

Social Safeguards for Effective Administration of Public Senior Secondary Schools in Rivers State, Nigeria

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ABSTRACT: The study investigated social safeguard for effective administration of public senior secondary schools in Rivers State. The study was guided by four research questions and four hypotheses. The study adopted a descriptive research design. The population of the study was 618 principals and vice-principals in public senior secondary schools in Rivers State. The sample of the study was 309 made up of 175 principals and 134 vice-principals representing 50% of the total population. A simple random sampling technique was used to select the sample. The instrument for data collection was a questionnaire titled: "Social Safeguard for Effective School Administration Questionnaire (SSESAQ). The instrument was validated two experts in the Department of Educational Management and Guidance and Counselling of Ignatius Ajuru University of Education. Test re-test method was used to determine the reliability of 0.72. Data were collected directly by researcher. Mean and Standard Deviation was used to answer the research questions while independent t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study showed the areas of social safeguards that influence effective administration of public senior secondary schools in Rivers State are students' protection and welfare, physical safety of students and teachers, and emotional well-being of students and teachers. It was found out that to a high extent, student's protection and welfare, physical safety of students and teachers, and emotional well-being of students and teachers influenced effective administration of public senior secondary schools in Rivers State. The test of null hypotheses revealed that there was no significant difference in the mean ratings of principals and vice-principals on the extent students' protection and welfare, physical safety of students and teachers, and emotional well-being of students and teachers influenced effective administration of public senior secondary schools in Rivers State. On account of these findings, it was recommended that to ensure effective administration of public senior secondary schools in Rivers State, social safeguards like students' protection and welfare, physical safety of students and teachers, and emotional well-being of students and teachers should be provided.

KEYWORDS: Social Safeguards, Effective Administration, Senior Secondary Schools.

INTRODUCTION

Social safeguard is a concept that centred on creating a safe space, well-being, and inclusive environment for the learners as well as staff. School safety refers to the protections of students, teachers and their staff from physical, emotional, and psychological harm while on school premises or participating in the school sponsored activities. According to (Aryu, 2020), school social safeguards are strategies and procedures that ensure a state of inviolability from hostile act or influences. They are the plans for the protection that is given to the stakeholders within the school. The school is an organisation that needs to have planned security measures to protect its components so that the culture of learning and teaching is enhanced to guarantee effective administration. Stephen as cited in Ike (2015) saw safety measures in school to include policies, guidelines and procedures required to co-ordinate the diverse activities of the institution in order to achieve safety. Dancan & Shimtwa (2010) opined that a safe and secured school environment should be the concerned of any educational system or that is focused towards attaining her educational goals and objectives. Supporting this view, Surech (2002) posited that ensuring safety in schools entails the quality of teaching and learning environment that is supportive, promoting the safety and health of the school personnel from up to bottom line of administration. In the words of Eke (2010) a school environment should be like second home for the learner, aesthetically designed to attract and demand the interest of the learners in the education programme. One of the central duties of

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the school administrator is to ensure that security programmes are effectively implemented and that necessary steps are taken whenever situation arise which could be possibly unsafe. This is to say that school security measures are to be reinforced to keep the school stakeholders and the environment free from harm and danger.

The main purposes of social safeguard are to: Prevent harm: Protect students from abuse, neglect, exploitation, and bullying, promote inclusivity: Foster a culture of respect, empathy, and understanding among students, staff, and the community and support vulnerable students: Provide additional support for students who may be more vulnerable to social safety concerns. In the same vein, John & Bryson (2018) noted by implementing social safeguards policies in schools can create a protective and supportive environment that promotes staff and students' overall development.

Creating and maintaining secure environment needs clear understanding and measures by all stakeholders. They school know what the school has to do to enhance the security and the steps to take in the face of emergency. Stephen cited in Ike (2015) asserted that it is essential that scholars and members of staff feel safe at school and it is for this reason that schools should have security measures in place which would be revised regularly. He furthered reiterated that safety which is the concerned of every individuals in the system, is a collective responsibility of every individuals in the schools system. School with clear norms and expectations, fair procedures and the involvement of members of the community (educators, parents, learners, principals, administrators and community service) are less likely to experience high level of security threats (Aryu, 2020). School remains one of the safest environments for children. However, in far too many schools in the country, security challenges threaten the teachers as well as the rights of students and which in turn affect quality education. Increasingly, students are victimised in school by fellow students, teachers as well as insurgency. Such security threats need to be defined, acknowledged and prevented. If drastic action is not taken, the existing security threats such as cult related activities, kidnapping, terrorism, bombing, armed insurgency robbery, lack of property physical security facilities like fences, bullying which can take a variety of forms, theft, arson and extortion, could spiral out of control, leaving large number of students fearful, injured and deceased, thereby limiting the chances of increase in literacy level for the actualization of effective administration in the school (Gauster, 2018). The above scenario demands a drastic action in order to address the safety and security of schools so as to prevent violence against students. Children who are students in various schools spread across the country are important to the country's human capital and can be developed to an optimum level by providing a safe and conducive school environment. Safe and Conducive environment of the school is dependent on security measures in the school. Some of these measures as identified by Arop and Owan (2018), and Aryu (2020) include; security training/orientation, installation of security gadgets and adherence to security tips. Presence of school security guards is defined as the process whereby security personnel are deployed or are seen within and outside the school environment to help forestall any breach of security or law and orders that may impend the peaceful learning environment of the school. The presence of security guards scares criminal away from the school, and thereby promoting atmosphere that guarantee the achievement of school goals (Aryu, 2020). More so, the installation of security gadgets in school can be defined as the setting up of security facilities within the school premises. It is the existence of security devices in the school that uses state-of-the-art technology to provide a higher level of protection within the school to ensure a conducive atmosphere for teaching and learning activities. In addition, adherence to security and compliance or obedient to security guidelines and measures in the school is important safeguard. Where there are no guidelines or tips to guide the ways the measures are conducted and implemented, the security facilities provided may become a problem instead of a protective device in schools. Security tips set guidelines and provides direction as to how avert security breach (Rogers & Schoeman, 2020). Priorities regarding school security should be increased drastically and something needs to be done to ensure that violent acts such as kidnapping, vandalism, harassment, bullying, sexual molestation and harassment, possession and use of drugs, weapons, formation of

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gangs, shooting in schools and many others. It is against this background that this study is intended to examine the extent school security measures predict effective administration in public secondary schools in Rivers State.

Social safeguards in schools encompass various measures to protect students' well-being and rights. Some the key areas of social safety in the school include: Child protection policies, Policies and procedures to prevent child abuse, neglect, and exploitation, Reporting and response mechanisms; Systems for reporting and responding to incidents of abuse, neglect, or exploitation, Code of conduct: Guidelines for staff and students to ensure respectful and safe interactions, Student welfare and support: Services and programs to support students' emotional, social, and psychological well-being, Inclusivity and diversity: measures to promote inclusivity, diversity, and respect for all students, regardless of background, culture, or identity. Bullying prevention and response: Strategies to prevent and address bullying, including education, awareness, and support and Safety and security protocols: Measures to ensure students' physical safety, including emergency response plans and security protocols and Parental engagement and communication: Regular communication with parents/guardians to ensure students' safety and well-being. It also involves measures and policies designed to protect staff and students' well-being, safety, and rights, ensuring a supportive and inclusive learning environment (Obanya, 2002).

The benefits of social safeguards in the school according to Obanya, (2002) are: to provide necessary safe learning environment where students feel secured and supported, promoting academic achievement; provide positive relationships that fosters a healthy relationships among students, staff, and the community; promoting students well-being that prioritize students' emotional, social, and psychological well-being. Social safeguards issues should be a concerned of school administrators.

School administration is the arrangement of school input in an order for the smooth realization of the school objectives. School administration is the process of organizing and arranging school resources to implement school programmes with the aim of achieving the school objectives. School administration is the systematic way of placing, ordering and arranging both human and materials resources for the execution of school programmes with the aim of achieving the set objectives of the school. The effectiveness of the school administration depends on the qualities and quantities of both human and materials resources available for the implementation of the school policies and programmes. The various human resources required for effective school administration include the teaching and non-teaching staff while the materials resources include infrastructural facilities like administrative blocks, classrooms, toilets, libraries, laboratories, electricity, water, internet services, white board, ICT facilities etc. but effective administration of education in Nigeria is under threat because of the high level of imbalance social safeguards in the schools system. Senior secondary schools in the context of national policy on education NPE, (2004) is an education child received after primary education and before the tertiary stage. Rowntree cited in Ogbannaya (2010) defined senior secondary school as the full-time education provided after primary and junior secondary education for children between the age of 15 to 18 years plus. Worlu (2007) described it as the transitory level of education received by pupils between the basic education and tertiary education. From these definitions, one can deduce that senior secondary education is the form of education which children received after they have received primary and junior secondary education. It is a three years education in which when a student completed can obtained, he/her West African Senior School Certificate Examination (WASSCE). Senior secondary school is an upper section of the secondary education which is managed by State Ministry of Education and their agencies such as Senior Secondary School Board. The head of senior secondary school is the principal who is the chief administrative officer and representing the government in the school community. The objectives of senior secondary school shall be to: Inspire students with a desire for achievement and self-improvement both at school and later life (Obanya, 2000), Raise generation of people who can think for themselves, respect the views

of others, respect dignity of labour and appreciate those values specified under broad national aims and lives as good citizens, Equip students to live effectively in our modern age of science and technology, Offer diversify curriculum to cater for the difference in talents, opportunities and future roles, Provide trained manpower in the applied science, art and culture in the context of world cultural heritage and Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. Effective administration of public senior secondary schools is important to ensure that safeguards policies are well implemented. Effective administration on the other hand refers to the process of producing results without wastage. It is the ability to present, maintain and preserve thoughts and resources in a perfect flow. It also means the process of implementing and facilitating the programme of and management of the school resources for the achievement of its objectives, while Administration on the other hand, means the combine efforts of human and materials resources to achieve objectives. On the other hands, The Nigerian Union of Teachers and United Kingdom (NUT/UK) (2008) document on work–life issues stated that as safe, better and healthy work and life has been proven to reduce stress and sick leave, leading to financial savings on employees and improve their performance. Effective senior secondary schools should be able to provide necessary social safeguards. Social safeguard is a concept that centred on creating a safe space, well- being, and inclusive environment for the learners as well as staff.

The dimensions of social safeguards in schools according to Kipngeno (2009) encompass comprehensive measures and practices designed to protect children from harm, abuse, neglect, and exploitation, while promoting their overall well-being in a safe and supportive environment.

Child Protection and Welfare

This is the core dimension, focusing on preventing and responding to all forms of harm, including sexual abuse and harassment, physical and emotional abuse, and neglect.

Physical Safety

Ensuring a secure physical environment, which involves safe school infrastructure, robust security measures (such as controlled access and visitor management), emergency response plans, and proper maintenance of facilities to prevent accidents and hazards.

Psychological and Emotional Well-being

Creating a nurturing and inclusive school climate that promotes positive mental health, self-confidence, and emotional regulation. This involves providing access to guidance counselors or social workers, implementing anti-bullying programs, and fostering a culture of respect and empathy.

Inclusion and Equity

Ensuring that all children, regardless of their background, abilities, or socioeconomic status, have equal opportunities to learn and grow in an environment free from discrimination and stigmatization.

Policies and Procedures

Establishing clear, comprehensive, and up-to-date safeguarding policies and procedures for staff, students, and parents. This includes well-defined reporting mechanisms and consistent disciplinary actions for violations.

Staff Training and Capacity Building

Providing ongoing training for all school personnel (teachers, administrators, support staff) on recognizing signs of abuse, handling concerns, using appropriate reporting channels, and implementing protective measures.

Stakeholder Engagement and Collaboration

Building strong partnerships with parents, the wider community, and external agencies (such as social services and law enforcement) to create a holistic safety net for children.

Risk Reduction and Resilience Education

Integrating risk awareness and resilience-building education into the curriculum, covering topics such as personal boundaries, conflict resolution, online safety, and disaster preparedness.

Accountability and Monitoring

Implementing systems for monitoring and evaluating the effectiveness of safeguarding measures, ensuring accountability, and using data to inform continuous improvement.

Preventing harm includes protecting students from various forms of abuse; promoting well-being provides safeguarding efforts for the mental and emotional health of the students with the aim of fostering a supportive and nurturing atmosphere including those related to the school environment and the broader socio-cultural background of learners; addressing risk involves schools proactively identifying and assessing potential risks to students. Creating a safe environment involves schools establishing physical safety measures, ensuring proper supervision, and upholding health and safety regulations to make students free from all forms of hazards. Despite series of theoretical relationship between effective safeguards and school administration, perhaps, the extent schools provide social safeguards for students and teachers as well as other stakeholders for the effective administration of Public Junior Secondary Schools in Rivers State probably not been empirically investigated. Premised on the foregoing, there is need to examine the extent of social safeguards harness the effective administration of senior secondary schools in Rivers state.

STATEMENT OF THE PROBLEM

The administration of senior secondary schools in Nigeria faces numerous social challenges over time which perhaps hindering the provisions of quality education due to threat in well-being of students, teachers, and the wider community. Some of these challenges include: insecurity, inadequate waste management, limited access to clean water and sanitation, poor provision of physical safety measures etc. The heights of challenges probably pose significant risks to the health, safety, and well-being of students, teachers, and wider community with majority of schools left with dilapidated structures, poor teachers and learning materials.

Reports of teachers been killed in attacks, and others were displaced exist in Nigeria. Statistics revealed that 1 in every 5 of the world's out-of-school children is in Nigeria could be attributed to insurgency, poverty, crime and violence perpetrated against schools. Media reports indicate that crime, violence, disorder, bombings, unknown gunmen invasion are the major problems facing public secondary schools in Nigeria. More so, fire outbreak, flood, drug addiction and abuse, gender-based violence, physical and humiliating punishment, bullying, exploitation, child trafficking gang violence, cyber bullying, abductions/kidnappings, hazardous materials in school environments and unsafe school facilities have left 2.8 million school students in need of education-in emergencies support, with over 1,392 classrooms damaged (Worlu, 2017). Engagement in these activities sometimes has led to killings, destruction of properties and threats posed to individuals within the setup. The consistent attacks and external invasion by hoodlums in secondary schools have put teachers and students into fear, and the damages caused is an indication that most of our secondary schools are not safe anymore. These problems not only endanger students and teachers but they also prevent effective administration of the schools. This change in school climate has created an imperative need for schools to identify measures that can enhance the safety of all school users. This is because when people are legally required to attend school, school personnel have the corresponding duty to provide students and staff with a safe, secure and peaceful environment in which teaching and learning can occur. Although it has been witnessed that in few schools, some level of security preventive measures necessary to secure the school environment have been put in place such as the introduction of identity cards for students and staff, recruitment of security guards, and locking of schools' doors/windows.

Despites all efforts and supports from individuals, Non-Governmental Organizations (NGOs), and government in providing safe and supportive learning environment, many senior secondary

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schools struggle to address the challenges of providing social safeguards in the schools. Due to this mass deterioration, parents are no longer at ease sending their wards/children to public senior secondary schools in Rivers state. It is on this premises that this study centred on addressing the issue of social safeguards for effective of public senior secondary Schools in Rivers state.

AIMS AND OBJECTIVES OF THE STUDY

The aim of this study is to investigate social safeguard for effective administration of public senior secondary schools in Rivers state. Specifically, the study will seek to:

Identify the various areas of social safeguards that influence effective administration of public senior secondary schools in Rivers state.

Investigate the extent students’ protection and welfare as an area of social safeguard influence effective administration of public senior secondary schools in Rivers state

Examine the extent physical safety of students and teachers as an area of social safeguard influence effective administration of public senior secondary schools in Rivers state

Determine the extent emotional well-being as an area of social safeguard influence effective administration of public senior secondary schools in Rivers state.

RESEARCH QUESTIONS

The following research questions are posed to guide the study.

What are the areas of social safeguards that influence effective administration of public senior secondary schools in Rivers state?

To what extent does students’ protection and welfare as an area of social safeguards influence effective administration of public senior secondary schools in Rivers state?

To what extent does physical safety of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers state?

To what extent does emotional well-being of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers state?

HYPOTHESES

The following hypotheses are formulated to guide the study and will be tested at 0.05 level of significance.

There is no significant difference in the mean ratings of principals and vice principals on the various areas of social safeguards that influence effective administration of public senior secondary schools in Rivers state.

There is no significant difference in the mean ratings of principals and vice principals on the extent students protection and welfare as an area of social safeguards influence effective administration of public senior secondary schools in Rivers state.

There is no significant difference in the mean ratings principals and vice principals on the extent physical safety of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers state.

There is no significant difference in the mean ratings principals and vice principals on the extent emotional well-being of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers state.

THEORETICAL FRAMEWORK

The study is anchored on social safety theory developed by George M. Slavich in (2023). The theory posits that developing and maintaining friendly social bonds is critical. Social conflict, rejection, and exclusion historically increased risk for injury and infection. Therefore, anticipatory neural-immune reactivity to social threat was likely highly conserved. Social Safety theory hypothesizes that developing and maintaining friendly social bonds is a fundamental organizing principle of human behavior and that threats to social safety are a critical feature of psychological stressors that increase risk for disease. Central to this formulation is the fact that the human brain

and immune system are principally designed to keep the body biologically safe, which they do by continually monitoring and responding to social, physical, and microbial threats in the environment. Because situations involving social conflict, isolation, devaluation, rejection, and exclusion historically increased risk for physical injury and infection, anticipatory neural-immune reactivity to social threat was likely highly conserved. This neurocognitive and immunologic ability for humans to symbolically represent and respond to potentially dangerous social situations is ultimately critical for survival. When sustained, however, this multilevel biological threat response can increase individuals' risk for several inflammation-related disease conditions that dominate present-day morbidity and mortality. Social theory divided into two to include: the human rights theory, the sustainable development theory and social development

The Human Rights Theory: this theory was developed by United Nations, they suggest that all individuals have certain inherent rights and dignity, and that government and other actors have a responsibility to respect and protect those rights.

The Sustainable Development Theory: this is also known as meeting the needs of the present without compromising the ability of the future generations to meet their own needs. sustainable development theory is based on three core principles:

Economic Development: this emphasizes that economic and growth and development are essentials for improving living standards and reducing poverty,

Social Development: the social development is critical for ensuring that economic growth is equitable and that all individuals have access to basic services and opportunities.

Environmental Protection: this is necessary for maintaining the natural resources and ecosystems that support human life and economic activity.

Social Safety Theory (SST) is highly relevant to a study aimed at providing social safeguards in school administration because it offers a biologically and psychologically grounded framework for understanding the profound impact of social interactions on students' well-being, health, and academic success. It provides a scientific basis for designing comprehensive administrative policies that prioritize emotional and social safety alongside physical security.

CONCEPTUAL CLARIFICATION

Social Safeguards

Social safeguards in schools encompass various measures to protect students' well-being and rights. Social safeguard policies are essential tools to prevent and mitigate undue harm to people during the development process. Obanya, (2002) noted that when identifying and designing a project, safeguards should help assess the potential social risks and impacts (positive or negative) associated with a development intervention. Some the key areas of social safety in the school include: Child protection policies, Policies and procedures to prevent child abuse, neglect, and exploitation, Reporting and response mechanisms; Systems for reporting and responding to incidents of abuse, neglect, or exploitation, Code of conduct: Guidelines for staff and students to ensure respectful and safe interactions, Student welfare and support: Services and programs to support students' emotional, social, and psychological well-being, Inclusivity and diversity: measures to promote inclusivity, diversity, and respect for all students, regardless of background, culture, or identity. Bullying prevention and response: Strategies to prevent and address bullying, including education, awareness, and support and Safety and security protocols: Measures to ensure students' physical safety, including emergency response plans and security protocols and Parental engagement and communication: Regular communication with parents/guardians to ensure students' safety and well-being. It also involves measures and policies designed to protect staff and students' well-being, safety, and rights, ensuring a supportive and inclusive learning environment.

Obanya, (2002) noted that, the main purposes are to: Prevent harm: Protect students from abuse, neglect, exploitation, and bullying, promote inclusivity: Foster a culture of respect, empathy, and understanding among students, staff, and the community and support vulnerable students:

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Provide additional support for students who may be more vulnerable to social safety concerns. In the same vein, John & Bryson (2018) noted by implementing social safeguards, schools can create a protective and supportive environment that promotes staff and students' overall development. Ibara (2018) noted that, school safety promotes the protection of students from violence, exposure to weapons and threat, theft, and sale or use of illegal substance in the school environment. This is also linked with the students' academic performance.

In the same vein, Wargo (2004) posited that a safe school environment entails an environment that takes into consideration some measures or practices to prevent school occupants from any form of danger, violence, harassment, assault. The benefits of social safeguards in the school.

Safe learning environment: Students feel secure and supported, promoting academic achievement.
Positive relationships: Fostering healthy relationships among students, staff, and the community.
Student well-being: Prioritizing students' emotional, social, and psychological well-being: Social safeguard is a concept that centred on creating a safe space, well-being, and inclusive social environment for the learners as well-being as staff.

The dimensions of social safeguards in the school according to Wargo (2004) identified these to include: students' protection and welfare, physical safety, and emotional safety.

Students' Protection and Welfare

This is the core dimension, focusing on preventing and responding to all forms of harm, including sexual abuse and harassment, physical and emotional abuse, and neglect. Child Protection and Welfare, in terms of providing social safeguards in school administration, is a comprehensive framework of policies, procedures, and practices designed to protect children from abuse, neglect, and harm, while promoting their overall well-being in an educational environment. It encompasses both proactive measures (safeguarding) and reactive responses (child protection). The key components of school-based Child Protection and Welfare:

Policy and Procedures Development

Schools must establish clear, written child protection and safeguarding policies that align with national legislation. These policies outline the procedures for identifying, reporting, and responding to concerns of abuse or neglect, whether occurring within the school, at home, or online.

Designated Safeguarding Lead (DSL)

A senior member of the school staff is appointed as the DSL, responsible for overseeing child protection arrangements, acting as a source of support and expertise for staff, managing referrals to external agencies (like social services or the police), and ensuring all procedures are followed.

Safer Recruitment and Vetting

The administration implements stringent recruitment processes, including thorough background checks, reference verification, and in-depth interviews, to prevent unsuitable individuals from working with children.

Staff Training and Awareness

All staff members, including teachers, support staff, and volunteers, receive regular, mandatory training to understand the signs and indicators of abuse and neglect, their reporting responsibilities, and appropriate conduct with children.

Creating a Safe Environment and Ethos

The school fosters a positive, inclusive, and secure environment where children feel valued, respected, and encouraged to talk about their worries with trusted adults. This includes implementing anti-bullying programs, e-safety policies, and codes of conduct for staff behaviour.

Curriculum Integration

Relevant topics, such as personal safety skills, healthy relationships, and online safety, are integrated into the curriculum (e.g., PSHE) to empower children with the knowledge and confidence to protect themselves and understand appropriate boundaries.

Inter-agency Collaboration

The school administration works effectively with parents, careers, and external agencies, such as local authorities, health services, and law enforcement, sharing information on a "need to know" basis to ensure a coordinated response to concerns.

Recording and Monitoring

Detailed, accurate, and confidential records of all concerns, disclosures, and actions taken are maintained separately from academic files. These records are stored securely and contribute to ongoing monitoring and review of child safety practices.

Support Systems

The school ensures support is available for children who have suffered harm, as well as for staff dealing with distressing cases, often through access to counselors or other professionals.

Child protection and welfare in school administration serve as robust social safeguards, establishing a culture of vigilance, responsibility, and support to ensure every child's safety, well-being, and optimum development.

Physical Safety

Physical safety involves protection from physical harm, injury or violence such as bullying, fights and accidents. It includes building safety whereby ensuring school buildings are structurally sound and free from hazards; Equipment safety aimed at ensuring that equipment, such as furniture and playground equipment, is safe and well-maintained. Emergency Response: Having plans and procedures in place for emergency situations, such as fires or natural disasters. Physical safety refers to the protection of individuals from harm, injury, or danger, or ensuring safe and secure environment. Such as workplace safety: Ensuring a safe working environment, including proper equipment and training, home safety: Preventing accidents and injuries in the home, including fire safety and fall prevention and public safety: which means ensuring safety in public spaces, including parks, streets, and buildings. The school is one place where safety is provided by creating a safe learning environment, including emergency preparedness and bullying prevention. The components of physical safety in the school according to Sapru (2012) stated that the components of physical safety are grouped into four:

Risk assessment: Identifying potential hazards and risks. Risk assessment involves Identifying potential hazards and risk Evaluating the likelihood and potential impact of these risk prioritizing risks based on severity and likelihood.

Prevention: Implementing measures to prevent accidents and injuries. Prevention involves Implementing measures to prevent accidents and injurie Eliminating or reducing hazards Providing training and education on safety procedures encouraging safe behaviors and practices.

Preparedness: Being prepared for emergencies and having response plans in place. Preparedness involves Developing emergency response plans, Conducting regular drills and training exercises, Ensuring access to necessary resources and equipment establishing communication protocols.

Response: Responding effectively to emergencies and incidents. Response involves: Responding quickly and effectively to emergencies and incidents, Providing medical attention and support as needed, activating emergency response plans communicating with stakeholders and authorities.

The Role of School Administrators in Promoting Physical Safety in the Schools

Risk assessment and mitigation: Identifying and addressing potential hazards.

Safety protocols and procedures: Establishing clear safety protocols and procedures.

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Training and education: Providing training and education on safety procedures and protocols.

Emergency preparedness: Developing emergency response plans and conducting regular drills.

Effective supervision in the school

Established standard first Aid department in the school

Good school and community relationship

Adequate Recording keeping method

Maintaining effective discipline in the school (Van, 2011).

Emotional Safety

Emotional safety is the feeling of being secure and accepted in relationships, allowing you to be authentic and vulnerable without fear of judgment or criticism. It is built on mutual respect and trust, where you can express your thoughts, feelings, and needs openly, and know that you will be heard and respected. The characteristics of an emotionally safe environment.

Authenticity: You can be your true self without pretending or changing to please others.

Open communication: You can share your thoughts and feelings openly without fear of judgment, rejection, or punishment.

Respect for boundaries: You feel safe expressing your needs and saying no to things that make you uncomfortable.

Trust: You trust that others will not use your vulnerability against you and will support you.

Vulnerability: You are able to share your weaknesses and struggles without fear of being taken advantage of. Emotional safety is important because it promotes

Relationships: It is a foundation for healthy relationships, allowing for deeper connection, open conflict discussion, and mutual support.

Workplace: In a professional setting, it leads to better team performance, as employees feel safe to ask questions, speak up, and make mistakes without fear of ridicule.

Education: In schools, emotional safety helps students feel secure enough to participate in learning without fear of judgment.

Healthcare: It involves healthcare teams respecting and understanding the needs of patients, which lowers stress and builds trust during medical interactions.

Protection from emotional harm, distress or trauma, such as harassment, intimidations and social exclusion. These are Bullying Prevention: Creating a safe and supportive environment, free from bullying and harassment. Mental Health Support: Providing support and resources for students' mental health and well-being. Positive School Culture: Fostering a positive and inclusive school culture. Emotional well-being is a multifaceted concept that encompasses various aspects of an individual's emotional life. Here's a detailed discussion:

Emotional well-being refers to a state of being emotionally healthy, resilient, and able to manage life's challenges, relationships, and emotions in a positive way.

Components of Emotional Well-Being

John & Bryson (2018) identified the components of emotional well-being to include:

Emotional awareness: Recognizing and understanding one's emotions, including identifying emotional triggers and patterns.

Emotional regulation: Managing emotions effectively, including coping with stress, anxiety, and negative emotions.

Positive relationships: Nurturing supportive and healthy relationships with others, including friends, family, and romantic partners.

Self-esteem: Having a positive self-image and confidence, including self-acceptance and self-worth.

Resilience: Ability to bounce back from adversity, trauma, or stress, including coping with challenges and setbacks.

Importance of Emotional Well-Being for Effective Schools Administration

The importance of emotional well-being in schools administration cannot be undermined. This is because a mind full of emotion cannot understand and earn nothing. (Sapru, 2012)

Better mental health: Emotional well-being is linked to reduced symptoms of anxiety, depression, and other mental health concerns.

Improved relationships: Healthy emotional well-being fosters positive, supportive relationships. Emotional well-being helps students build stronger, more positive relationships with peers and teachers.

Increased resilience: Emotional well-being helps individuals cope with challenges and setbacks. Students with good emotional well-being are more resilient and better equipped to handle challenges and setbacks.

Better academic and work performance: Emotional well-being is associated with improved productivity, focus, and overall performance. Also, Students with good emotional well-being tend to perform better academically.

Physical health benefits: Emotional well-being can have a positive impact on physical health, including reduced stress-related illnesses. Emotional well-being helps students manage stress and anxiety, leading to a more positive school experience.

The factors influencing emotional well-being for effective school administration according to Sapru, (2012), enumerated the following as factors influencing emotional well-being below as follows:

Genetics: Genetic predispositions can influence emotional well-being.

Life experiences: Traumatic events, stress, and significant life changes can impact emotional well-being.

Social support: Supportive relationships and social connections can enhance emotional well-being.

Coping mechanisms: Effective coping strategies, such as mindfulness, exercise, or creative activities, can promote emotional well-being.

Self-care: Prioritizing self-care activities, such as relaxation, leisure, and personal growth, can contribute to emotional well-being.

Strategies for Promoting Emotional Well-being for Effective School Administration

Mindfulness and meditation: Practicing mindfulness and meditation can reduce stress and increase emotional awareness.

Exercise and physical activity: Regular exercise can improve mood and reduce stress.

Social connections: Building and maintaining supportive relationships can enhance emotional well-being.

Self-care: Prioritizing self-care activities, such as relaxation, leisure, and personal growth, can contribute to emotional well-being.

Seeking professional help: Consulting with mental health professionals can provide individuals with effective strategies and support for managing emotional well-being (Van, 2011).

METHODOLOGY

The research design adopted for this study is descriptive research design. The population of the study is 618 respondents comprising of 309 Principals and 309 Vice Principals in the 309 public senior secondary schools in Rivers State. The sample population of the study is 309 respondents comprising of 175 principals and 134 vice principals in the 309 public senior Secondary schools Rivers State. Simple random sampling technique was used to select the required sample size. The instrument for data collection was a questionnaire titled: "Social Safeguard for Effective School Administration Questionnaire (SSESAQ). The instrument consisted of two sections A and B. Section A dealt with items on demographic data of the respondents such as names, age, sex, marital status, years, qualification etc. while, section B dealt contained question items in cluster of the independent variables. The response patterns was 4-point Likert scale patterns as Very High Extent

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(VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points, and Very Low Extent (VLE) = 1 point. The instrument, was validated by experts from the Department of Educational Management and Department of Educational Psychology, Guidance and Counselling, all of Ignatius Ajuru University of Education, Port-Harcourt. The reliability of the instrument was determined using Cronbach Alpha with an index of .74. the data were collected through direct contact. Mean and standard deviation scores were used to answer the research questions, while independent t-test was used to test the null hypotheses at 0.05 level of significance. The mean scores were classified using real limits of number. 0.05-1.49 represented Very Low Extent (VLE) and Strongly Disagreed (SD), 1.50-2.49 for Low Extent (LE) and Disagreed (D), 2.50-3.49 for High Extent (HE) and Agreed (A), and 3.50-4.49 represented Very High Extent (VHE) and Strongly Agreed (SA).

RESULTS

Research Question One: What are the areas of social safeguards that influence effective administration of public senior secondary schools in Rivers state?

Table 1: Mean ratings and standard deviation scores of principals and vice-principals on the areas of social safeguards that influence effective administration of public senior secondary schools in Rivers state.

S/N	Question Items (Extent classroom observation performance)	Principals		Teachers		Mean Set		DECISIO N
		Mea n	STD	Mea n	ST D	Mea n	ST D	
1	Child Protection and Welfare	2.64	.70	2.76	.90	2.59	.80	Strongly Agreed
2	Physical safety	2.53	.57	2.64	.45	2.56	.51	Strongly Agreed
3	Emotional well-being	2.67	.63	2.54	.71	2.61	.67	Strongly Agreed
CLUSTER MEAN/STD		2.91	.67	2.77	.72	2.82	.69	Strongly Agreed

Table 1 showed the mean ratings of principals and vice-principals on the areas of social safeguards that influence effective administration of public senior secondary schools in Rivers state. Item 1 had a mean set and standard deviation of 2.59 and .80 which implies that respondents strongly agreed that students’ protection and welfare is an area of social safeguards that influence effective administration of public senior secondary schools in Rivers state. Item 2 had a mean set and standard deviation of 2.56 and .51 which implies that respondents strongly agreed that physical safety is an area of social safeguards that influence effective administration of public senior secondary schools in Rivers state. Item 3 had a mean set and standard deviation of 2.61 and .67 which implies that respondents strongly agreed that emotional well-being is an area of social safeguards that influence effective administration of public senior secondary schools in Rivers state. The cluster mean of 2.82 and standard deviation of .69 shows that students’ protection and welfare, physical safety, and emotional well-being are areas of social safeguards that influenced effective administration of public senior secondary schools in Rivers State

Research Question Two: To what extent does students’ protection and welfare as an area of social safeguards influence effective administration of public senior secondary schools in Rivers state?

Table 2: Mean ratings and standard deviation scores of principals and vice-principals on the extent students’ protection and welfare as an area of social safeguards influence effective administration of public senior secondary schools in Rivers state.

S/N	Question Items (Extent students’	Principals	Vice-Principals	Mean Set	DECISIO
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O	protection and welfare as an area of social safeguards influence effective administration)	Mea n	STD	Mea n	ST D	Mea n	ST D	N
4	Schools establish clear, written child protection and safeguarding policies that align with national legislation for identifying, reporting, and responding to concerns of abuse or neglect, whether occurring within the school, at home	2.76	.90	2.67	.70	2.68	.65	High Extent
5	Schools provide staff members with regular, mandatory training to understand the signs and indicators of abuse and neglect, their reporting responsibilities, and appropriate conduct with children	2.24	.45	2.43	.57	2.34	.54	Low Extent
6	School fosters a positive, inclusive, and secure environment where children feel valued, respected, and encouraged to talk about their worries with trusted adults for implementing anti-bullying programs, e-safety policies, and codes of conduct for staff behaviour	2.64	.71	3.67	.63	3.12	.62	High Extent
7	Relevant topics like personal safety skills, healthy relationships, and online safety, are integrated into the curriculum (e.g., PSHE) to empower children with the knowledge and confidence to protect themselves and understand appropriate boundaries	2.61	.51	3.02	.64	2.82	.53	High Extent
8	School ensures support is available for children who have suffered harm, as well as for staff dealing with distressing cases, often through access to counselors or other professional	2.56	.55	2.67	.62	2.57	.67	High Extent
9	Schools establish a culture of vigilance, responsibility, and support to ensure every child's safety, well-being, and optimum development	2.53	.57	2.64	.45	2.56	.51	High Extent
10	Schools provide mandatory training to understand the signs and indicators of abuse and neglect, their reporting responsibilities, and appropriate conduct with children	2.67	.63	2.54	.71	2.61	.67	High Extent
CLUSTER MEAN/STD		2.51	.62	2.81	.63	2.61	.61	High Extent

Table 2 showed the mean ratings of principals and vice-principals on the extent students' protection and welfare as an area of social safeguards influence effective administration of public senior secondary schools in Rivers state. Item 4 had a mean set and standard deviation of 2.68 and .65 which implies that to a high extent schools establish clear, written child protection and

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safeguarding policies that align with national legislation for identifying, reporting, and responding to concerns of abuse or neglect, whether occurring within the school, at home. Item 5 had a mean set and standard deviation of 2.34 and .54 which implies that to a high extent schools provide staff members with regular, mandatory training to understand the signs and indicators of abuse and neglect, their reporting responsibilities, and appropriate conduct with children. Item 6 had a mean set and standard deviation of 3.12 and .62 which implies that to a high extent schools fosters a positive, inclusive, and secure environment where children feel valued, respected, and encouraged to talk about their worries with trusted adults for implementing anti-bullying programs, e-safety policies, and codes of conduct for staff behaviour. Item 7 had a mean set and standard deviation of 2.82 and .53 which implies that to high extent relevant topics like personal safety skills, healthy relationships, and online safety, are integrated into the curriculum (e.g., PSHE) to empower children with the knowledge and confidence to protect themselves and understand appropriate boundaries. Item 8 had a mean set and standard deviation of 2.27 and .83 which implies that schools ensure support is available for children who have suffered harm, as well as for staff dealing with distressing cases, often through access to counsellors or other professional. Item 9 had a mean set and standard deviation of 2.56 and .51 which implies that schools establish a culture of vigilance, responsibility, and support to ensure every child's safety, well-being, and optimum development. Item 10 had a mean set and standard deviation of 2.61 and .67 which implies that schools provide mandatory training to understand the signs and indicators of abuse and neglect, their reporting responsibilities, and appropriate conduct with children. The cluster mean of 2.82 and standard deviation of .67 shows that to a high extent, students' protection and welfare as an area of social safeguards influenced effective administration of public senior secondary schools in Rivers State.

Research Question Three: To what extent does physical safety of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers state?

Table 3: Mean ratings and standard deviation scores of principals and vice-principals on the extent physical safety of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State.

S/N	Question Items (Extent physical safety of students and teachers as an area of social safeguards influence effective administration)	Principals		Vice-principals		Mean Set		DECISION
		Mea n	STD	Mea n	ST D	Mea n	STD	
11	Schools improve safety measures of stakeholders	2.58	.85	2.67	.70	2.63	.78	High Extent
12	Schools guarantee safe school environment	2.54	.44	2.63	.57	2.58	.51	High Extent
13	Schools protects students and teachers against external attacks	3.02	.67	3.07	.63	3.05	1.30	High Extent
14	Through physical policy, sexual harassment is control	2.52	.53	3.02	.64	2.77	1.17	High Extent
15	Providing physical safety promotes the well-being of school members	2.77	.71	2.62	.62	2.69	.67	High Extent
CLUSTER MEAN/STD		2.67	.64	2.80	.63	2.74	.68	High Extent

Table 3 showed the mean ratings of principals and vice-principals on the extent physical safety of students and teachers as an area of social safeguards influence effective administration of

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public senior secondary schools in Rivers State. Item 11 had a mean set and standard deviation of 2.63 and .78 which implies that to a high extent schools improve safety measures of stakeholders. Item 12 had a mean set and standard deviation of 2.58 and .51 which implies that to a high extent schools guarantee safe school environment. Item 13 had a mean set and standard deviation of 3.05 and 1.30 which implies that to a high extent, schools protects students and teachers against external attacks. Item 14 had a mean set and standard deviation of 2.77 and 1.17 which implies that to a high extent, through physical policy, sexual harassment is controlled. Item 15 had a mean set and standard deviation of 2.69 and .67 which implies that to a high extent, providing physical safety promotes the well-being of school members. The cluster mean of 2.74 and standard deviation of .68 shows that to a high extent, physical safety of students and teachers as an area of social safeguards influenced effective administration of public senior secondary schools in Rivers State.

Research Question Four: To what extent does emotional well-being of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers state?

Table 4: Mean ratings and standard deviation scores of principals and vice-principals on the extent emotional well-being of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State.

S/N	Question Items (Extent emotional well-being of students and teachers as an area of social safeguards influence effective administration)	Male		Female		Mean		DECISION
		Mea	STD	Mea	ST	Mea	STD	
O		n		n	D	n		
16	Better mental health of students and staff in harnessed by providing social safeguard	2.58	.85	2.67	.70	2.63	.78	High Extent
17	Providing social safeguard improves relationships among students	2.54	.44	2.63	.57	2.58	.51	High Extent
18	Providing social safeguard increase resilience and reduce stress on students	3.02	.67	3.07	.63	3.05	.68	High Extent
19	Providing social safeguard ensure better academic and work performance	2.52	.53	3.02	.64	2.77	.78	High Extent
20	Providing social safeguard reduce tension, suspicion, frustration, confusion, unrests and resentment and some of the problems in the schools	2.77	.71	2.62	.62	2.69	.67	High Extent
CLUSTER MEAN/STD		2.52	.61	2.75	.64	2.74	.68	High Extent

Table 4 showed the mean ratings of principals and vice-principals on the extent effective emotional well-being of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State. Item 16 had a mean set and standard deviation of 2.63 and .78 which implies that to a high extent, better mental health of students and staff in harnessed by providing social safeguard. Item 17 had a mean set and standard deviation of 2.58 and .51 which implies that to a high extent, providing social safeguard improves relationships among students. Item 18 had a mean set and standard deviation of 3.05 and .68 which implies that to a high extent, providing social safeguard increase resilience and reduce stress on students. Item 19 had a mean set and standard deviation of 2.77 and .78 which implies that to a high extent, providing social safeguard ensure better academic and work performance. Item 20 had a mean set and standard deviation of 2.69 and .67 which implies that to a high extent, providing

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social safeguard reduce tension, suspicion, frustration, confusion, unrests and resentment and some of the problems in the schools. The cluster mean of 2.74 and standard deviation of .68 shows that to a high extent, effective emotional well-being of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State.

Hypothesis One: There is no significant difference in the mean ratings of principals and vice principals on the various areas of social safeguards that influence effective administration of public senior secondary schools in Rivers state.

Table 5: Summary t-test analysis result on the significance difference in the mean ratings of principals and vice principals on the various areas of social safeguards that influence effective administration of public senior secondary schools in Rivers State.

Groups	N	X	Std.	df	Sig. 2-(tailed)	t-value	Decision
Principals	175	2.91	.67				
Vice-principals	134	2.77	.72	307	.474	.517	Ho1 accepted

Data in table 5 show summary of t-test analysis result on the mean ratings of principals and Vice-principals on the areas of social safeguards that influence effective administration of public senior secondary schools in Rivers State. The t-value .517 is greater than 0.05 (.517>p.0.05), therefore the null hypothesis of no significant difference between principals and Vice-principals on the areas of social safeguards that influence effective administration of public senior secondary schools in Rivers State is accepted. This implies that there is no significant difference in the mean ratings of principals and Vice-principals on the areas of social safeguards that influence effective administration of public senior secondary schools in Rivers State.

Hypothesis Two: There is no significant difference in the mean ratings of principals and vice principals on the extent students protection and welfare as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State.

Table 6: Summary t-test analysis result on the significance difference in the mean ratings of principals and vice principals on the extent students protection and welfare as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State.

Groups	N	X	Std.	df	Sig. 2-(tailed)	t-value	Decision
principals	175	2.51	.62				
Vice-principals	134	2.81	.63	307	.424	.458	Ho2 accepted

Data in table 6 show summary of t-test analysis result on the mean ratings of principals and vice principals on the extent students protection and welfare as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State. The t-value .458 is greater than 0.05 (.517>p.0.05), therefore the null hypothesis of no significant difference between principals and vice principals on the extent students protection and welfare as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State is accepted. This implies that there is no significant difference in the mean ratings of principals and vice principals on the extent students protection and welfare as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State.

Hypothesis Three: There is no significant difference in the mean ratings principals and vice principals on the extent physical safety of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State.

Table 7: Summary t-test analysis result on the significance difference in the mean ratings of principals and vice principals on the extent physical safety of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State.

Groups	N	X	Std.	df	Sig. 2-(tailed)	t-value	Decision
Principals	175	2.67	.64				
Vice-principals	134	2.80	.63	307	.532	.568	Ho3 accepted

Data in table 7 show summary of t-test analysis result on the mean ratings of principals and vice principals on the extent physical safety of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State. The t-value .568 is greater than 0.05 ($.568 > p.0.05$), therefore the null hypothesis of no significant difference between principals and vice principals on the extent physical safety of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State is accepted. This implies that there is no significant difference in the mean ratings of principals and vice principals on the extent physical safety of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State.

Hypothesis Four: There is no significant difference in the mean ratings principals and vice principals on the extent emotional well-being of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers state.

Table 8: Summary t-test analysis result on the significance difference in the mean ratings of principals and vice principals on the extent emotional well-being of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State.

Groups	N	X	Std.	df	Sig. 2-(tailed)	t-value	Decision
Principals	175	2.52	.61				
Vice-principals	134	2.75	.64	307	.578	.503	Ho3 accepted

Data in table 8 show summary of t-test analysis result on the mean ratings of principals and vice principals on the extent emotional well-being of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State. The t-value .503 is greater than 0.05 ($.503 > p.0.05$), therefore the null hypothesis of no significant difference between principals and vice principals on the extent emotional well-being of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State is accepted. This implies that there is no significant difference in the mean ratings of principals and vice principals on the extent emotional well-being of students and teachers as an area of social safeguards influence effective administration of public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

Areas of Social Safeguards that Influence Effective Administration of Public Senior Secondary Schools in Rivers State

The result of the research question one showed that students' protection and welfare, physical safety, and emotional well-being are areas of social safeguards that influenced effective administration of public senior secondary schools in Rivers State. The test of hypotheses revealed that there is no significant difference in the mean ratings of principals and Vice-principals on the

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areas of social safeguards that influence effective administration of public senior secondary schools in Rivers State. These findings agreed with the assertion of Kipngeno (2009) who stated that the key dimensions of social safeguards encompassed comprehensive measures and practices designed to protect children from harm, abuse, neglect, and exploitation, while promoting their overall well-being in a safe and supportive environment.

Extent Students' Protection and Welfare as an Area of Social Safeguards Influence Effective Administration of Public Senior Secondary Schools in Rivers State

The result of the research question one showed that to a high extent, students' protection and welfare as an area of social safeguards influenced effective administration of public senior secondary schools in Rivers State. The test of hypotheses revealed that there is no significant difference in the mean ratings of principals and Vice-principals on the extent students' protection and welfare as an area of social safeguards influenced effective administration of public senior secondary schools in Rivers State. These findings agreed with the assertion of Wargo (2004) who noted that students' protection and welfare focused on preventing and responding to all forms of harm, including sexual abuse and harassment, physical and emotional abuse, and neglect. Child Protection and Welfare, in terms of providing social safeguards in school administration, is a comprehensive framework of policies, procedures, and practices designed to protect children from abuse, neglect, and harm, while promoting their overall well-being in an educational environment. It encompasses both proactive measures (safeguarding) and reactive responses (child protection).

Extent Physical Safety of Students and Teachers as an Area of Social Safeguards Influence Effective Administration of Public Senior Secondary Schools in Rivers State

The result of the research question one showed that to a high extent, physical safety as an area of social safeguards influenced effective administration of public senior secondary schools in Rivers State. The test of hypotheses revealed that there is no significant difference in the mean ratings of principals and Vice-principals on the extent students' physical safety as an area of social safeguards influenced effective administration of public senior secondary schools in Rivers State. These findings agreed with the assertion of Sapru (2012) who stated that the components of physical safety are risk assessment, prevention, preparedness, and preparedness.

Extent Emotional Well-being of Students and Teachers as an Area of Social Safeguards Influence Effective Administration of Public Senior Secondary Schools in Rivers State

The result of the research question one showed that to a high extent, emotional well-being as an area of social safeguards influenced effective administration of public senior secondary schools in Rivers State. The test of hypotheses revealed that there is no significant difference in the mean ratings of principals and Vice-principals on the extent emotional well-being as an area of social safeguards influenced effective administration of public senior secondary schools in Rivers State. These findings agreed with the assertion of John & Bryson (2018) who stated that protection from emotional harm, distress or trauma, such as harassment, intimidations and social exclusion. These are bullying prevention, mental health support, positive school culture, and fostering a positive and inclusive school culture.

CONCLUSION

It is concluded that to a high extent, student's protection and welfare, physical safety of students and teachers, and emotional well-being of students and teachers influenced effective administration of public senior secondary schools in Rivers State.

RECOMMENDATIONS

The following recommendations are made based on the findings of the study.

To ensure effective administration of public senior secondary schools in Rivers State, social safeguards like student's protection and welfare should be provided.

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To ensure effective administration of public senior secondary schools in Rivers State, social safeguards like physical safety of students and teachers should be provided

To ensure effective administration of public senior secondary schools in Rivers State, social safeguards like emotional well-being of students and teachers should be provided.

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