Df	t-value	p-value
Administrative	48	3.49	0.00			
Academics	273	3.49	0.00	319	-13.65	0.00

Result in Table 8 showed the t-test result of the significant difference in the mean ratings of administrative and academics teaching staff on Community relationship influence in maintaining school safety for quality academic delivery in tertiary institutions in Kogi State. Result shows that t-test of -13.65 was obtained with a probability value of 0.00. This probability value was compared with 0.05 set as level of significance and it was found to be significant. Thus, the null hypothesis was rejected. Inference drawn therefore is that Community relationship has significant influence on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State. This implies that Community relationship has significant effect on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State.

DISCUSSION OF FINDINGS

The finding in table 1 revealed that quality of educational facilities has significant effects on school safety for quality academic delivery in tertiary institutions in Kogi State. This finding agrees with Enefu and Okaforcha (2017) who asserted that the quality of education children receive bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place. Hence, educational facilities, according to Enefu and Okaforcha consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas of sports and games, landscape farms and gardens, trees, roads and paths. Others are furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services and special facilities for the physically challenged persons. Similarly, the finding is in consonant with a study carried out by Owoeye and Yara (2011) which showed that educational facilities were the most potent determinant of academic achievement. They alluded that achievement is a function of availability of facilities to students and staff. In the same vein, it is congruent with separate studies carried out by Ayodele (2000) and Vandiver (2011) who their studies observed that a positive relationship exist between availability of facilities and students' academic performance.

It also agrees with, Azever, Gire, Kpernyam and Akpe (2019) who carried out a study on school plant and students' academic performance in Makurdi Educational zone, the finding reveals that, school site, medical facilities, instructional materials and recreational facilities have significant influence on students' academic performance. It is worthy to note that, the finding from the interview conducted revealed that all the participants agreed that quality of educational facility greatly enhance school safety. This according them is

because when facilities required for effective academic activities are provided by the school management, students on their part will have no reasons to engage in behavior that will undermine the security and safety of the school, as they already aware of the various security monitoring equipment's and gadgets installed within the school. However, they acknowledge the fact that there are a handful cases, which are basically outside the campuses. This is based on the fact that school management has successes fully secured her campuses thereby making it difficult to operate within the school.

The finding in table 2 revealed that quality of administrative/teaching staff has a significant impact on school safety for quality academic delivery in tertiary institutions in Kogi State. This agrees with, Pereto mode (2014) who revealed that for school administrators to efficiently and effectively carry out their functions, they must involve in some major activities which among others include, provision of guidance and counseling services, establish policy and procedures for dealing with pupil irregularities, supervise instruction, ensure safety of staff and students, develop and coordinate extra curriculum and curriculum development, develop and administer policies and procedure for parents and community participation in school matters etc. Similarly, it agrees with Efue-Ejikeme and Onyekwere (2016) who highlighted the role of school administrator to include; deciding the nature and content of the curriculum, selecting the school organizational patterns and materials that will enhance educational growth, improvement of teachers' effectiveness, improvement of the competence of teachers, and determining the tone of the school. In the same light it corroborates, Wise Geek (2013) who identified the specific benefits accrue from developing workers which include increased productivity, reduced employed turnover, increased efficiency, develop sense of self-worth, dignity and well-being as they become more valuable to the school and to the society. Emphasizing this, Usen (2009) avers that insufficient provision for training opportunities to acceptable standards constitutes one of the major sources of the poor quality of education in many schools.

The finding from the interview conducted revealed that all the participants agreed that quality of administrative/teaching staff has a significant impact on school safety for quality academic delivery in tertiary institutions in Kogi State. Their view were anchored on the fact that, when students are engaged in rigorous academic and well-planned extra-curricular activities, they tend to shun activities that would undermine the safety of the school. Well, the study has revealed that quality of administrative/teaching staff has a significant impact on school safety for quality academic delivery, the question agitating the minds these researchers is that, how come there are still some selected cases of insecurity around the campuses? Is it that, these few cases are been carried out by miscreants from the host-communities or some students who could not carry out their activities on campus, take their activities to outside the school to off-campus? These are questions that require answers, hence, the need for further research by other researchers.

The finding in table 3 revealed that students' behaviour had significant effects on maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State. This is in line with, Enefu, Obaka, Okaforcha & Haruna, (2019) who revealed that the school at any level is established for the purpose of producing personal development through teaching and learning and the transmission of skills, attitudes, knowledge and culture from one generation to the next as well as producing what can be called national character, any disturbance affect its developments. Student's behaviour is critical to the achievement of these goals. They, however noted that in the recent past research evidence shows that student's behaviour have negatively impacted on school safety, security of lives and properties and as well on the quality of academic delivery in nations tertiary institutions. These behaviours range from truancy, fighting, shooting, snatching other learners property, bullying, cheating, view pornographic materials, and threatening staff members among others. Affirming this finding, Bukar and Ibi (2002) maintained that the entire students with poor academic performances are those notorious for deviant behaviour. In the same light, Okoroma(2004) reveals that Low academic performances in institutions are caused by student's behaviour.

The finding from the interview conducted revealed that all the participants agreed that students' behaviour had significant effects on maintenance of school safety for quality academic delivery in tertiary institutions

in Kogi State. They noted that, the school exist basically for behavior modification as well as equipping the recipient with skills that will help them live a good life and compete favourably in the global society.

The finding in table 4 revealed that community relationship had effects on maintenance school safety for quality academic delivery in tertiary institutions in Kogi State. This finding collaborate Ugwulashi, (2016) who noted that establishing school safety climate involves lot of resources directly or indirectly which can only be achieved through partnership/community relationship. It also agrees with, Vadohej; Bilali, and Kroni, (2015) who stressed that the partnership between the school and the community is provided to increase the quality of the school. This synergy is appropriate to harness resources for the procurement and maintenance of existing facilities in bad shapes for quality service delivery. Partnership by all stakeholders is necessary to achieving it in any school. School alone cannot do this without the cooperation of other stakeholders since achieving safety is expensive.

The finding from the interview conducted revealed that all the participants agreed that community relationship had effects on maintenance school safety for quality academic delivery in tertiary institutions in Kogi State. In their view the involvement of stakeholders in school decision making process is a better way to facilitate school safety management in the face of dwindling economy. School partnership promotes greater participation to initiating secured environment for effective and efficient teaching and learning activities. Finally, the findings from the three hypotheses were rejected indicating that they were significant, while, one the hypothesis was accepted indicating that there was not significant.

Finally, it is important to note that the finding also indicated that the use of these strategies by school administrators has positively enhanced the security of staff, students and facilities, which is why the reduction in crime and violence on their campuses. This to a great extent has resorted to uninterrupted academic activities on campus and its environs. This finding agrees with Ugwulashi, (2014) who noted that school safety climate is simply, safeness in school environment characterized by good educational facilities, administrative staff and students behaviours, and community relationships amongst other variables. Simiarly, Ipingbemi and Aiworo, (2013) noted that, school safety also involves provision of adequate buildings, fire protection, water supply, toilet facilities, staffroom, classroom, lighting and ventilation. Providing a safe, thriving environment for students to learn and staff to work is the foremost goal of any school setting. Creating a safe environment that facilitates learning can be a challenging task. School administrators must work together to create healthy school climates, effective intervention and crisis plans that prepare staff and students for emergencies.

CONCLUSION

Based on the findings of this study, the researchers have come to the conclusion that the effective maintenance of school safety for quality academic delivery in tertiary institutions in Kogi State is a function of the provision of quality educational facilities, quality of administrative/teaching staff, students' behavior and community relationship. This implies that, the effective application of these administrative strategies will go a long way in ensuring school safety which invariably translate into quality academic delivery in the school.

RECOMMENDATIONS

In view of the findings and conclusion of this study, the following recommendations are made;

1. School administrators should be committed to the provision of quality educational facilities eg buildings, security gadgets, fence etc.
2. Attention should also be placed on the quality of administrative/teaching staff engaged or employed.
3. Education stakeholders must ensure that the behavior aspect of the child is emphasized, this is why the national policy on education stressed the importance of the inculcation of right values in the child.

4. Individuals, communities and corporate bodies should be encouraged to partner with schools in their communities in providing some of the facilities that will help enhance school safety and quality academic delivery.

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