SCHOOL SAFETY PRACTICES AS PREDICTORS OF EFFECTIVE INSTRUCTIONAL DELIVERY IN SECONDARY SCHOOLS IN OBOLLO-AFOR EDUCATION ZONE

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Abstract
The study investigated school safety practices as predictors of effective instructional delivery in secondary schools in Obollo-Afor Education Zone. The study adopted a correlation research design. The population of the study was2,250 teachers in the 50 secondary schools in the zone. The sample size was 250 teachers drawn through simple random sampling technique. The School Safety Practices Scale (SSPS) and Effective Instructional Delivery Scale (EIDS) were used for data collection. The instruments were face validated by three experts. The internal consistency reliability coefficients of 0.72 and 0.73 were computed for SSPS and EIDS through Cronbach alpha. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of significance. The researchers found that school safety practices can significantly predict effective instructional delivery. Specifically, it was concluded that environmental and human security information practices are reliable and valid strategies of improving effective instructional delivery. It was recommended that the school administration should device environmental protection measures such as the use of close circuit television (CCTV), employment of security personnel and the building of perimeter fence around the school.The proper security communication channel should be floated in order to ensure quick dissemination of security information within a short possible time.

Keywords: School Safety Practices, Effective Instructional Delivery and Secondary Schools

Introduction

The achievement of the goals and objectives of secondary schools to a large extent can be attributed to effective instructional delivery by the teachers. Instructional delivery can be seen as the discharging of lessons to the students in a formal school environment. Instructional delivery according to Igwebuike (2022) is the formal interaction between the students and the teacher in the process of impacting knowledge. More so. Instructional delivery entails the teaching of subject content to the learners in the formal school setting (Obiomma, 2022). Instructional delivery in the context of this study is the discharge of teaching responsibilities through the impartation of knowledge to the students by teachers in secondary schools in Obollo-Afor Education zone of Enugu State. Teachers who deliver instruction in their statutory teaching functions are expected to carry out the teaching and preparatory functions of lesson preparation, character molding, classroom control and management, assessment and evaluation of the process (Nwafor, 2019). Teachers are effective when they can achieve the stated objectives of the learning. According to Adekunle (2023), instructional effectiveness denotes the ability to actualize the stated goals and objectives of the school system. It could also be seen as the display of content knowledge mastery in instructional delivery processes (Ede, 2022). It is empirically proven by Akpan (2022) that most of the public-school teachers do not frequently cover their instructional content. In the same vain, Maduka (2022) reported that some teachers in public secondary schools are not punctual to their instructional responsibilities. The case of teachers in Obollo-Afor education zone is no exemption as personal experience has shown that they really cover the school syllabus for the term. Most of these teachers are also seen staying away from active teaching and co-curriculum activities. These could be attributed to so many factors such as teachers'

psychological dispositions, job related challenges and leadership developments. The researcher is of the view that safety practices could become a factor in the underperformance of teachers in their instructional delivery.

Safety is one of the practices that can bring about conducive work environment. We live in an age where there are increasing cases of safety and security threats to schools. Reports of robbery, kidnapping, rape, sexual harassment, fire, diseases and building collapses bring the issue to the front burner. Safety according to (Ndubueze, 2022) consciousness to stay away from hazards and dangers such as threat and injury or harm. This shows that safety from hazards and dangers in the school can be referred as school safety. School safety can be seen as school-related practices that enable the school to stay safe from every form of school associated threat or danger (Musa, 2023). It can also be defined as a situation where the school is shielded from external or internal aggressions (Okiro, 2022).School safety in the same line of thought is the deliberate efforts to prevent accidents and hazards in the school system (Maduka, 2023). The practice of school safety could be focused on the environmental protection practice and human security information practices.

The school environmental security protection practices are those that save the school environment from impeding dangers. School environmental security activities can be seen as an act that shield the school environment from any form of attack and invasion (Echefu, 2022).These practices are in the environment ranged from building of perimeter fence, burglary proofs, security personnel, electronic cameras and proper sighting of the schools in a safe location (Muhammed, 2022). In the context of this work, school environmental security protection entails all the practices put in place to ensure safety of life and property. The work of Adenuga (2023) revealed that environmental protection measures are necessary for effective school organization. More so, Sani (2022) showed that a safe environment is a determinant of teachers' job commitment. The protection practices in the environment cannot be effective without appropriate human safety information practices.

Human security information practices are essential in security system of the school. Human security information practices can be seen as the ability to receive, supervise and manage security information at every point in time (Ohia, 2019). In the school system, it donates the ability to get the information of the students, teachers, class activities, clock in and out as well as the programmes of the day (Yemi, 2019). In the context of this study, human security information practice is the ability of the teachers to monitor, supervise and manage every segment of the security information system for the betterment of the school programmes and activities. A recent study by Awo (2023) revealed that schools across the Nigerian states are faced with a lot of security challenges that are posing serious threat to the actualization of their school calendar. In response to the above security challenges, Omogbolagun (2022) reported that human consciousness and alertness to security information details can reduce the incidences to a great extent. In the same light, Ugwu (2022) found that proper application of security network in the school can improve the school security reports. In line with above assertion, it was noted that this can be possible through regular inspection school routes, displaying of emergency numbers, inspection of school bus and the contraction of other security outfits (Omogbolagun, 2022). Security issues in the area may be associated with ineffective instructional delivery in secondary schools in Obollo-Afor Education Zone. Based on the backdrop of this study, the researcher investigated school safety practices as to determine the extent to which it will predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone.

Purpose of the Study

The study aimed at investigating school safety practices as predictors of effective instructional delivery in secondary schools in Obollo-Afor Education Zone. Specifically, the study sought to determine:

1. the extent environmental protection practice predicts effective instructional delivery in secondary schools in Obollo-Afor Education Zone.
2. the extent human security information practice can predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone.

Research Questions

The following research questions were answered in the study.

1. To what extent does environmental protection practice predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone?
2. To what extent does human security information practice predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone?

Hypotheses

1. Environmental protection practice does not significantly predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone.
2. Human security information practice does not significantly predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone.

Methods

The study adopted a correlation research design. The study adopted a correlation research design. The population of the study was 2,250 teachers in the 50 secondary schools in the zone. The sample size was 250 teachers drawn through simple random sampling technique by selecting five teachers each from the 50 schools. The School Safety Practices Scale (SSPS) and Effective Instructional Delivery Scale (EIDS) were used for data collection. The School Safety Practices Scale (SSPS) has two sections of A and B. The section A contains the demographic information of the respondents while section B contains 20 items to measure environmental protection practices and human security information practices with 10-item respectively. The School Safety Practices Scale (SSPS) was structured with four-point response options of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1) respectively.

The second instrument, Effective Instructional Delivery Scale (EIDS) is a 10-item measure with two sections of A and B measured effective instructional delivery. The Effective Instructional Delivery Scale (EIDS) was structured with four-point response options of Very High Extent (4), High Extent (3), Low Extent (2) and Very Low Extent (1) respectively. The instruments were face validated by three experts, two from the Educational Planning Unit, Department of Educational Foundations and one from Measurement and Evaluation Unite, Science Education Department, all from the Faculty of Education, University of Nigeria Nsukka. The internal consistency reliability coefficients of 0.72 and 0.73 were computed for SSPS and EIDS through Cronbach alpha. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent does environmental protection practice predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone?

Table 1: linear regression extent environmental protection practice predicts effective instructional delivery

Model	R	R Square	Adjusted R Square	Decision
1	.779[a]	.607	.601	High prediction

Data on table 1 revealed that the regression and regression square coefficients are 0.779 and 0.607 respectively. The predictive power is determined by the coefficient of determinism. The coefficient of determinism of 60.7% reveals that environmental protection practice predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone to a high extent.

Hypothesis 1: Environmental protection practice does not significantly predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone.

Table 2: t-test associated with linear regression extent environmental protection practice predicts effective instructional delivery

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	51.00	7.870		7.132	.000
	Environmental protection practice	.601	.112	.779	9.009	.000

Data on table 2 reveals that the t-test value of 9.009 associated with simple regression was rejected because the significant value of 0.00 is less than the alpha value of 0.05. Therefore, environmental protection practice significantly predicted effective instructional delivery in secondary schools in Obollo-Afor Education Zone.

Research Question 2: To what extent does human security information practice predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone?

Table 3: linear regression of the extent human security information practice predicts effective instructional delivery

Model	R	R Square	Adjusted R Square	Decision
1	.800[a]	.640	.633	High extent

Data on table 3 revealed that the regression and regression square coefficients are 0.800 and 0.640 respectively. The predictive power is determined by the coefficient of determinism. The coefficient of determinism of 64% reveals that human security information practice predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone to a high extent.

Hypothesis 4: Human security information practice does not significantly predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone.

Table 4: t-test associated with linear regression of the extent human security information practice predicts effective instructional delivery

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	35.995	.449		80.201	.000
	Human security information practice	.634	.015	.800	2.341	.021

Data on table 4 reveals that the t-test value of 2.341 associated with simple regression was rejected because the significant value of 0.021 is less than the alpha value of 0.05. Therefore, human security information practice significantly predicted effective instructional delivery in secondary schools in Obollo-Afor Education Zone.

Discussion of Findings

The finding of the study revealed that environmental protection practice significantly predicted effective instructional delivery in secondary schools in Obollo-Afor Education Zone. The finding of this study is buttressed by the work of Adenuga (2023) which revealed that environmental protection measures are necessary for effective school organization. More so, the findings of Sani (2022) corroborated that of this study that a safe environment is a determinant of teachers' job commitment. The finding of this study is stemming from the position that environmental protection practices cannot be effective without appropriate human safety information practices.

The finding of the study revealed that human security information practice significantly predicted effective instructional delivery in secondary schools in Obollo-Afor Education Zone.This finding is consistent with that of Omogbolagun (2022) who submitted that human consciousness and alertness to security information details can reduce the incidences to a great extent. In the same light, Ugwu (2022) found that proper application of security network in the school can improve the school security reports. In line with above assertion, it was noted that this can be possible through regular inspection school routes, displaying of emergency numbers, inspection of school bus and the contraction of other security outfits.

Conclusion

Based on the findings of this study, the researchers concluded that school safety practices can significantly predict effective instructional delivery in secondary schools in Obollo-Afor Education Zone. Specifically, it was concluded that environmental and human security information practices are

reliable and valid strategies of improving effective instructional delivery in secondary schools in Obollo-Afor Education Zone.

Recommendations

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

1. The school administration should device environmental protection measures such as the use of close circuit television, employment of security personnel and the building of perimeter fence around the school.
2. The proper security communication channel should be floated in order to ensure quick dissemination of security information within a shortest possible time.

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