



MANAGEMENT STRATEGIES FOR PHYSICAL SECURITY IN SECONDARY SCHOOLS IN SOUTH EAST STATES, NIGERIA.

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ABSTRACT

Management strategies for physical security in secondary schools involve implementing policies, practices, and technologies to protect students, staff, and property. The study examined Management Strategies for Physical Security in Secondary Schools in South East States, Nigeria. At the 0.05 level of significance, three research questions and three hypotheses served as the study's compass. The study included 28, 573 teachers from 942 public secondary schools as its population. The sample comprised a total of 1500 teachers from 272 public secondary schools selected using disproportionate stratified random sampling techniques. The instrument used for the study was a questionnaire titled Management Strategies for Physical Security Questionnaire (MSFPSQ) validated by three experts and subjected to a reliability test using Cronbach Alpha that yielded an index of 0.83 coefficients. Mean statistics was used to answer the research questions while analysis of variance (ANOVA) was used to test the hypotheses at a 0.05 level of significance. The study revealed that teachers According to the study's findings, most from South East States, Nigerian teachers concurred that the implementation of emergency preparedness management strategies, the use of security budgets, and principals' collaboration with the community affected physical security in secondary schools in the region. To ensure a safe, secure, and conducive learning environment, school administrators were to intensify their efforts in planning and devising means of countering any uncertainty ranging from the provision of first aid kits, fumigating the environments, covering gutters, ensuring the perimeter fencing of the schools is fenced, provision of lighting materials, installation of CCTV to cover blind spots, liaise with community, security agencies and stakeholders for supports.

Keywords: *Management Strategies, Physical Security, Principal-ship, Secondary Education, Secondary School.*

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INTRODUCTION

Secondary education occupies the second and third levels of the education system in Nigeria. The second level of education in Nigeria is Basic Education which encompasses kindergarten, primary education, and 3 years post-primary education in junior secondary schools; while the third level of education is the post-Basic Education of 3 years in senior secondary schools and technical colleges. Secondary education is the entire process of human learning, according to Adesemowo and Sotonade (2022), through which knowledge and faculties are trained and various skills are developed. Secondary education in Nigeria has two main goals: to prepare students for higher education and to live productive lives in society. As stated in the Federal Republic of Nigeria's (FRN, 2013) national policy on education, the goals of secondary education are to inspire students to strive for excellence and self-improvement and to raise a generation of individuals who can think critically, value hard work, and live as decent citizens. The objectives of secondary education are achievable, but can only be possible in a safe, secure, and conducive secondary school environment.

Secondary school is an institution, meant for secondary education and designed to provide a learning environment and spaces for students to acquire knowledge, skills, and values (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2022). Secondary schools are of two types, those owned by the government and those owned and administered by missions, organizations, and or private entities. All secondary schools are under government control through the Federal Ministry of Education (for unity schools), the State Universal Education Boards (SUBEB) at the state level, the Universal Basic Education Commission (UBEC) at the federal level, and the Secondary Education Management Boards (SEMB) for state senior secondary schools. It is through government control of education that individuals could be influenced to accept their roles in society and enhance national integration and unity (Anuna and Ofoeze, 2002). The schools that are being owned and administered by the government are known as public schools and are funded through the tax payer's money and the extent of funding is dependent on the competition between education and other sectors of the economy (Mbadiwe and Nwokocha, 2018).

According to Onye, Anugom, and Obizue (2019), the principal serves as a liaison and interpreter of policies, goals, and objectives between his school and the community, government, and other public and private organizations. At the secondary level of education, school principals are the custodians of secondary schools. As custodians, they are responsible for school resources and materials as well as school programmes and their implementation which cover day-to-day activities. The principal of a school is the chief executive officer who is in charge of efficiently managing school resources to achieve the stated goals and objectives of education. The principal is a school manager. He is the administrative head of a secondary school and he is also called a school administrator. Isiozor and Ononiwu (2019) opine that a principal carries out administrative tasks to create a safe, secure, and conducive learning environment for the achievement of the aims of secondary education. Okunamiri (2010) emphasized that the principal is a key player to the achievement of school objectives because the success of the school in implementing educational programmes and policies depends largely on him (Okunamiri, 2010). He coordinates tasks to achieve goals (Ndom-Uchendu and Ogbonna, 2022). Management strategies are the planned and systematic approaches employed by school administrators to achieve specific objectives. In other words, management strategies are the actions and measures that the school administrators have put in place for the achievement of specific objectives such as a safe, secure, and conducive learning environment. Karami (2022)

defined management strategies as a concept that describes the specific measures being executed by the administrator to achieve his responsibilities. The application of some management strategies by the school administrators such as emergency preparedness, provision of surveillance-communication gadgets, and deployment of security barriers are essential for the safety and protection of human, material, and financial resources from being bullied, intimidated, assaulted, maimed, wounded, harmed, killed, defaced, vandalized, burnt or destroyed. The concept of physical security is defined as safety, security, and protection from harm and danger. Payne (2023) describes physical security as a concept that involves the safety and protection of human, material, and financial resources from being bullied, intimidated, assaulted, maimed, wounded, harmed, killed, defaced, vandalized, burnt, or destroyed. In schools, human resources are human beings and include the staff, students, and school visitors. Material resources include facilities (such as school buildings), equipment (such as generators), and raw materials (textbooks and chalk).

These strategies employed by school principals include emergency preparedness, utilization of the security budget, and School-community collaboration. An emergency is a sudden, unexpected situation that requires immediate attention, action, action, or intervention to prevent harm, injury, damage, or loss (International Organization for Standardization [ISO], 2020). Emergencies often involve risk to life, health, property, or the environment. Emergencies include natural disasters, assault/bullying/intimidation, medical emergencies, environmental hazards, and technological failures (Federal Emergency Management Agency [FEMA], 2020). Natural disasters include earthquakes, hurricanes, and floods. Assault/bullying/intimidation includes terrorism, violent crime, and cult-related activities. Medical emergencies include heart attacks, injuries, illness, accidents, snakebites, etc, while environmental hazards include chemical spills and wildfires. Emergency preparedness is the proactive measures taken by principals to anticipate, prevent, and respond to potential emergencies, disasters, or disruptions. It involves planning, training, educating, and equipping individuals, organizations, and communities with resources to effectively manage risk and minimize harm. The components of an emergency preparedness plan include risk assessment and vulnerability, resource allocation, regular training and exercise, effective incident command systems and communication protocols, and continued review and evaluation.

The utilization of the security budget for physical security in secondary schools refers to the allocation and effective use of financial resources to safeguard physical resources and infrastructure. Adequate provision of physical security requires funding. The funding that is specifically meant for security purposes should be made available by the government to the school administrators for utilization. When the amount of the grants that are received is not adequate to cater to all the challenges including putting security measures in place, it is still within the domain of the school administrators to manage whatever resources they have to ensure that a safe and conducive learning environment is maintained in the school at all times. The government funds the secondary schools, even though the amount of the funding may not be adequate to cater to all the challenges being faced in the school. According to Mbadiwe and Nwokocha (2018:364), "In the financing education sector, the government ensures ideally that there is a steady inflow of revenue or receipt, on one hand, and an outflow of payment on the other hand, to ensure that money is always available for the education programmes." They suggested a periodic review of the funding system to ensure that it meets up with the challenges of the moment. Funds should be allocated based on identifiable factors, measures, or variables to achieve the goals of education. Optimal security

budget funding and utilization by school principals can significantly improve physical security in secondary schools (Bachman, Randolph, and Walker, 2023).

School-community collaboration refers to the partnership between educational institutions and their surrounding communities to enhance security promote student learning, community development and foster mutual benefits. School-community collaborations include Parent-Teacher Associations (PTAs) collaboration to financially support security measures put in place in the school. Community service projects such as volunteer work is also a form of collaboration to promote social responsibility and community engagement. The school may offer scholarships to some of the locals while the community supports the school with vigilant youths and other material donations that may be useful to maintain security. The school may also collaborate with nearby hospitals and health centres for emergency health service provision (Ferriter, 2023). A strong partnership with local law enforcement, community organizations, and stakeholders can reduce crime and violence in schools, enhance threat assessment and response, improve incident reporting and communication, increase community engagement and vigilance, support student and staff safety training, and foster collaborative problem-solving, thereby enhancing physical security in schools (Hanson *et al.*, 2024).

SCOPE OF THE STUDY

The study's title is Physical Security Management Strategies for Secondary Schools in South East States, Nigeria. It is focused on management strategies for physical security in secondary schools in South East States, Nigeria. The content scope is confined to how indices of management strategies of emergency preparedness, utilization of security budget, and School-community collaboration employed by principals impacted physical security effectiveness in secondary schools in South East States, Nigeria. The independent variable of the study is management strategies while the dependent variable is physical security in Secondary School. Geographically, this study is limited to the Southeast states (Abia, Anambra, Ebonyi, Enugu, and Imo States) of Nigeria. The population of the study embraced all the public secondary school teachers in Southeast states, Nigeria. The sample population was the teachers. They were selected using the stratified random sampling technique.

AIMS AND OBJECTIVES OF THE STUDY

The study aims to ascertain how the management strategies of principals impacted physical security in Secondary Schools in South East States, Nigeria.

PURPOSE OF RESEARCH

The purpose of this study is on principals' management strategies and physical security in secondary schools in South East States, Nigeria. More specifically, the study sought to;

- i. Find out how the emergency preparedness of principals influences physical security in secondary schools in Southeast states, Nigeria.
- ii. Determine how the provision of surveillance-communication gadgets of principals impacts physical security in secondary schools in Southeast States, Nigeria.
- iii. Examine how the deployment of security barriers by principals influences physical security in secondary schools in Southeast States, Nigeria.
- iv. Ascertain how utilization of the security budget of principals impacts physical security in secondary schools in South East States, Nigeria.

- v. Assess how school-community collaboration of principals influences physical security in secondary schools in South East States, Nigeria.

RESEARCH JUSTIFICATION

The findings from this study may be beneficial to researchers, teachers, school administrators, students, and educational planners. Researchers may benefit from this study as it may contribute to the body of knowledge that may enrich academic work in the area of educational management and administration and provide the basis for further research in the area of management strategies and physical security in secondary schools. This study may benefit teachers as it may enable them to upgrade their knowledge of safe a school environment; thus, promoting awareness of the need for physical security in the schools, and driving the teachers to support their principals in maintaining adequate physical security. The school administrators may benefit immensely since developing management strategies that could boost their administrative abilities are identified. Therefore, applications of the recommendations from this study may improve their productivity and overall school performance. Findings from this study may get students exposed to security issues related to their environment and become more careful about their exposure to security threats. The study may also be of benefit to educational planners by adding to the database some information that may help in planning for school safety. The study may complement already garnered data on the management of security challenges to educational administration in Nigeria.

RESEARCH QUESTIONS

To guide this study, the following research questions were posed:

- a. To what extent has the emergency preparedness of principals influenced physical security in secondary schools in Southeast states, Nigeria?
- b. To what extent has the utilization of the security budget of principals impacted physical security in secondary schools in Southeast states, Nigeria?
- c. How much have school-community collaborations of principals influenced physical security in secondary schools in Southeast States, Nigeria?

HYPOTHESES

The following three null hypotheses tested were formulated and tested at a 0.05 level of significance:

- a. H₀₁: There is no significant difference between the mean scores of teachers on emergency preparedness of principals and physical security in secondary schools in Southeast States, Nigeria.
- b. H₀₂: There is no significant difference between the mean scores of teachers on the utilization of security budgets of principals and physical security in secondary schools in South East States, Nigeria.
- c. H₀₃: There is no significant difference between the mean scores of teachers on the school-community collaboration of principals and physical security in secondary schools in Southeast States, Nigeria.

MATERIALS AND METHOD

RESEARCH DESIGN

This study employed a descriptive survey research design to explore the opinions of teachers in secondary schools in South East States, Nigeria towards management strategies and physical security. This design allows for the efficient collection of data from a large sample size, using standardized questionnaires. This design enables

quantification of the extent of agreement of teachers on how management strategies employed by principals influence physical security in secondary schools in South East States, Nigeria. The design also allows for the generalization of findings to the larger population of teachers in secondary schools in Southeast States, Nigeria

POPULATION OF THE STUDY

This study's target population consisted of 28,573 secondary school teachers from 942 public secondary schools in Nigeria's Abia, Anambra, Ebonyi, Enugu, and Imo states. While there were 2,994 teachers spread across 230 public secondary schools in Anambra State, there were 6,158 teachers spread across 146 public secondary schools in Abia State. There were 3,499 teachers in 115 public secondary schools in Ebonyi State, 7,860 teachers in 255 public secondary schools in Enugu State, and 8,062 teachers in 196 public secondary schools in Imo State.

SAMPLING TECHNIQUE

Using a disproportionate stratified random sampling technique, 1500 teachers from 272 public secondary schools in the Nigerian states of Abia, Anambra, Ebonyi, Enugu, and Imo were chosen for the study, ensuring that each of the twenty-seven (27) education zones was fairly represented. In Anambra State, 200 teachers from 47 public secondary schools made up the sample population, whereas 300 teachers from 41 public secondary schools made up the sample population in Abia State. The sample population in Imo State consisted of 400 teachers from 89 public secondary schools, 150 teachers from 39 public secondary schools in Ebonyi State, and 450 teachers from 56 public secondary schools in Enugu State.

INSTRUMENTATION

Development of the Instrument

The researcher's self-created "Management Strategies and Physical Security Questionnaire (MSFPSQ)" served as the data collection tool. It has two (2) sections; Section A obtained information on the personal data of the respondents, while Section B comprised 15 items in three (3) clusters and contains information on management strategies and physical security in secondary schools in the South East States, Nigeria. The instrument was designed using a modified Likert-type scale with four (4) weighted points: strongly agreed (SA), agreed (A), disagreed (D), and strongly disagreed (SD).

Validation of the Instrument

A team of three experts completed the face and content validity. They were all from the Faculty of Education at Abia State University, Uturu, and included one (1) from the Department of Educational Administration and Planning, the other two from the Department of Curriculum and Teacher Education, and the Measurement and Evaluation unit. Reliability of the 15-item instrument was conducted twice on the same group of secondary school teachers who were not part of the study. For every test, the alpha coefficient was calculated using the Cronbach Alpha statistical method. An alpha coefficient of 0.73 was obtained from the first test, and 0.83 was obtained from the second test, which was given four weeks after the first test. These results indicate that the 15-item instrument has a comparatively high level of internal consistency. The instrument was therefore considered adequate for the study.

ADMINISTRATION OF THE INSTRUMENT

The questionnaire was distributed in 1500 copies, but the researcher only managed to retrieve 1000 of them with the assistance of 15 assistants who had received training on how to define words that seemed unclear and unintelligible.

METHOD OF DATA ANALYSIS

To address the research questions, the collected data was analyzed using mean statistics, and the hypotheses were tested at the 0.05 level of significance using One-Way Analysis of Variance (ANOVA).

RESULTS

Although 1500 copies of the instrument were sent to the 27 education zones in the Southeast states of Nigeria, only 1000 of them were properly completed and compiled. A return rate of 66.67 % is represented by this.

RESEARCH QUESTION ONE

To what extent has the emergency preparedness of principals influenced physical security in secondary schools in Southeast states, Nigeria?

Table 4: Mean Score Analysis of the Teachers' Responses on Emergency Preparedness for Physical Security in Secondary Schools in South East States, Nigeria

S/N	Items		SA	A	D	SD	$\sum x$	\bar{x}	Decision
1	prevent incidence of security breaches such as violent attacks, vandalism, or theft deter	ABIA	580	129	28	5	742	3.58	
		ANAMBRA	572	123	20	4	719	3.63	
		EBONYI	584	126	18	4	732	3.64	
		ENUGU	660	135	22	7	824	3.61	
		IMO	480	105	16	3	604	3.64	
		TOTAL	2876	618	104	23	3621	3.62	Agreed
2	deter violence and cultism related activities within the school.	ABIA	588	126	26	5	745	3.59	
		ANAMBRA	580	120	18	4	722	3.65	
		EBONYI	592	123	16	4	735	3.66	
		ENUGU	664	123	20	11	818	3.59	
		IMO	484	105	16	2	607	3.66	
		TOTAL	2908	597	96	26	3627	3.63	Agreed
3	improve response time to incidents and make the school environment conducive for learning to take place..	ABIA	584	129	24	6	743	3.59	
		ANAMBRA	576	123	20	3	722	3.65	
		EBONYI	588	126	18	3	735	3.66	
		ENUGU	656	135	22	8	821	3.60	
		IMO	484	105	16	2	607	3.66	
		TOTAL	2888	618	100	22	3628	3.63	Agreed
4		ABIA	592	123	26	5	746	3.60	

	deter students from smoking psychoactive and consumption of other illegal drugs within the school compound.	ANAMBRA	584	120	18	3	725	3.66	
		EBONYI	596	123	16	3	738	3.67	
		ENUGU	660	132	20	9	821	3.60	
		IMO	492	102	14	2	610	3.67	
		TOTAL	2924	600	94	22	3640	3.64	Agreed
5	help in early detection and reporting of security threats and warnings.	ABIA	588	126	24	6	744	4.00	
		ANAMBRA	580	123	20	2	725	3.66	
		EBONYI	592	126	18	2	738	3.67	
		ENUGU	664	135	22	6	827	3.63	
		IMO	488	105	16	1	610	3.68	
		TOTAL	2912	615	100	17	3644	3.64	Agreed

Pooled Mean 3.65 (91% agreement)

Table 4 revealed that the principals from Abia, Anambra, Ebonyi, Enugu, and Imo States secondary schools agreed with all the items on the table. The pooled mean of 3.65 mark which is above the criterion mean mark of 2.50 indicates stronger agreement that emergency preparedness of principals influenced physical security to a very large extent in secondary schools in South East States, Nigeria.

RESEARCH QUESTION TWO

To what extent has the utilization of the security budget of principals impacted physical security in secondary schools in Southeast states, Nigeria?

Table 5: Mean Score Analysis of the Principal's Responses on Utilization of Security Budget for Physical Security in Secondary Schools in South East States, Nigeria

S/N	Items		SA	A	D	SD	$\sum x$	\bar{x}	Decision
	Utilization of school budget of my principal								
6	help in construction of perimeter fencing round the school which deter authorized access and protect the lives and properties.	ABIA	560	135	30	7	732	3.54	
		ANAMBRA	552	126	24	6	708	3.58	
		EBONYI	564	129	22	6	721	3.59	
		ENUGU	620	144	28	11	811	3.56	
		IMO	480	108	16	2	606	3.65	
		TOTAL	2776	642	120	32	3570	3.57	Agreed
7	lead to fumigation of the school environment	ABIA	540	129	32	13	714	3.45	
		ANAMBRA	532	120	28	11	691	3.50	
		EBONYI	544	126	24	11	705	3.51	
		ENUGU	600	138	30	17	785	3.44	
		IMO	460	102	18	8	588	3.54	
		TOTAL	2676	615	132	60	3483	3.48	Agreed
8	improve the provision of first aid materials and	ABIA	580	126	26	7	739	3.57	
		ANAMBRA	572		22	4	718	3.63	

relevant emergency kits such as fire extinguishers in the school.	EBONYI	584	123	20	4	731	3.64	
	ENUGU	640	141	24	9	814	3.57	
	IMO	500	105	12	0	617	3.72	
	TOTAL	2876	615	104	24	3619	3.62	Agreed
9 improve the provision of surveillance-communication gadgets such as CCTV, body scanners, and WALKIE TALKIE to the school.	ABIA	520	123	34	19	696	3.36	
	ANAMBRA	512	117	30	16	675	3.41	
	EBONYI	524	120	28	16	688	3.42	
	ENUGU	580	132	32	23	767	3.36	
	IMO	440	99	20	13	572	3.45	
	TOTAL	2576	591	144	87	3398	3.40	Agreed
10 improve collaboration between the school, other security agencies and stakeholders.	ABIA	500	147	30	18	695	3.36	
	ANAMBRA	492	141	28	14	675	3.41	
	EBONYI	504	144	26	14	688	3.42	
	ENUGU	560	171	32	15	778	3.41	
	IMO	420	135	24	4	583	3.51	
TOTAL	2476	738	140	65	3419	3.42	Agreed	

Pooled Mean 3.49 (88% agreement)

Table 5 revealed that the principals from Abia, Anambra, Ebonyi, Enugu, and Imo States secondary schools agreed with all the items on the table. The pooled mean of 3.49 mark which is above the criterion mean mark of 2.50 indicates very strong agreement that the utilization of security budget of principals impacted physical security to a large extent in secondary schools in South East States, Nigeria.

RESEARCH QUESTION THREE

How much have school-community collaborations of principals influenced physical security in secondary schools in Southeast States, Nigeria?

Table 6: Mean Score Analysis of the Principal's Responses on School-Community Collaborations for Physical Security in Secondary Schools in South East States, Nigeria

S/N	Items	SA	A	D	SD	$\sum x$	\bar{x}	Decision
	School-community collaboration of my principal							
11 spur the deployment of security guards and fire fighting team and life savers to the school	ABIA	480	105	20	42	647	3.13	
	ANAMBRA	472	99	18	38	627	3.17	
	EBONYI	484	102	16	38	640	3.18	
	ENUGU	540	120	20	43	723	3.17	
	IMO	420	90	14	24	548	3.30	
	TOTAL	2396	516	88	185	3185	3.19	Agreed
12 boost the psyche of the community leaders and youths to protect school staff who reside in the	ABIA	560	123	24	14	721	3.48	
	ANAMBRA	552	117	22	10	701	3.54	
	EBONYI	564	120	20	10	714	3.55	
	ENUGU	620	132	24	17	793	3.49	

	communities near the school.	IMO	480	108	18	1	607	3.66	
		TOTAL	2776	600	108	52	3536	3.54	Agreed
13	spur the community leaders and the students from been sexually harassed, extorted or kidnapped while on their way to and from the school.	ABIA	500	111	22	34	667	3.22	
		ANAMBRA	492	105	20	30	647	3.27	
		EBONYI	504	114	18	28	664	3.30	
		ENUGU	560	126	22	35	743	3.26	
		IMO	440	96	16	16	568	3.42	
		TOTAL	2496	552	98	143	3289	3.29	Agreed
14	help in information sharing and dissemination.	ABIA	580	129	26	6	741	3.58	
		ANAMBRA	572	123	24	2	721	3.64	
		EBONYI	584	126	22	2	734	3.65	
		ENUGU	640	138	26	9	813	3.57	
		IMO	440	96	16	16	568	3.42	
		TOTAL	2816	612	114	35	3577	3.58	Agreed
15	facilitates the PTA and community assistance to support security measures in the school such as lightening the environment, fencing the perimeters, health service provisions, and providing of security guards.	ABIA	500	147	30	18	695	3.36	
		ANAMBRA	492	141	28	14	675	3.41	
		EBONYI	504	144	26	14	688	3.42	
		ENUGU	560	171	32	15	778	3.41	
		IMO	420	135	24	4	583	3.51	
		TOTAL	2476	738	140	65	3427	3.42	Agreed
Pooled Mean		3.39 (85% agreement)							

Table 6 revealed that the principals from Abia, Anambra, Ebonyi, Enugu, and Imo States secondary schools agreed with all the items on the table. The pooled mean of 3.39 mark which is above the criterion mean mark of 2.50 indicates a very strong agreement that school-community collaboration of principals widely influenced physical security in secondary schools in South East States, Nigeria.

HYPOTHESIS ONE

There is no significant difference between the mean scores of teachers on emergency preparedness and physical security in secondary schools in Southeast States, Nigeria.

Table 7: Analyses of the significant difference between the mean scores of teachers on emergency preparedness for physical security in secondary schools in South East States, Nigeria

Source of Variation	Sum of Squares	Degree of Freedom	Mean Squares	F-Value	p-Value	Decision
Between Groups	0.065	4	0.0163	0.431	0.783	Fail to Reject null hypothesis
Within Groups	1.144	15	0.0763			
Total	1.209	19				

Table 7 shows a summary of analyses of the significant difference between the mean scores of teachers on emergency preparedness and physical security in secondary schools in South East States, Nigeria. The p-value (0.783) is greater than the significance level (0.05), indicating that the mean responses are not significantly different across the five states. The F-statistic (0.431) is relatively small, indicating that the variance between groups is not significantly greater than the variance within groups. The mean square between groups (0.0163) is smaller than the mean square within groups (0.0763), further supporting the conclusion that the mean responses are not significantly different. In conclusion, based on the analyses using one-way Analyses of Variance results, the researcher fail to reject the null hypothesis that there is no significant difference between the mean scores of teachers on emergency preparedness and physical security in secondary schools in South East States, Nigeria. The mean responses are not significantly different across the five states (Abia, Anambra, Ebonyi, Enugu, and Imo States).

HYPOTHESIS TWO

There is no significant difference between the mean scores of teachers on the provision of surveillance-communication gadgets of principals and physical security in secondary schools in Southeast States, Nigeria.

Table 8: Analyses of significant differences between the mean scores of teachers on utilization of security budget for physical security in secondary schools in South East States, Nigeria

Source of Variation	Sum of Squares	Degree of Freedom	Mean Squares	F-Value	p-Value	Decision
Between Groups	0.046	4	0.0115	0.591	0.672	Fail to Reject null hypothesis
Within Groups	1.563	15	0.0522			
Total	1.609	19				

Table 8 shows a summary of analyses of the significant difference between the mean scores of teachers on utilization of security budget and physical security in secondary schools in South East States, Nigeria. The p-value (0.672) is greater than the significance level (0.05), indicating that the mean responses are not significantly different across the five states. The F-statistic (0.591) is relatively small, indicating that the variance between groups is not significantly greater than the variance within groups. The mean square between groups (0.0115) is smaller than the mean square within groups (0.0522), further supporting the conclusion that the mean responses are not significantly different. In conclusion, based on the analyses using one-way Analyses of Variance results, the researcher fail to reject the null hypothesis that there is no significant difference between the mean scores of teachers on utilization of security budget and physical security in secondary schools in South East States, Nigeria. The mean responses are not significantly different across the five states (Abia, Anambra, Ebonyi, Enugu, and Imo States).

HYPOTHESIS THREE

There is no significant difference between the mean scores of teachers on deployments of security barriers of principals and physical security in secondary schools in Southeast states, Nigeria.

Table 9: Analyses of significant differences between the mean scores of teachers on the deployment of security barriers for physical security in secondary schools in South East States, Nigeria

Source of Variation	Sum of Squares	Degree of Freedom	Mean Squares	F-Value	p-Value	Decision
Between Groups	0.087	4	0.0218	0.643	0.634	Fail to Reject null hypothesis
Within Groups	2.463	15	0.0642			
Total	2.550	19				

Table 9 shows summary of analyses of the significant difference between the mean scores of teachers on school-community collaboration and physical security in secondary schools in South East States, Nigeria. The p-value (0.634) is greater than the significance level (0.05), indicating that the mean responses are not significantly different across the five states. The F-statistic (0.643) is relatively small, indicating that the variance between groups is not significantly greater than the variance within groups. The mean square between groups (0.0308) is smaller than the mean square within groups (0.0218), further supporting the conclusion that the mean responses are not significantly different. In conclusion, based on the analyses using one way Analyses of Variance results,, the researcher fail to reject the null hypothesis that there is no significant difference between the mean scores of principals on school-community relationship for improvement of physical security in secondary schools in South East States, Nigeria. The mean responses are not significantly different across the five states (Abia, Anambra, Ebonyi, Enugu, and Imo States).

DISCUSSION

The findings of the first research question showed that the emergency preparedness of principals extensively influenced physical security in secondary schools in Southeast States, Nigeria. With a pooled mean score of 3.65, it implies that large numbers of teachers agreed that emergency preparedness by school administrators can extensively influence physical security in secondary schools in Southeast States, Nigeria. The findings are consistent with those of Kumar *et al.* (2022) that secondary school physical security can be considerably enhanced by principals' efficient emergency preparedness. So, this study also emphasizes that by prioritizing emergency preparedness in schools, principals can create safer, more secure, and resilient learning environments for students, teachers, and staff. Emergency preparedness of school administrators should prevent the incidence of security breaches such as violent attacks, vandalism, or theft; deter violence and cultism-related activities within the school; improve response time to incidents and make the school environment conducive for learning to take place; deter students from smoking psychoactive substances and consumption of other illegal drugs within the school compound; and help in early detection and reporting of security threats and warnings.

The findings of the second research question show utilization of the security budget of principals positively impacted physical security in secondary schools in Southeast States, Nigeria. With a pooled mean score of 3.49, it implies that large numbers of teachers agreed that the utilization of the security budget of school administrators in schools positively influenced physical security in secondary schools in Southeast States, Nigeria. This finding is in agreement with Bachman, *et al.* (2023) that optimal security budget funding and utilization by school

principals can significantly improve physical security in secondary schools. So, the school security budget can enhance every other aspect of the security system in the school. Utilization of the security budget of school administrators should help in the construction of perimeter fencing around the school which deter authorized access and protect the lives and properties; leads to fumigation of the school environment; improve the provision of first aid materials and relevant emergency kits such as fire extinguishers in the school; improve the provision of surveillance-communication gadgets such as CCTV, body scanners, and WALKIE TALKIE to the school.; and improve collaboration between the school, other security agencies and stakeholders.

The findings of the third research question showed that school-community collaboration of principals widely influenced physical security in secondary schools in Southeast States, Nigeria. With a pooled mean score of 3.39, it implies that large numbers of teachers agreed that school-community collaboration of principals widely influenced physical security in secondary schools in Southeast States, Nigeria. This finding is in agreement with Hanson, *et al.* (2023) that strong partnerships with local law enforcement, community organizations, and stakeholders can reduce crime and violence in schools, enhance threat assessment and response, improve incident reporting and communication, increase community engagement and vigilance, support student and staff safety training and foster collaborative problem-solving, thereby enhancing physical security in schools. School – Community collaboration of principals should spur the deployment of security guards fire fighting teams and lifesavers to the school; boost the psyche of the community leaders and youths to protect school staff who reside in the communities near the school; spur the community leaders and the students from been sexually harassed, extorted or kidnapped while on their way to and from the school; help in information sharing and dissemination; and facilitates Parents Teachers Association and community assistance to support security measures in the school such as lightening the environment, fencing the perimeters, health service provisions, and providing of security guards.

CONCLUSION

The results of the study demonstrated that teachers in Southeast States, Nigeria, generally agreed that the use of management techniques by school principals had a significant impact on secondary school physical security. The study therefore noted that for effective secondary school administration, the school administrators should intensify the application of some management strategies including emergency preparedness, provision and deployment of surveillance-communication gadgets, deployment of security barriers, ensuring effective utilization of the security budget of the school, and ensuring school-community collaborations. The study improves the understanding of management strategies and physical security in secondary schools in South East, Nigeria.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made;

1. Secondary school principals in South East States, Nigeria should develop an emergency preparedness plan, do a comprehensive review of the entire security plans in the schools, and ensure the adaptability of the plans in different secondary schools in South East, Nigeria.
2. School principals in the Southeast States, Nigeria should be committed to identifying and mobilizing resources such as personnel, equipment, supplies, and facilities needed to ensure physical security.

- School principals in the Southeast States, Nigeria should always be collaborating with their host community leaders, parents, and stakeholders intending to be receiving constant support to enhance security measures in the schools.

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