

SAFETY TECHNIQUES AS CORRELATE TO MANAGEMENT OF EDUCATIONAL RESOURCES IN SECONDARY SCHOOLS IN IMO STATE

BY

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ABSTRACT

The Influence of Ethical values on Principals' Conflict Resolution Strategies in secondary schools study examined safety techniques as correlate to management of educational resources in public senior secondary schools in Imo State. To guide the study, two research questions were raised and two hypotheses were formulated at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study is 296 principals in 296 public senior secondary schools in Imo State. The entire 296 principals constituted the sample for the study using census sampling technique. Two rating scales titled "Safety Techniques Scale (STS) and Management of Educational Resources Scale (MERS) were constructed by the researchers and used to elicit information from the respondents. This scale contained 20 items for SPS and 10 items for MERS using the 4-point Likert scale options of Strongly Agree (SA), Agree (A),*

Disagree (D) and Strongly Disagree (SD). The instrument was validated by 3 research experts from Department of Social Science Education and 2 research experts in Educational Measurement and Evaluation, all in Imo State University, Owerri. Reliability coefficients of 0.79 for STS and 0.83 for MERS were obtained using Cronbach Alpha statistics. Research questions were answered using Pearson “r” statistics while the hypotheses were tested using t-test of the significance of Pearson “r” statistics. The result revealed that health care safety techniques and security safety techniques have high, positive and significant coefficient of relationship with management of educational resources in secondary schools in Imo State. It was concluded that schools can minimize disruptions, protect resources, and promote a stable environment by implementing effective healthcare and security safety techniques in order to foster academic achievement. It was recommended that School administrators in Imo State should prioritize the implementation of effective healthcare safety techniques, such as regular health screenings, sanitation protocols, and emergency response plans, to create a safe and healthy environment that supports optimal resource management and academic achievement.

Keywords: Security safety techniques, educational resources, Health care safety techniques, Safety techniques and Secondary schools’ education.

INTRODUCTION

Education offers a very crucial form of development to both individuals and the society. No wonder, countries see education as a potent instrument for national development. Education has the capacity to produce the required quantity and quality of human resources for their economic growth. Thus, the success or failure of any nation depends largely on the quality of its educational system. It is therefore expected that the educational system should be given all the attention for it to achieve its stated goals. In Nigeria, there are three levels of education vis-à-vis the primary, secondary and tertiary. Hence in this study, the secondary education becomes the focal point. Secondary education occupies a very unique position in Nigerian educational system, because it is that level that determines the academic and professional career of students. The extent to which the secondary school system is able to accomplish its objectives determines its effectiveness. Nigerian Secondary education as stated in Akpan (2023) describes secondary educational level as probably the most unique and precarious of all other levels of education. It is that junction where the different higher education takes off. According to Federal Government of Nigeria (FGN, 2013), one of the broad aims of secondary education within the overall education objectives is preparing students for useful living within the society and preparing them for higher education. These broad aims of secondary education can be achieved if educational resources are put into effective use in the teaching and learning process. Educational resources refer to teaching and learning materials, such as textbooks, educational software, and other digital resources, that

facilitate effective teaching and learning. It encompasses both human resources (teachers, administrators) and material resources (textbooks, facilities, technology) that support the learning process. According to Okafor (2023), educational resources include infrastructure and facilities, such as classrooms, libraries, laboratories, and ICT facilities that support teaching and learning. Adebayo and Ogedengbe (2021) opine that adequate educational resources, such as textbooks, technology, and facilities, can improve student engagement, motivation, and academic achievement. Access to quality educational resources can also help bridge the gap in educational outcomes between different socio-economic groups. Educational resources in the context of this study refers to the human and material assets utilized to facilitate teaching, learning, and instructional processes in educational settings, including teachers, administrators, facilities, equipment, technology, textbooks, and other materials that support student learning and academic achievement. However, the focus of this study is on the human and material educational resources. On the one hand, human resources deals with the personnel (workers) that make use of other resources such as the material and financial resources as to achieve the organizational goals and objectives .it requires assigned tasks which they are to perform. On the other hand, material resources include school buildings, classrooms, accommodations, libraries, laboratories, furniture, recreational equipment, and other instructional materials. These educational resources are to be managed effectively for the realization of secondary school education goals and objectives.

Management of educational resources are those processes used in our schools to ensure effective realization of the set of goals. Eke (2019) asserts that educational resource management can be defined as the efficient and effective means of development of any organization resources such like secondary education especially when they are needed. Management of educational resources refers to the process of planning, organizing, directing, and controlling human and material resources in educational institutions to achieve teaching and learning objectives. It involves the effective and efficient utilization of human, material, and financial resources to enhance teaching, learning, and administrative processes in educational institutions. According to Nnadijeze and Onyeché (2023) management of educational resources is the strategic planning, allocation, and utilization of resources to optimize teaching and learning outcomes, improve educational quality, and achieve institutional goals. Effective management of educational resources in schools is crucial for optimizing teaching and learning outcomes, improving student achievement, and enhancing overall educational quality. Proper resource management also enables schools to allocate resources efficiently, reduce waste, and achieve their goals in a cost-effective manner. Ejom, Onyebu, Eji and Ayi (2024) opine that educational resource management is the process of coordinating and utilizing resources, such as personnel, facilities, technology, and materials, to support the delivery of quality education, ensuring that resources are allocated efficiently and effectively to meet the needs of students, teachers, and the institution. Educational resource

management aims to optimize resource utilization, reduce waste, and improve educational outcomes in schools. Effective educational resource management is essential for ensuring that schools have the necessary resources to deliver high-quality education. To ensure that both human and material resources are well managed, the need for safety techniques becomes indispensable. Safety techniques refer to the methods and practices implemented to prevent accidents, injuries, and threats to students, staff, and school property, ensuring a secure learning environment. These techniques involve the use of security strategies, procedures, and protocols to identify, assess, and mitigate potential hazards and risks, promoting a safe and healthy environment for all stakeholders. Safety techniques according to Ebirim, Abraham and Meenyinikor (2023) are the practices, measures, and protocols put in place to protect students, teachers, and staff from harm, including emergency preparedness, health care safety techniques, crisis management, and risk reduction strategies, to ensure a secure and supportive learning environment. The implementation of safety techniques in schools is crucial for protecting students, teachers, and staff from harm, preventing accidents and injuries, and promoting a secure learning environment and ensuring that the materials resources are safe and secured. Safety techniques also help to reduce liability, minimize disruptions, and ensure continuity of learning, ultimately supporting academic achievement and student well-being. In this study, health care safety and security safety are the techniques considered in this study.

Health care safety techniques refer to the practices, procedures, and protocols implemented to prevent and manage medical emergencies, injuries, and illnesses, ensuring the physical and emotional well-being of students and staff. These techniques according to Olatunya, Oseni, Olaleye, Olatunya, Akani and Oyelami (2015) involve the application of strategies and measures to promote health, safety, and hygiene, including infection control, first aid, and emergency response, to protect students and staff from health-related risks and hazards. Healthcare safety techniques in schools are essential for preventing and managing medical emergencies, reducing absenteeism, and promoting a healthy learning environment (Okoro, 2022). Effective healthcare safety techniques also enable schools to respond promptly and appropriately to health-related incidents, minimizing harm and ensuring student well-being (Uzochukwu, 2021). In a related study, Umeozor and Onuh (2023) who examined administrators' safety techniques for management of public secondary schools in Anambra State found that the deployment of the health care safety techniques for management of public secondary schools in Anambra State include enforcing good personal hygiene practices such as use of hand sanitizers, face masks to avoid spread of diseases and safe distancing in the classrooms. In another related study, Amie-Ogan and Harry-Ngei (2023) who investigated management of health and safety resources for primary education delivery in Port Harcourt Metropolis of Rivers State found that to a high extent school safety and health resources are available, utilized and audited for effective public primary education delivery in Port Harcourt Metropolis of Rivers State.

Security safety techniques refer to the methods, procedures, and protocols implemented to protect people, assets, and facilities from potential threats, such as violence, theft, or vandalism, ensuring a secure environment. These techniques involve the use of strategies, measures, and practices to identify, assess, and mitigate security risks, preventing harm and minimizing vulnerabilities in various settings. No wonder, Ike (2015) posits that security safety techniques are the practices, procedures, and technologies used to safeguard individuals, properties, and information from unauthorized access, damage, or disruption, promoting a safe and secure environment. Security safety techniques refer to the strategies, procedures, and measures implemented to protect students, staff, and school assets from potential threats, such as violence, bullying, or unauthorized access, ensuring a safe and secure learning environment. The implementation of security safety techniques in schools helps to prevent violence, bullying, and other safety threats, creating a secure learning environment. Effective security measures also protect school assets and facilities from damage or theft, reducing financial losses. Additionally, security safety techniques promote a sense of safety and well-being among students and staff, enhancing their overall educational experience. In a related study, Okorafor (2025) who investigated school security measures as correlate of effective administration in public secondary schools in Rivers State found that presence of school security guards, installation of security gadgets, and adherence to security tips significantly predict effective administration in public secondary schools in Rivers State. In a similar study, Umeozor and Onuh (2023) who examined administrators' safety techniques for management of public secondary schools in Anambra State found that security safety techniques adopted for managing secondary schools include providing adequate able-bodied security guards in school to constantly monitor students' common areas like playground, pathways, dark/lonely corners, etc; and mounting CCTV cameras at every corner to checkmate activities going on in school. Management of educational resources requires that the principals are proactive towards ensuring that they are saved and secured. The management of educational resources help to protect valuable assets, such as equipment, facilities, and data, from damage, theft, or loss. Ensuring the management of educational resources also helps to prevent disruptions to teaching and learning, promoting a stable and effective educational environment. By safeguarding educational resources, schools can optimize their utilization, reduce waste, and achieve their institutional goals. However, several studies have been conducted on the impact of safety techniques in managing secondary schools in various states in Nigeria (Ebirim, Abraham & Meenyinikor, 2023; Olatunya, Oseni, Olaleye, Olatunya, Akani & Oyelami, 2015; Okoro, 2022; Uzochukwu, 2021, Umeozor & Onuh, 2023; Amie-Ogan & Harry-Ngei, 2023; Ike, 2015; Okorafor, 2025) without any study on the management of educational resources. Hence, the urgent need to bridge this gap is to investigate safety techniques as correlate to management of educational resources in public senior secondary schools in Imo State.

The management of educational resources in public senior secondary schools in Imo State has been a subject of concern, particularly with regards to their utilization in the teaching and learning process. Despite the importance of these resources in enhancing academic achievement, observations have shown that they are not being adequately used. This underutilization could be attributed to the inability of principals to effectively manage these resources, largely due to the prevailing insecurity in the state. The rising wave of insecurity has created an environment where school administrators are preoccupied with safety concerns, diverting their attention away from optimal resource management. The insecurity issues plaguing Imo State, including incidents of kidnapping, armed robbery, and communal clashes, have significantly impacted the management of educational resources. These incidents have not only disrupted school activities but have also led to the loss of valuable resources and, in some cases, the destruction of school infrastructure. As a result, there is a pressing need to explore safety techniques that can mitigate these challenges and ensure the effective management of both human and material resources in schools. This study is therefore put in question form: what is the impact of health care safety techniques and security safety techniques on management of educational resources in public senior secondary schools in Imo State? Providing answer to the question becomes the thrust of the study.

This study covered all the public senior secondary schools in the 6 educational zones of Imo State. It is delimited in identifying the safety techniques which include health care safety techniques and security safety techniques. The study explored the relationship between safety techniques (health care safety techniques and security safety techniques) and management of educational resources in public senior secondary schools in Imo State. The major purpose of this study was to investigate safety techniques as correlate to management of educational resources in public senior secondary schools in Imo State. The specific objectives include to:

1. Examine the coefficient of relationship between health care safety techniques and management of educational resources in public senior secondary schools in Imo State, and
2. Determine the coefficient of relationship between Security safety techniques and management of educational resources in public senior secondary schools in Imo State.

Research Questions

In line with the specific objectives, the following research questions were raised to guide the study:

1. What is the coefficient of relationship between health care safety techniques and management of educational resources in public senior secondary schools in Imo State?
2. What is the coefficient of relationship between Security safety techniques and management of educational resources in public senior secondary schools in Imo State?

Hypotheses

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

H₀₁: There is no significant coefficient of relationship between health care safety techniques and management of educational resources in public senior secondary schools in Imo State.

H₀₂: There is no significant coefficient of relationship between security safety techniques and management of educational resources in public senior secondary schools in Imo State.

Methodology

Correlational research design was adopted for the study. The correlational design aids the researchers to investigate the relationship between two or more variables. The population of the study is 296 principals in 296 public senior secondary schools in Imo State. The entire 296 principals constituted the sample for the study using census sampling technique. Two rating scales titled "Safety Techniques Scale (STS) and Management of Educational Resources Scale (MERS) were constructed by the researchers and used to elicit information from the respondents. This scale contained 20 items for SPS and 10 items for MERS using the 4-point Likert scale options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by 3 research experts from Department of Social Science Education and 2 research experts in Educational Measurement and Evaluation, all in Imo State University, Owerri. Reliability coefficients of 0.79 for STS and 0.83 for MERS were obtained using Cronbach Alpha statistics. The instruments were administered to the respondents directly with the help of five research assistants. The target respondents were enlightened by the researcher and research assistants on how the instruments are to be filled using the one-the-spot collection method. Research questions were answered using Pearson "r" statistics while the hypotheses were tested using t-test of the significance of Pearson "r" statistics. **Decision rule:** The bases of the decision for research questions' conclusion according to Nworgu (2015) were as follows: 0.00 = no relationship, 0.01 – 0.20 = very low relationship, 0.21 – 0.40 = low relationship, 0.41 – 0.60 = moderate relationship, 0.61 – 0.80 = high relationship, 0.81 – 0.99 = very high relationship, and 1.00 = perfect relationship. For the hypothesis, when the t-calculated is greater than the t-tabulated, the null hypothesis is rejected but if otherwise, the null hypothesis is accepted.

Results

Research Question One: What is the coefficient of relationship between health care safety techniques and management of educational resources in public senior secondary schools in Imo State?

Table 1: Summaries of Pearson “r” used to explain the coefficient of relationship between health care safety techniques and management of educational resources

V	n	Σ	r	MR	DR	Remarks
X	296	10588	0.63	High	Positive	High
Y	296	11753				Positive Relationship

Size (n), Summation (Σ), Simple Linear Correlation (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Table 1 shows the result for the coefficient of relationship between health care safety techniques and management of educational resources. A close look at the Table shows that the calculated relationship is 0.63, which indicates that the magnitude of the relationship is high while the direction is positive. The positive sign shows that an increase in one variable could highly lead to some measure of increase in the other variable. The answer to the above question is: there is a high and positive coefficient of relationship between health care safety techniques and management of educational resources in public senior secondary schools in Imo State.

Hypothesis One

H₀₁: There is no significant coefficient of relationship between health care safety techniques and management of educational resources in public senior secondary schools in Imo State.

Table 2: Summaries of t-test of significance of Pearson “r” used to test the coefficient of relationship between health care safety techniques and management of educational resources

V	n	Σ	r	α	df	t _{cal}	t _{tab}	Decision
X	296	10588	0.63	0.05	294	15.459	1.96	Reject H ₀₁
Y	296	11753						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Table 2 shows the result for the test of the significance of the coefficient of relationship between health care safety techniques and management of educational resources. The result gave the degree of freedom as 294 and the t-calculated value as 15.459 and the t-tabulated value as 1.96. As the t-calculated value is greater than the t-tabulated value, the researcher rejected the null

hypothesis; therefore infer that there is a significant coefficient of relationship between health care safety techniques and management of educational resources in public senior secondary schools in Imo State.

Research Question 2: What is the coefficient of relationship between Security safety techniques and management of educational resources in public senior secondary schools in Imo State?

Table 3: Summaries of Pearson “r” used to explain the coefficient of relationship between Security safety techniques and management of educational resources

V	n	Σ	r	MR	DR	Remarks
X	296	6988	0.70	High	Positive	High
Y	296	11753				Relationship

Size (n), Summation (Σ), Simple Linear Correlation (r), Magnitude of Relationship (MR), Direction of Relationship (DR) and Remarks

Table 3 shows the result for the coefficient of relationship between security safety techniques and management of educational resources. A close look at the Table shows that the calculated coefficient of the relationship is 0.70, which indicates that the magnitude of the relationship is high while the direction is positive. The positive sign shows that an increase in one variable could highly lead to some measure of increase in the other variable. The answer to the above question is: there is a high and positive coefficient of relationship between security safety techniques and management of educational resources in public senior secondary schools in Imo State.

Hypothesis Two:

H₀₂: There is no significant coefficient of relationship between security safety techniques and management of educational resources in public senior secondary schools in Imo State.

Table 4: Summaries of t-test of significance of Pearson “r” used to test the coefficient of relationship between security safety techniques and management of educational resources

V	n	Σ	r	α	df	t _{cal}	t _{tab}	Decision
X	296	6988	0.70	0.05	294	18.565	1.96	Reject H ₀₂
Y	296	11753						

Sample Size (n), Summation (Σ), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Table 4 shows the result for the test of the significance of the coefficient of relationship between security safety techniques and management of educational resources. The result gave the degree of freedom as 294 and the t-calculated value as 18.565 and the t-tabulated value as 1.96. As the t-calculated value is greater than the t-tabulated value, the researcher rejected the null hypothesis; therefore infer that there is a significant coefficient of relationship between security safety techniques and management of educational resources in public senior secondary schools in Imo State.

Discussion of Findings

The result revealed that there is a high, positive and significant coefficient of relationship between health care safety techniques and management of educational resources in public senior secondary schools in Imo State. The result indicates that effective implementation of health care safety techniques is strongly associated with improved management of educational resources in public senior secondary schools in Imo State. The high and positive coefficient suggests that as healthcare safety techniques are prioritized, resource management becomes more efficient and effective. This significant relationship highlights the importance of healthcare safety measures in creating a conducive environment for optimal resource utilization. Supporting the findings, Umeozor and Onuh (2023) found that the deployment of the health care safety techniques for management of public secondary schools include enforcing good personal hygiene practices such as use of hand sanitizers, face masks to avoid spread of diseases and safe distancing in the classrooms. Also, Amie-Ogan and Harry-Ngei (2023) found that to a high extent school safety and health resources are available, utilized and audited for effective public primary education delivery. The result was strengthened with the fact that the implementation of healthcare safety techniques in public senior secondary schools in Imo State has a positive impact on the management of educational resources, leading to improved resource utilization and reduced losses. Principals' prioritization of healthcare safety allows schools to minimize disruptions, ensure student well-being, and create a stable environment that fosters effective resource management. This, in turn, enables school administrators to focus on strategic planning, optimize resource allocation, and enhance the overall quality of secondary school education in Imo State.

The result also revealed that there is a high, positive and significant coefficient of relationship between security safety techniques and management of educational resources in public senior secondary schools in Imo State. The result suggests that effective security safety techniques are strongly linked to improved management of educational resources in public senior secondary schools in Imo State. The high and positive coefficient indicates that as security safety measures are enhanced, resource management becomes more effective and efficient. This significant relationship highlights the critical role of security safety techniques in protecting educational resources and promoting a stable environment for optimal resource utilization. By implementing

robust security safety measures, schools can potentially improve their resource management practices, leading to better educational outcomes. In line with the findings, Okorafor (2025) found that presence of school security guards, installation of security gadgets, and adherence to security tips significantly predict effective administration in public secondary schools in Rivers State. Also, Umeozor and Onuh (2023) found that security safety techniques adopted for managing secondary schools include providing adequate able-bodied security guards in school to constantly monitor students' common areas like playground, pathways, dark/lonely corners, etc; and mounting CCTV cameras at every corner to checkmate activities going on in school. The result was strengthened with the fact that the implementation of security safety techniques in public senior secondary schools in Imo State has a positive impact on the management of educational resources, reducing the risk of theft, vandalism, and damage to school properties. By ensuring a secure environment, schools can protect their resources, minimize losses, and optimize resource utilization. Ultimately, security safety techniques contribute to better management of educational resources, supporting academic achievement and institutional goals in public senior secondary schools in Imo State.

Conclusion

This study concludes that both healthcare safety techniques and security safety techniques play a crucial role in the effective management of educational resources in public senior secondary schools in Imo State. The findings highlight the importance of prioritizing safety measures to create a conducive environment for optimal resource utilization. Schools can minimize disruptions, protect resources, and promote a stable environment by implementing effective healthcare and security safety techniques in order to foster academic achievement. Ultimately, by prioritizing safety, schools can create a secure and supportive environment that promotes teaching, learning, and overall institutional success.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School administrators in Imo State should prioritize the implementation of effective healthcare safety techniques, such as regular health screenings, sanitation protocols, and emergency response plans, to create a safe and healthy environment that supports optimal resource management and academic achievement.
2. Imo State government should invest in robust security safety measures, including surveillance systems, access control protocols, and emergency response plans, to protect educational resources, minimize losses, and promote a stable environment that fosters teaching and learning.

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