

Provision of School Safety Devices for Administrative Effectiveness of Tertiary Institutions in Rivers State

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Abstract

This study investigated provision of school safety devices for administrative effectiveness of tertiary institutions in Rivers state, Nigeria. Three research questions and three hypotheses guided the study. The descriptive survey research design was adopted. From the three public universities in Rivers state, 1810 academic and non-teaching staffs was selected as the sample size/population for the study. The Provision of School Safety Devices for the Administrative Effectiveness of Tertiary Institutions in Rivers State questionnaire (PSSDAETIN), was used in data collection. The instrument yielded overall cronbach alpha reliability coefficient index of 0.75. Data collected were analyzed using SPSS version 23 for mean score and standard deviation of the research questions, while z-test statistical analysis was used to test the null hypotheses at 0.05 level of significance. The study revealed that only a few school safety devices: caution signs, suitable sanitary conveniences /toilets, and emergency hot lines to call were available. Also, low budgetary allocation, and absence of safety subject matter experts (SME) in schools were identified as some challenges confronting the provision of these devices. The study concluded that only few school safety devices were available and provided for administrative effectiveness in tertiary institutions in Rivers State. Based on the findings, it was recommended that universities management should engage the services of safety subject matter experts and Government agencies to develop an education based national safety policy that can encapsulate ergonomics, wellbeing programme and the uniqueness of the school environment in light of post-Covid-19 pandemic realities.

Keywords: School, safety, devices, policy, conditions.

Introduction

Every education service-based organization understands that no impactful teaching-learning process can take place in an unsafe environment. There is an inter-relationship between a safe workplace environment and the achievement of set organizational goals. In this ever-increasing era of technological advancement and introduction into every sector including education, accidents are becoming a part of processes including educational process and therefore, there is a need for a safe school environment and qualified or experienced manpower that can handle the complex unfolding workplace and learning situations in order to avoid the calamities.

School Safety management is necessary to enhance academic performance, groom responsible, ethical, and environmental-friendly conscious global citizens and promote effective institutional management and administrative effectiveness as well. Safety, with safety devices installations, should be a vital concern in the design process for new School faculty, hostel, departmental or administrative buildings/facilities, and a safety checklist need to be routinely completed to ensure the school buildings/facilities are safe for continuous use. The university as an ecosystem that promotes working, learning, and nurtures young minds by building a foundation for innovation, excellence, healthy and safe living in the larger society needs to be a safe and welcoming environment that will allow learning, and working. Therefore, the school needs to confront various safety, health, and security risks and challenges that could arise during routine and non-routine school activities.

Safety therefore could be seen as a state where known risks are managed and mitigated, and where members of the academic community can work and study without fear or concern. Asodike & Nwabueze (2017) describes safety as a state which provides a suitable arrangement /setting for protecting participants in an environment. School safety, therefore, is the act and practice of proactively preventing accidents/incidences and mitigating personnel injury or damage to equipment and property damage within the school environment and setting. Therefore, every University should seek to be an academic environment that is a safe place for students, staff members, and guests. This is one-way effective management and achievement of institutional goals can be attained.

However, despite the proliferation of universities in Nigeria, the noble goals and objectives of establishing tertiary institutions as spelled out in National Policy of Education (FRN, 2014) seem not to be achieved as expected due to observable deficit in safety devices, safe infrastructures, safety culture, and basic school plant. The presently available infrastructures in most Nigerian public schools could be unsafe, dilapidated, and grossly inadequate following the long neglect and low budgetary allocation from funding governments. More so, employees may not be the real object of safety issues in university, hence there is the likelihood that an employee will witness several safety issues (unsafe acts or unsafe conditions, unsafe safety devices) throughout their career years.

There have been some reported cases of safety incidences in various institutions of learning across Nigeria and beyond due to unavailability of school safety devices, defective school safety devices, poor management, use, and maintenance of safety devices. This has led to injuries, damage to school properties, and loss of lives. Examples of such safety related incidents as reported in various local newspapers include the incident at Chrisland Schools in Lagos (Nigeria) where a student was died of asphyxia and electrocution (Ileyemi, 2023); the case of 19th November 2019 at the department of anatomy, Obafemi Awolowo University Ile Ife where fire gutted the entire morgue section where ten dead bodies used for studies were kept. (Abubakar, 2019); June 12, 2017, at the University of Nairobi where a third-year student died while sliding down a stair case railing in the hostel (Vincent, 2017).

On 9th October 2016, a fire incident at the library complex of the University of Jos, destroyed books, unmarked examination scripts, and other materials. several buildings were affected including faculties of education, Arts, departments of geology, psychology, political sciences, economics (Fire

incident at the library complex of University of Jos, 2016); On Jan 11, 2019, fire incident caused by faulty/poor electrification of the building, razed down the faculty of Humanity annex of Imo State University (Okeoma, 2019). On 4th February 2019, a fire suspected to have been caused by an electrical power surge razed down the demonstration studio of the mass communication department of Nnamdi Azikiwe University, Akwa, Nigeria, leading to loss of man-hour, disruptions of academic schedule and learning activities (Okafor, 2019).

It is evident that most African countries are struggling with school safety management and practices although there appear to be few notable attempts from the oil and gas industries and government sectors. The Labour Force Survey (Health and Safety Executive, 2019) shows that in the education sector, there were: 51,000 cases of non-fatal work-related injury, the report further shows these non-fatal work-related injuries led to an 18% over three days and 13% over seven days absence from work with its attendant economic and productivity effects.

There is plethora of evidence to show that campuses and schools are not immune to such incidents. These incidents are not just numbers or statistics they affect real people, who belong to the larger society. Recent research report reveals that approximately 2.78 million workers die annually due to work-related injuries and diseases. This implies that globally a total of 7,500 workers die every day as a result of unhealthy and unsafe working conditions: 6,500 also die daily from diseases contracted at work while 1,000 die from work-related injuries and accidents. Developing countries could even have higher workplace injury and fatality rates. Although statistics of such workplace safety incidents are grossly under-reported especially in third world countries like Nigeria. In other climes, they are also not been correctly reported due to possible fear of litigations, fines, and the presence of effective implementation of strong workplace safety rules, regulations at national levels. In Nigeria, there are no educational institutions specific safety-related Acts or regulations enacted for the provision of school safety devices and provisions for the occupational safety and health of Nigerian workers in tertiary institutions.

School safety devices (equipment and tools) that are visibly missing or in limited quantity or deteriorated state in most Nigerian schools include but not limited to: fire alarm, smoke detectors, gas detectors, carbon monoxide detector, handheld or standing thermometers-temperature detectors, first aid box/kits, warning posters, caution tapes, caution boards and signs for wet floor, meeting areas, cables trails, ergonomics seats, fire hydrants, fire blankets, sand buckets, fire hose and nozzles, fire escape ladder, reliable water supply, hand gloves(Rubber, latex, chemical resistant, electrical-insulated, thermal insulated, leather work-type), personal protective equipment for laboratory works, earmuffs, eye goggle, speeds limiters/breakers-like speed bumps, body harness, dust mask, nose mask, face mask/shield, respirators, safety scanner, metal detectors, school ambulance, defibrillators, bell signals, steel-toe-boots, alarm-light indicator, ground-fault circuit protector, ventilation-fans, chimney, hand-driers, hand-washing-ports, hand-sanitizers port, waste/trash bins, incinerators etc.

Therefore, this study sought to assess the extent of provision and availability of school safety devices as a component of school safety management in tertiary institutions for administrative effectiveness.

Statement of the problem

It is evident from the background that having school safety devices particularly at the tertiary institution level is an indispensable and essential part of the various activities- teaching, learning, and non-teaching work that are geared towards the administrative effectiveness and efficient management of schools and delivery of university services, howbeit invaluable search of literature on basic safety devices provisions, and safety practices in schools reveals that there is generally the absence of safety devices, when compared with oil and gas-marine, aviation and construction industries (Efiok *et al.*, 2005). Although there are some safety legal provisions in the factories Act of 1990, the labour safety, Health and Welfare Bill of 2012, and other associated Acts which are aimed at keeping the Nigerian Workers & working environment (academic & non-teaching staff inclusive) safe. Extensive literature review further revealed that virtually no Nigerian and by extension African universities have their school safety policy statement clearly posted on their website.

Is there a link between safety devices provision on the administrative effectiveness of schools? Hence the problem of this study, therefore, was to comprehensively assess the provision of school safety devices in tertiary institutions for administrative effectiveness in Rivers state, Nigeria.

Aim and Objective of the study

The study aimed at assessing the provision of school safety devices for administrative effectiveness of tertiary institutions in Rivers state, Nigeria.

Research Question

The following research question guided the study.

What school safety devices are provided for the administrative effectiveness of tertiary Institutions in Rivers State?

Hypothesis

The following null hypothesis was formulated and tested at a 0.05 level of significance.

H₀₁: There is no significant difference in the mean response of academic and non-teaching staff on the provision of school safety devices for the administrative effectiveness of tertiary institutions in Rivers state.

Significance of the study

The findings of this study will clearly bring to fore the present safety situation existing in our public tertiary institutions. This will help the government, various school management and educational policymakers, educational administrators, lecturers and researchers to expedite actions on improving the safety devices status in tertiary institutions. The government educational and tertiary institutions agencies will benefit from the findings of the study since it will help them in developing school-specific safety guidelines, regulations, standards, or policies that will ensure the provision of school safety devices for administrative effectiveness and effective management of schools. Management of

tertiary Institutions and other educational centres will harp on the findings and recommendations of this study to make necessary provisions for basic safety facilitates and implement programmes that will promote safety culture and management in schools to ensure a safe and secure environment conducive for teaching and learning thereby improving the quality of education.

Scope of the study

The study was restricted to the assessment of the provision of school safety devices for the administrative effectiveness of tertiary institutions in Rivers state, Nigeria. This study is delimited to the following content issues: the School safety devices being provided, and the extent of provision of school safety devices and the challenges confronting the effective provision of school safety devices for the administrative effectiveness of tertiary institutions in Rivers state.

Rivers State was used for the study, it has three public universities viz: Federal University (University of Port Harcourt) and; State Universities (Ignatius Ajuru University of Education and Rives State University).

Theoretical Framework

The study was anchored on **Maslow's Motivation Theory** propounded by Abraham Maslow. The theory outlined five hierarchical human needs which could also be applied to any institution and its employees' performance (Okah, 2014). This hierarchy of needs theory gave top place priority to safety needs immediately after physiological needs.

1. Physiological Needs: The desire for basic necessities of life
2. Safety and security Needs: The desire for protection against threats and unsafe work conditions
3. Social Affiliation Needs: The desire for love and to be loved and wanted in group
4. Esteem Needs: The desire for status, recognition, attainment and confidence
5. Self-actualization Needs: Full potentials, self-development and the pinnacle of one's calling/career

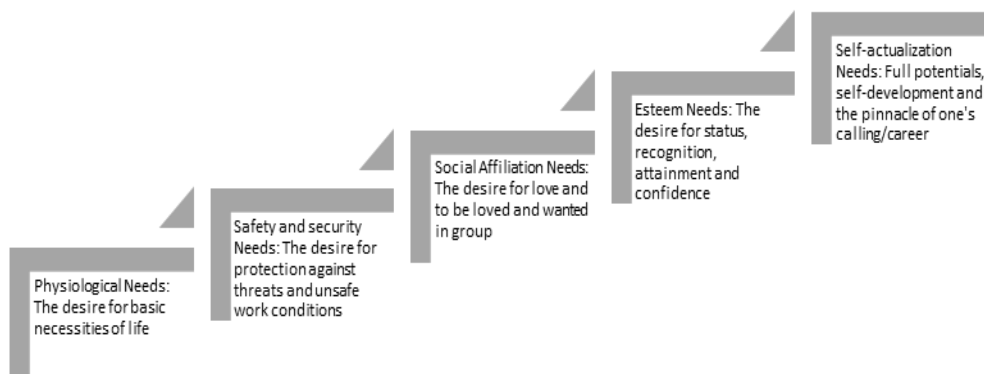


Figure 1: Maslow's hierarchy of needs adapted

(Source: Olulube, N.P., Obilor, K., Mmom, C.P.C., Nwachukwu, U., 2018).

This theory explains the strength of safety needs. Management and administrators must provide safe facilities and equipment to ensure safe and healthy working conditions for members of staff. This calls for strong workers safety regulations, programmes, provisions, practices or policies that will help individuals deal with workplace hazards and unsafe conditions. This will serve as motivators to act safely.

In this line of thought, Wariowei (2019) identified physical conditions or environment as one of two major features of work force to be maintained while the other is attitudes/behaviours. Physical conditions include safety, health, motivation, and welfare while attitude features includes communication and counselling. In work environment such as the university, it means managers or administrators must seek to satisfy all safety needs of their employees if they want optimum performance. The theory is relevant to the study as it addresses safety as an important need on the human hierarchy of needs. Workers need to feel safe at work in order to reach self-actualization.

Perception of assessment

Assessment is the process of providing credible evidence of resources implementation actions, and outcomes undertaken for the purpose of improving the effectiveness of instruction, programs, and services in higher education. Such a safety needs assessment allows us to identify areas where the school work process does not match its safety requirement and needs. Jain and Rao (2014) in Wariowei (2019) posited that an assessment of safety devices with safety culture provisions, is a systematic method of looking at work activities, considering what could go wrong, and deciding on suitable control measures. In a typical learning environment like the university environment, possible common safety hazards includes: adverse weather, ergonomics stress and strains, display screen equipment, electricity, fire, hazardous substances, lone working, machinery, biological agents manual handling, noise, slips, trips and falls, mental stress(resulting from fatigue, workload issues, role conflicts and other diagnosable organizational stress),vehicles and workplace transport, vibration, violence and aggression, working at height, and working in confined spaces. Safety risk assessment involves controlling the risks in the workplace. Jewelu (2017) asserts that as part of managing the safety of employees, the organization must control the risks in the workplace. To achieve this, there is need to think about what might cause harm to people and decide whether to take reasonable steps to prevent that harm through safety devices provision and its effective utilization.

From the forgoing Safety assessment would include gathering necessary information to identify the presence of safety devices, presence of unsafe conditions(hazards) danger, threats and protective capacities. In the university environment, it is the responsibilities of the university management to ensure that the health and safety of employees is not endangered, and has a duty of care to support the staffs in achieving set educational goals. This is in congruent with Hoy and Miskel's (2008) affirmation that supportive leadership demonstrates concern for subordinates' welfare, creates a friendly and psychologically supportive work environment, and considers subordinates' need and

preferences. Adding that such leadership behavior is particularly needed when the situation is unsafe, dangerous, repetitive, stressful or frustrating.

Legal provisions for safety management for University workers

Although, there are few legal provisions for safety of workers in various work places in Nigeria. There is The Factories Act Cap 126, Laws of the Federation of Nigeria, 1990 (FRN, 2004); the Employee's Compensation Act, 2010, this Act (Cap 470) Laws of the Federation of Nigeria, amended in 2010 (FRN, 2004); the Nigerian Social Insurance Trust Fund Management Board which implements the Employees Compensation Act of 2010 (FRN, 2004). And the Labour, Safety, Health and Welfare (LSHW) Bill 2012 (FRN, 2004), which now tries to accommodate the shortfalls in the existing labour safety acts. These laws generally stipulate that all workers have a right to work in places where risks to their health and safety are properly controlled.

But there still exist lacunas they are not job type specific in this instance education-sector, although applicable. Hossain *et al.* (2015) claims that education experts and policy makers are as well realizing that safety of staff, staff efficiency/productivity, quality of educational service delivery, administrative effectiveness and effective school management are closely linked, hence there is the need for a comprehensive legal framework that is educational sector based (which could be termed: Nigerian Educational Institutions Safety Management Standards) that will address the unique issues in the educational sector starting from basic to tertiary institution and continuous life- long learning institutions. It would be a desired legal frame work that will cater for the evaluation of the available safety devices, safety conditions in schools, level of compliance, the general duty of care as the guiding principle for all other parts of the Act; performance monitoring and measurement; emergency prevention, preparedness and response; hazard prevention and control measures; safety responsibility and accountability; workplace safety awareness training of academic and non-teaching staffs and possible compensations or palliatives when safety incidents occurs. Each university should also domesticate these provisions to create their own policy statement on safety and environment.

Unfortunately, in the National University Commission -NUC (2019) criteria for establishing an institution of higher education in Nigeria, it was only stated that:

Evidence shall be produced to show that the institution would be provided with adequate: (a) Funding, both Capital and Recurrent; (b) Academic and Support Staff.....A proposed institution shall have clearly spelt out master plan for infrastructural and programme development for at least 20 to 25 years which shall make adequate provision for: (a) Plan space, aesthetic beauty and fixed final assets; (b) Minimum land area of 100 hectares for a University, 50 hectares for a Polytechnic or Monotechnic and 25 hectares for a College of Education, in a salutary site.The site distance from an urban complex shall take into account availability of municipal services, including water, transportation, private accommodation, communication and other consequential inadequate in its Community.....To pre-empt problems of inadequate municipal facilities, the proposed institution shall have a clear policy on student and staff

accommodation and catering services....The library, laboratory and workshop facilities including instructional tools and consumables, shall be adequate and there shall be long-range plans for sustaining them (National University Commission [NUC], 2019).

Nothing specific about safety devices is highlighted nor emphasized. This further buttress the need for the NUC to have specialized safety policy for higher institutions as obtained in other climes. This will help give various university management the drive and expected commitment.

School Safety Devices and Administrative Effectiveness

Administrative effectiveness is about balanced and timely execution and achievement of administrative responsibilities aimed at realization of the university set objectives. Administrative effectiveness can be seen as the positive response to the provision, availability, utilization and efficient management of school safety devices and other educational inputs and resources with the intention to accomplish stated goal. Administrative effectiveness is the extent to which the entire members of staff –academic and non-teaching staff are safe, and efficient in discharging their duties to meet the overall goal of the school. Besong (2014) opined that workplace effectiveness is therefore the ability to design, bring together and coordinate many and often-conflicting community inputs or resources in a single organization so competently in order to achieve a common goal. This implies that the administrator would have to bring together in our context, the various safety devices and other educational resources for the achievement of seamless school operations. The provision and these school safety devices should be seen as a set of specific responsibility of the institutions' administrator within his professional setting, hence its availability enhances the administrative effectiveness of the entire teaching, learning, research and administrative processes that takes place within the school.

The educational administrator's ability to provide, control, monitor staff compliance to safety procedures and maintain school safety devices and other facilities, initiates academic and non-teaching staff safety/wellbeing projects is exemplary of effectiveness. Within the school setting, administrative effectiveness centers around the extent to which school set goals and programmes are realized. Chidinmachinenye *et. al.*, (2019).

School safety devices and other school plant enhances the safety and comfort of academic and non-teaching staffs, as well as that of the students and other members of the academic community thereby increasing their individual and collective effectiveness. In a related view, Oyedeki (2000) had noted that School plant by extension school safety devices enhances the quality of instruction, and that the quality of education received by learners bears a direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place. The major contributor to such educational goals service delivery is the availability, use and maintainance of school safety devices. These safety devices are parts of the school asserts that requires strategic administrative management for its benefits to get to all.

Oluwunmi, et al 2017 stated that these safety, physical and emotional needs are adequately fulfilled via the provision of safe structures, suitable and sufficient sanitary facilities, a well-adjusted visual and thermal environment, and sufficient shelter space for work; stress reduction, while creation of a

safe and serene working environment meets the emotional needs. Since staff offices, lectures rooms, laboratories, studios, are the major working areas for both academic and non-teaching staffs of Nigerian universities, the presence of applicable school safety devices is needed to boost their levels of comfort, safety, and workplace satisfaction. This invariably controls their behaviours and subsequent discharge of their assigned duties. It is therefore needful to state here that the robust presence of school safety devices assists tertiary institutions administrators in improving the functional effectiveness of school system. It is very difficult to successfully manage a school or any organization without the availability and utilization of school safety devices. Their presence will enable concentration on tasks.

Therefore, in order for the university to continue to deliver quality educational services, remain competitive, and meet up with the rapid dynamic changes, as occasioned by the recent covid-19 pandemic outbreak, it is very significant that safety devices and other facilities be provided and managed for academic, non-teaching staffs, and students who are the main users of university facilities.

Methodology

This study adopted the descriptive survey design. The Population of the study comprised of all 1,810 academic and non-teaching staff drawn from the three public universities (the University of Port Harcourt, Rivers state university and Ignatius Ajuru University of Education) in Rivers. Through stratified random sampling technique. While 49% were male, females accounted for 51%. The “Provision of School Safety Devices for Administrative Effectiveness of Tertiary Institutions in Rivers State questionnaire (PSSDAETIN) was used for data collection the instrument was face validated by experts and the overall internal consistency reliability co-efficient index obtained through Cronbach Alpha method was 0.75. Data were collected through direct delivery method by the researcher and two research assistants. The descriptive statistics: mean score, standard deviation, and rank order were used to answer the three research questions while Z-test computation at 0.05 alpha level of significance was used to test the hypotheses. All tests were computed with the aid of statistical tools using manual computation and Statistical Package for Social Sciences SPSS.

Results

Research Question: What school safety devices are provided for administrative effectiveness of tertiary institutions in Rivers state?

Table 1: Weighted mean scores and standard deviation statistics on provision of school safety devices for administrative effectiveness of tertiary institutions in Rivers state

S/N	Provision of School Safety Devices	N	Academic Staff		Non-Teaching Staff		Overall mean	Rank Order	Decision
			\bar{x}	Sd	\bar{x}	Sd			
1.	Functional fire extinguishers are positioned in offices, lecture halls, laboratories, Libraries, Hostels and contractors worksites	156 2	2.35	1.53	2.62	1.62	2.49	4 th	Disagreed
2	Fire/Smoke detectors/alarms are strategically installed in offices, lecture halls, laboratories, Libraries, Hostels etc.	156 2	2.55	1.60	2.16	1.47	2.36	7 th	Disagreed
3	First Aid kits/box are positioned in strategic places within the campus	156 2	2.29	1.51	2.61	1.62	2.45	6 th	Disagreed
4.	Caution and safety signs are displayed in strategic places within the campus	156 2	2.56	1.60	3.10	1.76	2.83	2 nd	Agreed
5	Waste/Trash bins are strategically positioned	156 2	2.07	1.45	2.26	1.50	2.17	9 th	Disagreed
6	Offices/faculty and departmental buildings have suitable sanitary conveniences/Toilets for use	156 2	2.29	1.51	3.45	1.86	2.87	1 st	Agreed
7	There are well marked/lighted vehicular/pedestrian walk ways	156 2	2.12	1.46	2.60	1.61	2.36	7 th	Disagreed
8	There are emergency hot lines to call	156 2	2.22	1.49	2.91	1.71	2.57	3 rd	Agreed
9	There are ergonomic chairs/workstation in offices and lecture halls	156 2	2.44	1.56	2.47	1.57	2.46	5 th	Disagreed
10	There is a functional and assessable ambulance, health/clinical centre on campus	156 2	2.17	1.47	2.37	1.54	2.27	8 th	Disagreed
Mean Cluster			23.0 6	15.18	26.5 5	16.26	24.8 1		
			2.31	1.52	2.66	1.63	2.48		

Source: field work (2021)

Data in Table 1 showed that items with serial numbers 4, 6, and 8 have their various mean values above the criterion mean value of 2.50 and were agreed by the respondents on provision of school safety devices in tertiary institutions in Rivers state. On the contrary, items with serial numbers 1, 2,

3, 5, 7, 9 and 10 have mean values below the criterion mean value of 2.50 and were disagreed on by the respondents on the provision of school safety devices in tertiary institutions in Rivers state. Additionally, the cluster mean was 2.48 indicating that the provision of school safety devices for administrative effectiveness of tertiary institutions in Rivers state is below acceptable standard. All items starting from item 1 – 10 were ranked 4th, 7th, 6th, 2nd, 9th, 1st, 7th, 3rd, 5th, and 8th.

Hypothesis 1

There is no significant difference in the mean response of academic and non-teaching staff on the provision of school safety devices for administrative effectiveness of tertiary institutions in Rivers state.

Table 2: z-test analysis of the difference between the mean statistics of academic and non-teaching staff on the provision of school safety devices for administrative effectiveness of tertiary institutions in Rivers state.

Status	n	\bar{x}	Sd	df	z-cal	z-crit value	Level of significance	Decision
Non-Teaching Staff	1000	2.66	1.53	1560	4.09	1.96	0.05	Significant difference
Academic Staff	562	2.31	1.52					

Source: field work (2021)

Results in Table 2 showed that non-teaching staff has mean and standard deviation scores of 2.66 and 1.53 while academic staff has mean and standard deviation scores of 2.31 and 1.52. With a degree of freedom of 1560, the calculated z-test value of 4.09 was higher than the critical z-test value of 1.96. Therefore, the null hypothesis was rejected. It implies that there is a significant difference between the mean score of academic staff and non-teaching staff on the provision of school safety devices for administrative effectiveness of tertiary institutions in Rivers state.

Summary of Findings

The results are as follows:

1. Only few school safety devices (Caution and safety signs, suitable sanitary conveniences /toilets in offices/faculty and departmental buildings, and functional emergency hot lines to call) were available and provided for administrative effectiveness in tertiary institutions in Rivers State. An aggregate mean of 2.48 was observed.
2. There was a significant difference in the mean response of academic and non-teaching staff on the provision of school safety devices in tertiary institutions in Rivers State.

Discussions

Implications of School Safety Devices Provided for Administrative Effectiveness in Tertiary Institutions in Rivers State

The first result of the study revealed the present state of school safety devices available or provided in tertiary institutions in Rivers State. Respondents-both academic and non-teaching staff do not agree on the provision or availability of various safety devices and facilities in their institutions. Also, the test of hypothesis proved that there is no significant difference in the mean value of academic and non-academic staff on the present safety devices provided in tertiary institutions in Rivers State. The result from the research question implies that ‘functional fire extinguishers are not positioned in offices, lecture halls, laboratories, libraries, and hostels (2.49); Fire/Smoke detectors/alarms are not strategically installed in offices, lecture halls, laboratories, libraries, hostels etc.(2.36); First Aid kits/box are not positioned in strategic places within the campus (2.45); Waste/Trash bins are not strategically positioned (2.17); There are no well-marked/lighted vehicular/pedestrian walk ways (2.36); ergonomic chairs/workstation are not readily available in offices and lecture halls (2.46); and that functional and assessable ambulance, health/clinical centre on campus are in low provision (2.27). This result is in consonant with the findings of Anyawu *et al.*(2016) which also revealed a low level of provision and availability of safety facilities in schools. This also aligns with the position of Ejiogu *et al.* (2016) findings that the safety status of classrooms and sanitation of facilities were abysmally low.

However, this study also reveals that ‘Caution and safety signs are displayed in strategic places within the campus (2.83), Offices/faculty and departmental buildings have suitable sanitary conveniences/Toilets for use (2.57) and that there are emergency hot lines to call (2.87)’. This result agrees with the findings of Wariowei (2018), and Norine *et al.* (2016), which found in their various but related studies that for the few safety facilities available for staffs, they assist the institutions in reducing workers exposure to safety related occupational hazards and risk, thus leading to enhanced productivity at workplace.

There cannot be any meaningful education where administrative functions are not efficient. It is on public domain that the level of safety experienced within the teaching and learning environment directly impact on the outcome of education provided by both teaching and non-teaching staff to learners. Ofsted (2019) report revealed that when these safety devices are not available the Health and safety, teaching environment and overall staff well-being coupled with productivity is negatively impacted. Imagine a situation where about 50% of university staffs claims that the condition of their workplace harms their well-being. then administrative and teaching or research productivity will also be impacted. Odunola, et al, (2020) in their conclusion stated that the presence of safe physical facilities has a positive and significant relationship with school effectiveness and eventual attainment of appropriate educational objectives. Mubita (2021) added that when safety is perceived to be present in schools it allows learners and staff to look forward to being in an encouraging environment, promoting social and creative learning.

Conclusion

The study concludes that only few school safety devices were available and provided for administrative effectiveness in tertiary institutions in Rivers state as key safety devices like functional fire extinguishers, fire/smoke detectors, first Aid kit/box, ergonomic chairs and waste/trash bins are not strategically and readily positioned nor installed in offices, lecture halls, laboratories, libraries, and hostels, in addition to a generally not well-marked/lighted vehicular/pedestrian walk ways. The implication of the study is that administrative effectiveness in tertiary institutions vis –a-vis learning outcomes could be adversely impacted when these school safety devices are not available. there are bound to be lower attendance rates among among staffs and students, more stressful scenarios for both administrative staff and teaching staffs and invariably lower academic achievements and lower global rating/visibility. This study therefore further established that administrative effectiveness/effective school administration and management hinges on the provision of school safety devices that engenders a safe working environment all categories of staff in light of the post covid-19 pandemic realities.

Recommendations

The following recommendations were made based on the findings

1. Government education agencies and policy makers should collaborate and work in synergy to develop an education based national safety policy that can encapsulate the uniqueness of the school environment.
2. The National University Commission should develop a baseline safety requirement, standards and regulations for the establishment of both private and public universities in Nigeria, which could also be used for accreditation of programmes.
3. This work will form a frame work for the development of school-based curriculum for the teaching and learning of safety in primary, secondary, and tertiary institutions including teachers training colleges

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