

AVAILABILITY AND COMPLIANCE WITH SAFETY LEGISLATIONS FOR SERVICE DELIVERY IN PUBLIC SECONDARY SCHOOLS IN DELTA STATE

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Abstract

The paper investigated the availability and compliance with safety legislations for service delivery in public secondary schools in Delta State. Three research questions and three corresponding hypotheses were answered and tested in the study. The design adopted for the study was descriptive survey while the population of the study was all the 466 public senior secondary school principals in Delta State out of which 444 principals were sampled for the study using purposive sampling technique based on the number of teachers available as at the time of the study consisting of 238 male and 206 female principals. A 23 item questionnaire titled "Availability and Compliance with Safety Legislations for Service Delivery Questionnaire (ACSLSDQ) was used for data collection and the questionnaire was face and content validated by two Measurement and Evaluation experts in University of Port Harcourt. Reliability of the instrument was 0.80 using Cronbach alpha statistics. Data collected were analyzed using mean, standard deviation and rank order statistics while z-test statistics was used to test the hypotheses at 0.05 level of significance. Result of the study indicated that safety equipment such as fire extinguishers, panic alarm, first aid box etc. were not available in the schools. Similarly, it was revealed that despite the fact that a few safety regulations existed in the schools, there was a low level of compliance to these regulations. Safety training was recommended for the school principals for effective service delivery in their various schools.

Keywords: Safety, Compliance, Service Delivery, Secondary School, Delta State

Introduction

The school is a social institution established to provide social service to willing and qualified citizens which culminates into the acquisition of necessary skills, knowledge and attitude that make an individual a reasonable and responsible member of a society. There is usually an interaction between the teacher and the students in a space known as the classroom for meaningful

teaching and learning to take place. However, if the teacher must discharge his or her services effectively, the school environment must be safe enough for the teacher to be able to discharge unhindered services that contribute to the attainment of outlined educational goals and objectives.

Feeling safe and secure is a basic need of everybody in the school organization without which effective teaching and learning cannot be realized. In fact, Eseyin (2017:2) noted that “safety is needed in any environment where there are possibilities of unforeseen events occurring” and this must not be taken for granted. The accomplishment of the goals of the secondary school education is dependent on the effective and efficient leadership competencies, a serene environment and adequate safety of human and material resources in the school. The relevance of managing the safety of the educational resources in the school is very important in that if there are agitations and worries about safety in the school, the teaching and learning processes will be impeded. Hence, it is imperative for adequate safety policies and practices to be put in place and effectively implemented in the school.

Safety is a state in which one is free from danger or situations that can cause harm or injury to persons or damage to properties. Explaining further, Ogbo et al., as cited in Anyaogu and Alagbaoso (2022) pointed out that safety is the state of being free from anxiety, hazard, risk, threats, injuries and loss of property. It is intended to bring about freedom from risks or threat to security of lives and properties. It is an important aspect of any system especially the school which builds knowledge and skills. Safety must be guaranteed for the wellbeing of students, school staff and other personnel for the achievement of targeted goals of the school. The school environment is surrounded with numerous hazards which have the likelihood of impeding the effectiveness of teaching and learning and other activities in the school. Hazards consist of harm, ill-health or injury, damage to property, plant products or the environment and increased liabilities. It is therefore important to provide necessary safety awareness and facilities to manage these hazardous conditions to the barest minimum or eliminate them completely from the school environment for the goal of quality service to be delivered in any school.

The school is established to carry out activities that contribute to the grooming of citizens that are able to contribute to the growth and development of the society and the quality of service discharged by the teacher in collaboration with other school personnel are essential for the achievement of these objectives. In order for this goal to be actualized, relevant safety regulations are often put in place. Supporting this assertion, Abdulkareem and Fasasi (2012) noted that the provision, utilization, maintenance and improvement of educational facilities must be guaranteed for this process to be successful. Unfortunately, some public secondary schools in Delta State often found it difficult to carry out services that

meet the expectations of their clienteles and the teachers on their part also perform below expectation based on the belief that their safety and wellbeing are not given the required attention by the school. The extent to which safety regulations exists in these schools and how well they are complied with needs to be investigated to understand how this relates to the services delivered in public secondary schools in Delta State.

Safety often refers to the condition of being free from any form of harm or danger. It generally refers to the state of being free from hazard and damage which can be internally or externally induced either as a result of the organization of the physical environment or the influence of the environment on the attitude of individuals which can result to unsafe behaviours. Schools often take the issue of safety as fundamental as they intend to limit the possibilities of harmful and dangerous elements which are capable of inflicting injuries to life and destruction of properties in the school. It is the act of controlling recognized hazards to achieve an acceptable level of risk which should not be fatal. Safety is geared towards reducing the level of risks in any work place. Safety regulations are put in place in organizations such as the school system for the purpose of limiting accidental loss of an individual and properties, and total damage to the environment. Nzokurum (2016) maintained that safety is not just being free from danger and harm but also a condition of freedom from danger or risk which has to do with being protected from non-desirable outcomes which can affect the goals of an organization such as the delivery of quality services.

Generally speaking, service delivery is the ability to carry out functions or duties for which an organization was established. It means to accomplish desired goals or objectives without any form of obstruction or to successfully achieve the result that is expected or desired of an entity. Specifically, service is an activity carried out to meet the expectation of an individual. It is the activity rendered to others as an occupation or business. Delivery on the hand is the transfer or presentation of something or information. It can therefore be deduced that service delivery refers to the quality of assistance given to a client as an obligation and within the educational setting, service delivery is the ability to carry out functions that contribute to the attainment of educational goals and objectives. These services include; teaching, counselling, mentoring among a host of others.

Effective educational service delivery in any school such as career counselling, teaching etc. depends to a large extent on the level of availability and effective use of safety facilities in the school (Abdulkareem & Fasasi, 2012). The provision of safety facilities plays major roles in the enhancement of school environment for effective teaching and learning; safe school implies that the necessary safety facilities needed are adequately provided and well utilized in order to enhance effective service delivery. Safety facilities are simply defined as infrastructural and instructional materials available in an organization to address safety issue.

There are several safety equipment/facilities that are required for the school to be able to discharge quality services and these include first aid which is needed to address emergency issues in the school before the arrival of an expert. The school also requires safety equipment in the laboratories especially where experiments are being carried out and this includes equipment such as personal protective equipment, fire extinguishers, cabinets, safety goggles among others (Oragwu & Nwabueze, 2016). All of these help to keep staff and students safe during experiments in the laboratory. Other schools go the extra mile to put other technological equipment in place such as Closed Circuit Television (CCTV), automatic doors, fire alarm, smoke detector etc. and all of these are for ensuring that staff and students are not exposed to safety crises during teaching and learning.

Despite the availability of these facilities and equipment, some schools still face safety crises as a result of the absence of relevant safety regulations that will guide the use of these safety resources as well as absence of operation skills. This is not surprising as Yang et al., (2022) noted that danger can come from natural or manmade sources but the school must be prepared for the unforeseen. Every organization, parastatal or institution is expected to have in place laid down policy framework that is to be vigorously complied with, for the purpose of increasing productivity and maximizing profit in a safe working environment. Such policies, legislations, rules and regulations are the focal point on which the organization's safety goals are anchored. If any organization such as the school must deliver quality services, there is need for the school to hinge its activities to a considerable extent on the adherence to these safety legislations that will enable all school stakeholders to be able to deliver quality educational services.

Safety legislation most times cannot be isolated from the activities that are carried out by the school. Despite the fact that the existence of safety regulations promotes a healthy environment which makes it easy for the objectives of any organization to be achievable, this is usually not the case in most schools and this is why Amanchukwu and Ololube (2015) noted that only proper monitoring can bring this situation under control. Safety policies determine how employees in an organization are protected in the course of discharging their responsibilities. It reveals how organization or an institution takes its safety responsibilities very importantly for workers to be able to deliver quality services. The Work Health and Safety Act (2011) provides a framework to protect the health, safety and welfare of all workers at work. The Act does not only protect the safety, health and welfare of workers, it also protects the health and safety of all other people who might be affected by the work being carried out in the organization. All workers including employees, contractors, sub-contractors, outworkers, apprentices, trainees, work experience students and employers who perform work are protected by the Act.

The school organization is governed by safety policies and blossoms when the environment is accident free. On the contrary, the school corporate image is dampened with incessant rate of accident, crises, conflicts and fatalities. The school safety is of immense importance to both the government, administrators, teachers, parents, students and all stakeholders of education as an organization. When setting up a school, the school safety is a major factor to be considered as parents are not ready to sacrifice the lives of their children to accident or even death as a result of the environment that is unsafe. The school, like every other organization is prone to security challenges like kidnapping, unsafe acts, intimidation, sexual harassment, terrorism and theft, but with effective safety regulations, the challenges could be reduced to the barest minimum.

It is one thing for safety facilities to be available in a school for quality service delivery with relevant guidelines on safety regulations guiding school activities and it is another thing for these legislations to be complied with by relevant stakeholders. Ahmed and Sintayehu (2022) pointed out that even during the COVID-19 pandemic, getting compliance to regulation was an issue and this is the common practice in almost all formal organizations including the school. Safety of lives and property should be the pre-occupation of every organization intending to be effective and efficient. These organizations require comprehensive safety policies to govern their operations. The school requires adequate safety policies either enacted by the house of assembly or by the school administrators or designated authorities assigned with such function. This will help to a large extent in guaranteeing a safe teaching and learning environment for both teachers and students in the school.

Policies, regulations are useless if they cannot be implemented or put into effective use. School safety policies will be energy sapping and a waste of resources without their execution. Compliance to school safety legislation or regulations implies obedience to the safety rules and regulations governing the school. It requires encouragement of the elimination of all unsafe acts and practices that have the potential of causing great danger in the school. It also entails the act of conformity to the safety guidelines that have been provided for school safety.

Frederickson (2011) argued with particular reference to Kenyan education, that the education system has been fundamentally flawed because there isn't enough space in the secondary schools. He noted that the physical infrastructure has been over stretched to the point of compromising safety standards in the school.

Reasons for this may not be far-fetched as Mwenga (2012) ascertained that students are rarely trained on safety measures and handling of emergencies in the school and this may also be the case with teachers which makes it difficult for school stakeholder's to comply with these regulations. Wainaina (2012) opined

that training of students on safety was hardly offered in the schools and when this happens, the issue of compliance becomes difficult to enforce in the school both among teachers and students and this affects the delivery of quality services. Supporting this assertion, Miugai (2011) observed that knowledge of safety guidelines among teachers in some schools was poor and this tends to affect service delivery. In a survey conducted by Ntheya (2011) on the participation of secondary school administrators in school's safety and implementation of safety policies with regard to physical infrastructure and waste disposal in some selected schools in Kenya. He found that only 20% of the schools had constituted safety sub-committees. This is an indication of poor level of compliance to safety regulations in schools and this trickles down to the teachers and the students thereby creating work place hazards that affect the delivery of quality services.

Researchers have conducted different studies to investigate the issue of safety legislations across different levels of education and how this affects the delivery of quality services and the attainment of educational goals and objectives. Ukaigwe and Orlu-Makele (2016) also investigated teachers' health and safety in public secondary schools in Rivers State focusing on implications for effective school service delivery and the study revealed that a teacher in a good health performs his/her job very well and works towards the realization of school goals. It equally revealed that, provision of health and safety policy, timely payment of salary, awareness of health and safety culture, provisions of infrastructures are among other ways adopted to enhance teacher's health and safety in the school. The health and safety status of the teacher was seen to be a cornerstone in his/her job performance.

In a related manner, Asodike and Nwakudu (2016) investigated safety and health for effective service delivery focusing on the implications for secondary school plant planning in Rivers State. Descriptive survey design was adopted in the study and purposive random sampling technique was used to draw a sample of 46 male principals and 69 female principals out of a population of 249 secondary school principals in the 23 Local Government Areas of Rivers State. The result from the study revealed that the level of provision of safety and health facilities in secondary schools in Rivers State was low and that available school plant facilities support the management of safety and health to a low extent secondary schools in Rivers State.

Ugwulashi (2017) investigated educational facilities as a strategy for school safety management in Rivers State, Nigeria. There were 245 public senior secondary schools targeted in the study while the two research questions and hypotheses in the study were analyzed after data had been collected using questionnaire which were analyzed using mean and standard deviation. Result of the study showed that there was no significant difference between the mean scores of male principals

and female principals on ways hazards arising from educational facilities can be curbed as strategy for school safety management in Rivers State, Nigeria.

Wahura (2013) also carried out another study on the factors influencing compliance with safety standards in public secondary schools in Nyeri Central District, Nyeri County of Kenya. Descriptive research design was adopted in the study which covered 17 public secondary schools in Nyeri Central District while the 17 principals, 17 heads of departments and 51 students from these selected schools were sampled for the study. Questionnaires, interview schedules and observation checklist were used for data collection and analyzed using frequencies and percentages. It was revealed that there was congestion in the public schools and this posed a challenge to compliance with safety standards. Similarly, 82% of the principals said the discipline level affected the compliance with safety standards to a small extent.

Okoko and Ibara (2020) investigated the provision and management of school plant in public secondary schools in Bayelsa State, Nigeria. There were four research questions with three null hypotheses that guided the study. There were 142 male and 52 female principals in public secondary schools in eight Local Government Areas of Bayelsa State, Nigeria that constituted the population of the study. Instrument used for data collection was questionnaire with a reliability index of 0.95 using test re-test. It was revealed in the findings of the study that some school facilities were not available.

On the other hand, Oragwu and Nwabueze (2016) conducted a study on the provision and maintenance of health and safety facilities for quality service delivery in secondary schools in Rivers State. Three research questions and two hypotheses guided the study while descriptive survey design was adopted. The population of the study was all the 247 principals in the public secondary schools in Rivers State out of which 120 principals were sampled using stratified random sampling technique. Questionnaire titled "Management of Health and Safety Facilities Questionnaire (MHSFQ)" was used for data collection and the reliability index was 0.88. The research questions and hypotheses were analyzed using mean, standard deviation, rank order and z-test at 0.05 level of significance. Findings of the study revealed among others that health and safety facilities needed for quality service delivery included clean toilet facilities, functional health centres, fire-fighting equipment, refuse disposal bins, life guards, first aid boxes, functional street lights and this should be maintained regularly.

Ahmed and Sintayehu (2022) investigated the implementation of Covid-19 protection protocols and its implication on learning & teaching in public schools and 140 teachers, 12 principals, and 6 supervisors were drawn for the study using simple random sampling technique and instruments used for data collection were questionnaire, semi-structured interview, observation checklist, focus group discussion, and document analysis were used and analyzed using mean, regression

analysis, thematic analysis and word narration. Result of the study showed that COVID-19 protection protocols were not strictly implemented as per the standards set by both Ministry of Education and the World Health Organization.

Aim and Objectives of the Study

The aim of the study was to investigate the availability and compliance with safety legislations for service delivery in public secondary schools in Delta State. Specifically, the objectives of the study were to:

1. determine the level of provision of safety facilities for service delivery in public secondary schools in Delta State.
2. examine the availability of school safety legislations for service delivery in public secondary schools in Delta State.
3. ascertain the level of compliance to school safety legislations for service delivery in public secondary schools in Delta State.

Research Questions

The following research questions were formulated to guide the study:

1. What is the level of provision of safety facilities for service delivery in public secondary schools in Delta State?
2. What is the level of availability of school safety legislations for service delivery in public secondary schools in Delta State?
3. What is the level of compliance to school safety legislations for service delivery in public secondary schools in Delta State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the mean scores of male and female principals on the level of provision of safety facilities for service delivery in public secondary schools in Delta State.
2. There is no significant difference between the mean scores of male and female principals on the availability of school safety legislations for service delivery in public secondary schools in Delta State.
3. There is no significant difference between the mean scores of male and female principals on the level of compliance to school safety legislations for service delivery in public secondary schools in Delta State.

Methodology

Descriptive survey design was employed in the study. The population of the study comprised all the 466 public senior secondary school principals in the 25 Local Government Areas of Delta State while the 444 principals who were available were sampled for the study using purposive sampling technique consisting of 238 male and 206 female principals. The instrument used for the collection of data was a 23 item questionnaire tagged "Availability and Compliance with Safety Legislations for Service Delivery Questionnaire (ACSLSDQ)" which was developed by the researcher. The questionnaire was structured on four point

modified Likert rating scale with of 4, 3, 2, 1 for responses of Very High Level (VHL), High Level (HL), Low Level (LL) and Very Low Level (VLL) for research questions one, two and three. The questionnaire was face and content validated by two Measurement and Evaluation experts in University of Port Harcourt. Cronbach alpha statistics was used to determine the reliability of the questionnaire with an index of 0.80 which showed that the questionnaire was reliable. There were 444 copies of the questionnaire administered by the researcher and three (3) other research assistants that were properly guided for the exercise while 412 copies were retrieved. Mean, standard deviation and rank order statistics were used for answering the research questions while z-test statistics was used to test the hypotheses at 0.05 level of significance.

Results

Answer to Research Questions

Research Question One: What is the level of provision of safety facilities for service delivery in public secondary schools in Delta State?

Table 1: Mean, standard deviation and rank order on the level of provision of safety facilities for service delivery in public secondary schools in Delta State

S/N	Questionnaire Items	Male (n ₁ =214)		Female (n ₂ =198)		Mean Set ($x_1 + x_2$) 2	Rank	Decision
		x_1	S_1	x_1	S_1			
1	Fire extinguishers/fire service fighters are readily provided in the school	1.897	0.821	1.748	0.772	1.822	5th	Low Level
2	Well stocked first aid boxes are available in sufficient quantity	2.047	0.849	1.621	0.686	1.834	3rd	Low Level
3	There is regular maintenance of the school compound	2.056	0.865	1.596	0.675	1.826	4th	Low Level
4	There are panic alarms installed in your school	1.421	0.672	1.960	0.836	1.690	6th	Low Level
5	Modern safety devices are installed in the school	1.916	0.829	1.838	0.777	1.877	2nd	Low Level
6	Students learn in very conducive classrooms	1.467	0.710	1.884	0.832	1.676	7th	Low Level

7	Qualified safety staff are employed in the school	1.879	0.778	2.126	0.849	2.002	1st	Low Level
8	Students & teachers are provided with modern Personal Protective Equipment	1.509	0.717	1.601	0.696	1.555	8th	Low Level
	Grand Total	1.774	0.780	1.797	0.765	1.785		Low Level

The table 1 shows the means responses of both male and female principals on the level of provision of safety facilities in public senior secondary schools in Delta State for service delivery. All of the items raised had mean scores that were below the criterion mean score of 2.50 used for decision making and as such implied that the items existed to a low level implying that the level of provision of safety facilities in the study area only existed to a low level. The aggregate mean scores of 1.822, 1.834, 1.826, 1.690, 1.872, 1.676, 2.002 and 1.555 respectively shows that the respondents believe that the items raised only existed to a low level in the sampled schools. The total mean score of 1.785 which is less than the criterion mean of 2.50 indicated that the principals are of the opinion that there is a low level of provision of safety facilities in the public secondary schools in Delta State.

Research Question Two: What is the level of availability of school safety legislations for service delivery in public secondary schools in Delta State?

Table 2: Mean, standard deviation and rank order on the level of availability of school safety legislations for service delivery in public secondary schools in Delta State

S/N	Questionnaire Items	Male (n ₁ =214)		Female (n ₂ =198)		Mean Set ($\frac{x_1 + x_2}{2}$)	Rank	Decision
		x_1	S_1	x_1	S_1			
9	Safety legislations are important in the school	3.094	0.776	2.869	0.763	2.981	2 nd	High Level
10	Every student is entitled to learn in a safe environment	2.836	0.785	3.101	0.676	2.969	3 rd	High Level
11	The government is expected to provide a safe learning environment for	3.070	1.021	2.859	0.884	2.964	4 th	High Level

	teachers & students							
12	Safety is precondition for teaching/learning	3.196	1.002	2.768	0.696	2.982	1 st	High Level
13	Safe school is a joint effort of the government, ministries, principals and community.	3.098	1.064	2.667	0.787	2.882	6 th	High Level
14	Safety policies are readily available & students are fully aware of the school safety policies	1.402	0.595	2.414	1.085	1.908	5 th	Low Level
15	Students are properly oriented and trained on school safety	1.365	0.538	1.652	0.625	1.508	7 th	Low Level
	Grand Total	2.580	0.826	2.619	0.788	2.600		High Level

Table 2 reveals the mean responses of both male and female principals on the level of the availability of safety policies/legislations in public senior secondary schools in Delta State for service delivery. The respondents agreed to items 9 to 13 with the total mean score of 2.981, 2.969, 2.9964, 2.982, 2.882, 1.821, and 1.809. This implies that safety legislation is important in the school and that every child is expected to learn in a safe environment while the government is expected to provide a safe learning environment for the learners and these items were observed to exist to a high level. They respondents however pointed out that items 14 and 15 existed to a low level respectively because their aggregate mean scores were less than the criterion mean of 2.50 and thus the items were insignificant and showed that safety policies were not readily available in the school and that students are not fully aware and properly trained on the school safety policies.

Research Question Three: What is the level of compliance to school safety legislations for service delivery in public secondary schools in Delta State?

Table 3: Mean, standard deviation and rank order on the level of compliance to school safety legislations for service delivery in public secondary schools in Delta State

S/N	Questionnaire Items	Male (n ₁ =214)		Female (n ₂ =198)		Mean Set ($x_1 + x_2$) 2	Rank	Decision
		x_1	S_1	x_1	S_1			
16	There is a committee on implementation of school safety	2.112	0.843	2.318	1.078	2.215	2 nd	Low Level
17	The school is adequately funded to provide safety facilities	2.383	1.211	2.066	1.071	2.224	1 st	Low Level
18	Students are properly taught the use of Personal Protective Equipment (PPE)	1.486	0.626	2.106	1.068	1.796	6 th	Low Level
19	There is constant safety seminars and conferences in the school	1.500	0.663	1.884	0.951	1.692	8 th	Low Level
20	There is constant school sanitation exercise	1.547	0.654	1.874	0.923	1.710	7 th	Low Level
21	Safety facilities are put into effective use in the school	2.215	1.155	1.601	0.752	1.908	3 rd	Low Level
22	The principal / teachers strictly enforces school safety policies	1.986	1.085	1.778	0.873	1.882	5 th	Low Level
23	Serious sanctions are placed on erring students on safety	1.851	1.042	1.929	1.005	1.890	4 th	Low Level
	Grand Total	1.885	0.910	1.945	0.965	1.915		Low Level

The table 3 indicates the means response of the respondents (male and female principals) on the compliance to safety legislation in the public senior secondary schools in Delta State for service. The Principals responded to items 16 to 23 with the aggregate mean scores of 2.215, 2.224, 1.796, 1.692, 1.710, 1.908, 1.882 and 1.890 respectively. These means were less than the criterion mean of 2.50, thus the items existed to a low level. The total aggregate mean score of

1.195 showed that the school lacks reliable commitment to the implementation of school safety, the school is underfunded funded to provide adequate safety facilities, the students are not properly taught on the operation and use of Personal Protective Equipment (PPE), there are no constant safety seminars and conferences in the school and that the school lacks constant sanitation exercise. The 1.195 aggregate mean further showed that available safety facilities were not put into effective use in the school, that the principal/teachers do not strictly enforce school safety policies and that serious sanctions are not enforced on erring students on safety and all of these indicate a low compliance level to safety regulations for service delivery in these schools.

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean scores of male and female principals on the level of the provision of safety facilities for service delivery in public secondary schools in Delta State.

Table 4: z-test analysis of difference between the mean scores of male and female principals on the level of provision of safety facilities for service delivery in public secondary schools in Delta State.

Variable	N	Means	Standard Deviation	Df	z-cal.	z-crit.	Decision
Male Principals	214	1.774	0.780	410	0.31	1.96	Retained
Female Principals	198	1.797	0.765				

Table 4 shows that at a degree of freedom of 410 and 0.05 level of significance, the value of z-crit. was 1.96 while the value of z-cal. was 0.31. Therefore, since the value of z-cal. of 0.31 as less than the value of z-crit. of 1.96, the null hypothesis was not rejected implying that there was no significant difference between the mean scores of male and female principals on the level of provision of safety facilities for service delivery in public secondary schools in Delta State.

Hypothesis Two: There is no significant difference between the mean scores of male and female principals on the availability of school safety legislations for service delivery in public secondary schools in Delta State.

Table 5: z-test analysis of difference between the mean scores of male and female principals on the availability of school safety legislations for service delivery in public secondary schools in Delta State

Variable	N	Means	Standard Deviation	Df	z-cal.	z-crit.	Decision
Male Principals	214	2.580	0.826	410	0.29	1.96	Retained
Female Principals	198	2.619	0.788				

Table 5 reveals that at a degree of freedom of 410 and 0.05 level of significance, the value of z-crit. was 1.96 while the value of z-cal. was 0.29. Since the value of z-cal. of 0.29 as less than the value of z-crit. of 1.96, the null hypothesis was not rejected indicating that there was no significant difference between the mean scores of male and female principals on the availability of school safety legislations for service delivery in public secondary schools in Delta State.

Hypothesis Three: There is no significant difference between the mean scores of male and female principals on the level of compliance to school safety legislations for service delivery in public secondary schools in Delta State.

Table 6: z-test analysis of difference between the mean scores of male and female principals on the level of compliance to school safety legislations for service delivery in public secondary schools in Delta State

Variable	N	Means	Standard Deviation	Df	z-cal.	z-crit.	Decision
Male Principals	214	1.885	0.910	410	0.67	1.96	Retained
Female Principals	198	1.945	0.965				

Table 6 indicates that at a degree of freedom of 410 and 0.05 level of significance, the value of z-crit. was 1.96 while the value of z-cal. was 0.67. Therefore, since the value of z-cal. of 0.67 as less than the value of z-crit. of 1.96, the null hypothesis was not rejected meaning that there was no significant difference between the mean scores of male and female principals on the level of compliance to school safety legislations for service delivery in public secondary schools in Delta State.

Discussion of Findings

The findings from this study showed a poor level of provision of safety facilities to the senior secondary schools in Delta State. It manifests in different ways which included low level of provision of fire extinguishers, poor availability of first aid facilities, low level of maintenance of the school compound and lack of panic alarms in the school, lack of modern safety devices, lack of conducive learning classrooms, absence of safety officers in the school and lack of modern

Personal Protective Equipment provided for students & teachers in sufficient quantity. This agrees with the outcome of the study carried out by Asodike and Nwakudu (2016) which established the fact that there is a low extent of provision of health and safety resources in schools.

The provision of safety facilities is so paramount in our educational settings especially in times like this where crime rate in the society is on the increase. Teachers and students need to teach and learn in a conducive environment devoid of rancour, disorderliness, hazards and threat to human existence. The provision of safety facilities in sufficient quantity could be a bold step in the right direction to accomplishing the educational goals and objectives of the secondary level of education. The level at which safety facilities are provided impels effectiveness in teaching and learning, the higher the level of provision the higher the possibility of the accomplishment of the goals and the objectives of the school. There had been persistent public agitation on the poor level of provision of safety facilities in the school. In line with this finding is the assertion of Moronkola (2003) that learners face various types of potential hazards in their school compounds due to poor provision of safety and health facilities. In the same vein, Ariguzo (2016) maintained that education in Nigeria today is faced with the problem of inadequate facilities and equipment and over bloated student population. This is not a healthy development for our educational industry because education is a tool for national development.

The poor provision of the safety facilities unarguably will have a multiplier effect on the academic performance of the students. The study by Oragwu and Nwabueze (2016) outlined the facilities that schools need to put in place for effective service delivery but the inability of schools to meet this benchmark is usually responsible for the inability to achieve educational goals and objectives in the short and long run. Educational facilities programme should include adequate provision for ensuring safety in school against natural and man-made hazard. This will aid effective teaching and learning process in schools and timely attainment of the desired objectives. The test on hypothesis revealed that there is no significant difference between the mean scores of male and female principals on the level of provision of safety facilities in public secondary schools in Delta State. This agrees with the result of the study by Ugwulashi (2017) which also revealed that there was no significant difference between the mean scores of male and female principals on the ways in which hazards arising from educational facilities can be curbed as strategy for school safety management in Rivers State, Nigeria

The result of the study equally showed that safety legislations/policies are important in the school as every student is entitled to learn in a safe environment while the government is expected to provide a safe learning environment for teachers and students. Safety is seen as precondition for teaching/learning while a

safe school is a joint effort of the government, ministries, principals and community. Safety policies are poorly available in the school and students are not fully aware of the school safety policies and are not properly oriented and trained on school safety. This agrees with the result of the study by Okoko and Ibara (2020) which equally showed a low level of provision of safety facilities in schools especially the public ones.

No organization can be run effectively without laid down policies which are to be pursued vigorously. Policy statements are a compass on which the organizational goals and objectives are anchored. The school safety policy statement provides recommendations to be taken by the school to promote a more secured environment for students and teachers. Related study by Ukaigwe and Orlu-Makele (2016) substantiated the fact that performance in schools cannot be optimal if the required safety and health facilities are not in place. The test on hypothesis showed that there was no significant difference between the mean scores of male and female principals on school safety policies/legislation in public secondary schools for service delivery in Delta State.

The result also illustrated that there is poor level of compliance to safety legislation/policies in the public senior secondary schools in Delta State. The school requires adequate safety policies either enacted by the house of assembly or by the school administrators or designated authorities assigned with such function. This will help to a large extent in guaranteeing a safe teaching and learning environment for both teachers and students in the school. Policies, regulations are useless if they cannot be implemented or put into effective use. School safety policies will be energy sapping and a waste of resources without their execution. Compliance to school safety regulations implies obedience to the laid down safety rules and regulations governing the school. Ahmed and Sintayehu (2022) in their study had similar outcomes as it was shown that during the COVID-19 pandemic, the issue of compliance was a major problem in several schools.

It is common knowledge that there is poor level of compliance to safety policies in the secondary schools as a series of serious injuries and even fatality in the school may not have been un-associated with lack of compliance to safety policies. The students are not properly oriented and trained on safety practices and measures to be adopted in the school for eradicating accidents and fatalities. This may explain why Wahura (2013) found in a study that 82% of principals believed that the lack of discipline was responsible for the lack of compliance to safety regulations in most schools. Knowledge of safety guidelines among teachers also seem to be poor and this may also account for the lack of compliance. In a survey conducted by Ntheyya (2011) on the participation of secondary school administrators in school's safety and implementation of safety policies with regard to physical infrastructure and waste disposal in some selected schools in

Kenya, found that only 20% of the schools had constituted safety sub-committees. This is an indication of poor level of compliance to safety regulations in the school. This is a clear indication of poor level of compliance to safety policies. To uphold safety integrity, safety policies must be strictly adhered to. The test on the hypothesis equally revealed that there is no significant difference between the mean scores of male and female principals on the level of compliance to school safety legislation/policy in public secondary schools in Delta State.

Conclusion

Based on the findings of the study, it was concluded that safety facilities for service delivery existed at a low level in public secondary schools in Delta State. Similarly, there was no significant difference between the opinion of the male and female principals on the availability of safety facilities, safety legislations and compliance to safety legislations in these schools and this might be responsible for the challenges encountered in these schools in the enforcement of quality service delivery.

Recommendations

The following recommendations are proffered based on the findings of the study:

1. There should be adequate provision of modern safety facilities in the school by the government as this will help to arrest the incidences of damages and danger in the school which often affect quality service delivery.
2. The principals should be trained and assisted to acquire professional safety skills and ensure that the students and teachers are fully oriented on relevant safety rules and regulations in the school as this will help to enhance the services delivered by all educational stakeholders in the school and contribute to educational goals attainment.
3. There should be employment of professional safety staff in every school to help educate and ensure compliance to school safety policies in all public schools as this will help to engender the culture of safety among all school personnel and for smooth service delivery in these schools.

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