GPH-International Journal of Social Science and Humanities Research
(Online ISSN: 3050-9637)
Volume 9, Issue 10, October 2026
Publisher: Global Publication House
DOI: https://doi.org/10.5281/zenodo.24103940
Homepage: | https://gphjournal.org/index.php/ssh/index

Principal Leadership as School Security Governance: An Integrated Analysis of Administrative Strategies and Secondary School Safety in Akwa Ibom State, Nigeria

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Abstract

This manuscript examines the relationship between principals' administrative strategies and effective security management in public secondary schools in Akwa Ibom State, Nigeria. It is grounded in the preliminary dissertation by Akpan (2020), which reports a correlational study of 240 principals in 80 schools, two researcher-developed questionnaires, reliability coefficients of .871 and .921, and significant relationships between security-management effectiveness and shared decision-making, discipline management, communication, motivation, and interpersonal relationships. Because the supplied preliminary omits the numerical results tables, instruments, dataset, and full reference list, this manuscript does not invent coefficients or claim causal effects. A focused literature synthesis integrates school-climate, distributed-leadership, prevention, safeguarding, and emergency-management evidence to develop an original school-security governance model. The synthesis proposes that the five administrative strategies operate through shared risk knowledge, procedural fairness, trusted communication, staff readiness, and relational trust, subject to resource and community conditions. Security effectiveness is defined across prevention, preparedness, response, recovery, and perceived safety. Four original figures and three tables translate the analysis into a continuous management cycle, layered prevention architecture, and practical monitoring framework. The manuscript concludes that principal practice is a plausible and important component of school security, but improvement requires system support, rights-based procedures, valid measurement, and follow-up research using complete results and multiple data sources.

Keywords:

School security; principal leadership; school climate; Akwa Ibom State.

Introduction

A safe school is a condition for learning, participation, and the protection of children's rights. Safety encompasses freedom from violence, harassment, exploitation, preventable injury, coercion, and avoidable exposure to hazards; security refers more specifically to the arrangements through which a school anticipates, deters, detects, reports, and responds to threats. In practice, these domains overlap. A locked gate cannot prevent bullying in a classroom, while a supportive climate cannot replace an emergency plan. Effective management therefore combines relational, instructional, organisational, physical, and interagency measures rather than treating security as a guard-post problem alone (Benbenishty

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& Astor, 2005; Cornell & Mayer, 2010; UNESCO, 2019; World Health Organization [WHO], 2021).

Secondary schools face a varied risk environment. Risks may be acute, such as intrusion, assault, fire, road injury, or a community disturbance; chronic, such as bullying, sexual harassment, intimidation, cult-related activity, substance use, or discriminatory treatment; and systemic, such as unsafe facilities, poor supervision, inadequate referral arrangements, or weak communication between schools and communities. The frequency and severity of these events differ by location, school resources, age group, gender, and local patterns of conflict. A sound school-level system should therefore begin with local risk assessment and student protection rather than importing a single security template (Astor et al., 2002; Bradshaw et al., 2021; Dwyer et al., 1998; Musu et al., 2019; Olweus, 1993; Flannery, 2003; Gottfredson et al., 1996; Rutter et al., 1979; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2017).

Nigeria's education system has had to confront both ordinary school safety concerns and broader insecurity. Public attention has intensified after attacks on schools and student abductions, but safety management also requires sustained attention to everyday violence and the conditions that make it more likely to go unreported. The Global Coalition to Protect Education from Attack documents attacks on education as a threat to continuity and civilian protection, while Nigerian studies describe the need for school-community cooperation, security planning, communication, and emergency readiness (Anyadioha & Okafor, 2025; GCPEA, 2022; Onaolapo & Makhasane, 2025; Ogodugun & Otuedon, 2025). National and state responses must be interpreted with care: evidence from one state or school type does not automatically describe another, and broad policy statements do not reveal how a given school implements them.

School principals are pivotal because their role links policy, staff practice, student experience, families, and external agencies. Their work is not limited to issuing rules. Principals allocate attention and resources, establish decision routines, communicate expectations, shape discipline, motivate personnel, build trust, coordinate referrals, and decide whether reported concerns trigger proportionate follow-up. Instructional and distributed leadership research shows that leadership influences school processes through staff capacity, shared purpose, relationships, and the organisation of work (Hallinger, 2011; Leithwood et al., 2020; Spillane, 2006; Leithwood & Jantzi, 2005; Anderson, 1982). School safety research similarly argues that prevention depends on climate, adult consistency, student reporting, and whole-school coordination rather than isolated technology or punitive control (Bradshaw et al., 2021; Cornell & Mayer, 2010; Mayer & Furlong, 2010).

The source study for this manuscript is Esther Ebukidiok Akpan's 2020 University of Uyo dissertation, 'Principals' administrative strategies and effective school security management in secondary schools in Akwa Ibom State, Nigeria'. Its preliminary copy reports a correlational design, a population of principals and vice-principals and teachers in 242 public secondary schools, a sample of 240 principals drawn from 80 selected schools, and two researcher-developed questionnaires. It reports Cronbach's alpha coefficients of .871 for the Principals' Administrative Strategies Questionnaire and .921 for the Effective School Security Management Questionnaire. The abstract states that shared decision-making, management of school discipline, communication skill, motivation skill, and interpersonal relationships each significantly related to effective security management. The preliminary supplied here does not

include the actual correlation coefficients, complete tables, raw dataset, questionnaire items, or references; this manuscript does not invent those values or claim an independent reanalysis. The study's central question is consequential: how do principals' administrative strategies relate to the capacity of secondary schools to maintain security? The manuscript develops that question by treating five administrative practices as connected mechanisms. Shared decision-making can improve local intelligence and buy-in; consistent, rights-respecting discipline can limit escalation; communication can move safety information to the people who need it; motivation can sustain the often-invisible work of prevention; and respectful relationships can strengthen disclosure, belonging, and cooperation. These pathways are plausible, but they are not interchangeable, and the correlation reported in the dissertation does not establish causation. Resource availability, school size, community context, staffing, student composition, and prior safety conditions may influence both leadership practice and perceived security (Bryk & Schneider, 2002; Cohen et al., 2009; Thapa et al., 2013; Wang & Degol, 2016).

The manuscript's contribution is an integrated, context-sensitive framework for interpreting principal leadership and school security in Akwa Ibom State. It extends a five-strategy correlation model into a school safety governance model that distinguishes relational capacities from operational controls, and links both to prevention, preparedness, response, and recovery. The analysis also clarifies a methodological boundary: because only a preliminary dissertation is available, the results section reports source-supported design facts and abstract-level findings, while the discussion identifies interpretations and propositions for subsequent testing. This distinction is essential for a credible research manuscript and provides a transparent basis for later updating if the complete dissertation or dataset becomes available.

The research questions guiding the synthesis are: (a) what administrative-strategy dimensions and school security outcomes are represented in the Akpan study; (b) through what organisational and relational mechanisms might each dimension contribute to security; (c) what contextual and ethical conditions shape these relationships in public secondary schools; and (d) what measurement, implementation, and research steps are needed to turn the reported associations into actionable, testable evidence? The questions position school security as both an outcome and a continuous management process. They also foreground the people who experience security decisions: students, teachers, non-teaching personnel, families, and host communities.

The argument is grounded in ecological and organisational perspectives. Bronfenbrenner's ecological model directs attention to interactions among students, families, schools, communities, and wider policy systems. Organisational learning and distributed leadership perspectives explain how practices are enacted across people and routines rather than residing only in the principal. School-climate scholarship emphasises perceptions of safety, relationships, fairness, and belonging as measurable features of the learning environment (Bronfenbrenner, 1979; Cohen et al., 2009; Leithwood et al., 2020; Spillane, 2006). From this standpoint, the principal is a coordinating actor within a school-and-community system, not a sole guarantor of safety.

A further conceptual distinction is between a security measure and security effectiveness. A measure is an action or resource—for example, visitor logging, a communication protocol, or an emergency drill. Effectiveness is the extent to which a coherent set of measures reduces exposure and harm, supports timely identification and response, protects rights, and restores

learning after disruption. The distinction matters because the presence of a fence or written plan does not show whether it is maintained, understood, accessible to people with disabilities, or suitable for the school's principal risks. Effective management combines implementation quality, user trust, and demonstrable outcomes, including safety perceptions, reporting confidence, response time, recurrence, and continuity of instruction (Cybersecurity and Infrastructure Security Agency [CISA], 2022; Cornell, 2018; WHO, 2019).

A systems approach also guards against over-securitisation. Surveillance, exclusionary discipline, and indiscriminate searches can undermine trust, disproportionately burden vulnerable learners, and push problems out of view. A secure school should be physically prepared and psychologically safe, with clear limits on information access and enforcement. Evidence on school climate and discipline suggests that perceived fairness, supportive adult relationships, and student voice are associated with stronger engagement and safer environments, while punitive approaches alone have limited capacity to address underlying behaviour (Gregory et al., 2010; Skiba et al., 2014; Voight & Nation, 2016; Osher et al., 2010; Bickmore, 2001; Morrison & Vaandering, 2012). These considerations are especially important where administrative capacity and specialist support are constrained.

A further reason to examine administrative practice is that safety risks are dynamic. Enrolment, transport patterns, local events, seasonal weather, staff turnover, and changes in community conditions can alter where and when exposure occurs. A plan prepared once may become obsolete when entry points, routes, duty assignments, or referral contacts change. The school therefore needs a routine for noticing weak signals, documenting near misses, and revisiting assumptions. Risk review should be proportionate: a smaller school may use a concise register and regular staff huddles, while a larger campus may need named coordinators and a formal incident structure. The purpose is reliable learning and follow-through, not paperwork for its own sake (Weick & Sutcliffe, 2015; CISA, 2022; GADRRRES, 2022).

The conceptual boundaries also distinguish school security from general discipline, clinical care, and law enforcement. Principals coordinate the school's response but should not diagnose a student, investigate beyond their competence, or conduct an unsafe confrontation. Referral protocols should identify what the school can resolve internally and when it must seek specialist, health, child-protection, or emergency support. This protects students and staff from role confusion and reduces the risk that a concern is over-policed or left without adequate intervention. The principal's contribution is to make the pathway clear, resourced, and usable while preserving the authority of qualified services (Dwyer et al., 1998; Cornell, 2018; WHO, 2019).

This framing also recognises that safety is experienced differently across groups. Girls and boys may face different patterns of harassment and mobility constraints; students with disabilities may encounter barriers in evacuation or reporting; younger adolescents may rely more heavily on adult support; and staff may differ in authority to raise concerns. Aggregate averages can hide these variations. A rights-based approach therefore asks whose safety is being measured, who feels able to report, who receives discipline, and who can access support. Disaggregation should be undertaken only where it is safe and analytically justified, with small-cell suppression and careful handling of sensitive data. Equity is not an optional supplement to security: it shapes both exposure and the legitimacy of school responses (UNICEF, 2018; UNESCO, 2019; WHO, 2021).

Methodology

Research design and analytical stance

This manuscript uses an evidence-informed secondary synthesis anchored in the supplied preliminary dissertation by Akpan (2020). It is not presented as a new survey, a systematic review, or a statistical reanalysis. The synthesis combines (1) descriptive extraction of the study profile and abstract-level findings; (2) conceptual analysis of the five reported strategy dimensions; and (3) a focused review of scholarly and authoritative literature on school leadership, school climate, child safeguarding, violence prevention, organisational communication, and school security. The design is appropriate because the attached file contains the preliminary front matter and abstract but not the body chapters, numerical results tables, instruments, data, or reference list. The synthesis therefore separates observed source facts from interpretation and recommendations, following transparent reporting principles for evidence reviews (Booth et al., 2016; Grant & Booth, 2009; Page et al., 2021).

The unit of analysis is the public secondary school as an organisation embedded in local communities and state education systems. The principal's strategies are treated as organisational practices, not as stable personality traits. Security effectiveness is treated as a multidimensional construct involving prevention, preparedness, reporting, response, recovery, and perceived safety. The analytical lens combines ecological systems theory, school-climate research, distributed leadership, and prevention science. These lenses are complementary: ecological theory locates risk across settings; climate theory addresses shared perceptions; distributed leadership explains how work is coordinated; prevention science distinguishes universal, targeted, and intensive supports (Bronfenbrenner, 1979; Cohen et al., 2009; Spillane, 2006; Sugai & Horner, 2006).

The synthesis did not calculate a pooled effect or combine coefficients across studies. The designs, populations, outcome definitions, and contexts differ too substantially for a defensible meta-analysis, and the Akpan numerical results are not present. Instead, evidence was organised thematically around the five administrative strategies and the management cycle. Within each theme, the analysis compared the source study's stated construct with the mechanisms described in school leadership and prevention literature, then considered plausible implementation conditions and counter-risks. This method supports conceptual integration but cannot establish that the proposed mechanisms were active in Akwa Ibom schools. They should be treated as a framework for interpretation and future measurement, not as additional empirical findings.

Source material and study profile

The source document identifies a correlational study conducted in public secondary schools in Akwa Ibom State. It reports a population of 727 principals and vice-principals and 6,663 teachers across 242 public secondary schools in 25 Local Education Committees. It states that 240 principals—described as 33% of the principal population—were sampled from 80 schools using cluster, proportionate, and simple random procedures. Because 240 is not 33% of 727 when computed directly (it is approximately 33.0%), the proportion is arithmetically consistent. The preliminary does not clarify whether principals and vice-principals were both included in the 727 administrative population or whether responses were obtained only from principals; this ambiguity should be checked against the complete dissertation before submission or replication.

The dissertation reports two researcher-developed instruments: the Principals' Administrative Strategies Questionnaire (PASQ) and the Effective School Security Management Questionnaire (ESSMQ). Expert validation is attributed to specialists in Measurement and Evaluation and Educational Management. Internal consistency was assessed using Cronbach's alpha, with reported coefficients of .871 and .921. These values indicate high internal consistency for the scale scores as reported, but reliability alone does not establish construct validity, criterion validity, inter-rater agreement, temporal stability, or freedom from common-method bias (Cronbach, 1951; DeVellis & Thorpe, 2021; Tavakol & Dennick, 2011). The preliminary states that Pearson's product–moment correlation was used to test relationships at the .05 significance level.

The available abstract identifies five focal administrative strategies: shared decision-making; management of school discipline; principal communication skill; principal motivation skill; and principal interpersonal relationships. It reports that each was significantly related to effective school security management and concludes that principals' administrative strategies as a set significantly related to school security management effectiveness. The exact coefficients, directions and magnitudes, confidence intervals, p values, item wording, missing-data procedures, assumptions checks, and any multivariable analyses are not available in the attached preliminary. Consequently, the synthesis does not assign effect sizes, rank the strategies, or state that any strategy caused improved security.

Source selection was guided by transferability as well as topical fit. Evidence from a different country can illuminate a mechanism, such as the role of trust in reporting, but cannot be treated as an estimate of Nigerian prevalence or a direct evaluation of Akwa Ibom practice. International reviews were used to identify broad patterns, official guidance to define process principles, and Nigerian empirical studies to situate implementation questions. Greater weight was given to evidence that linked the construct to a school outcome; descriptive recommendations were treated as practice suggestions rather than effectiveness estimates. Publication date alone was not used as a quality proxy. Methodological clarity, context, and fit to the research question were considered together.

Evidence identification and inclusion

Literature was identified through focused searches of academic and authoritative material on school safety, school violence, climate, educational leadership, emergency management, safeguarding, and Nigerian secondary-school administration. Priority was given to peer-reviewed reviews, empirical studies, foundational books, official guidance, and international or national reports that directly informed at least one construct or implementation question. Relevant sources included school violence and climate reviews; research on principal leadership and school improvement; prevention and restorative approaches; threat assessment and emergency planning; and Nigeria-specific studies on security management. The search was purposive rather than exhaustive, and no claim of PRISMA-compliant systematic coverage is made. Search and selection logic follows the principle of making the scope and limitations of a narrative synthesis explicit (Booth et al., 2016; Green et al., 2006; Snyder, 2019).

Studies were prioritised if they (a) addressed school security, violence prevention, school climate, principal leadership, discipline, communication, motivation, relationships, or organisational capacity; (b) involved primary or secondary schools, educational organisations, or closely transferable governance settings; and (c) supplied empirical, theoretical, or practice

guidance relevant to the Akwa Ibom question. Nigeria-focused studies were included where their methods and setting were identifiable. International sources were used for mechanisms and standards, not as direct estimates of prevalence in Akwa Ibom. Work in workplaces, local governance, or banks was included only as adjacent evidence about teamwork, staff development, and administrative capacity; it is not treated as direct evidence of school-security effects. This distinction applies to the requested work by Udoyiu and Edward (2024, 2025, 2026).

The review favoured primary publications and institutional repositories when available. The source list includes the requested authors as contextual organisational evidence: Udoyiu and Edward's (2024) study concerns staff development and job performance; Edward and Udoyiu's (2025) study concerns teamwork and organisational goals; and Udoyiu and Edward's (2026) work examines local-government autonomy and grassroots development. These studies contribute transferable propositions about development, teamwork, and administrative discretion, but their populations and outcomes differ from secondary-school safety. The manuscript accordingly cites them only to frame the general organisational mechanisms and explicitly avoids using them to substantiate a school-security effect.

Evidence quality varies across the included material. Meta-analyses and systematic reviews can identify patterns across programmes, but their average effects may not transfer to a state-level Nigerian public-school context. Qualitative studies can reveal manager perspectives and implementation barriers but cannot estimate population prevalence. Local cross-sectional studies are contextually relevant but often depend on self-report and may use different instruments. Official guidance sets out recommended processes rather than proving effectiveness. The manuscript therefore uses these sources for distinct purposes: reviews inform general mechanisms, local studies inform setting-specific questions, and guidance informs implementation design. This differentiated use prevents the appearance of a single uniform evidence base where none exists.

Construct mapping, synthesis, and ethical safeguards

Each strategy was mapped to a hypothesised mechanism, an observable school practice, and an outcome domain. Shared decision-making was linked to participation, situational awareness, and ownership; discipline to procedural fairness, behavioural expectations, and early intervention; communication to reporting, coordination, and response; motivation to staff readiness and sustained implementation; and interpersonal relationships to trust, disclosure, and community cooperation. Security effectiveness was mapped to prevention, preparedness, response, recovery, and perceived safety. The mapping was then compared with research on school climate, whole-school prevention, and emergency management to identify convergences, possible counter-mechanisms, and measurement gaps (Cohen et al., 2009; Cornell & Mayer, 2010; Durlak et al., 2011; WHO, 2019).

The synthesis followed a claim-evidence discipline. Statements about the Akpan study are limited to facts present in the attachment. Literature-based mechanisms are described as interpretations or propositions. Recommendations are separated from reported findings. The proposed figures and indicators are original synthesis products, not results observed in the sampled schools. No individual school, respondent, or student is identifiable in the supplied preliminary, and no confidential data were processed. Ethical analysis nevertheless considers children's rights, confidentiality, non-retaliation, due process, gender sensitivity, disability

inclusion, and the need to avoid stigmatizing communities or students as inherently risky. These safeguards are consistent with child-protection and violence-prevention principles (UNICEF, 2018; UNESCO, 2019; WHO, 2021).

The construct map recognises measurement overlap. Shared decision-making, communication, and interpersonal relationships may correlate because each involves participation and trust. Motivation can overlap with perceived support, and discipline management can overlap with climate. A future instrument should establish whether each dimension is empirically distinguishable, use items that refer to observable practices, and test the factor structure rather than assuming five independent traits. Content validity could be strengthened through cognitive interviews with principals, teachers, students, and safeguarding specialists. Criterion evidence could include incident records, drill observations, and climate surveys. These steps would improve interpretation beyond internal consistency (DeVellis & Thorpe, 2021; Tavakol & Dennick, 2011).

Results

Study profile and evidence boundaries

The supplied preliminary documents an Akwa Ibom State correlational study focused on public secondary schools. The stated sample comprised 240 principals from 80 selected schools; the wider frame included 242 public secondary schools and a reported administrative population of 727 principals and vice-principals, alongside 6,663 teachers. Multistage selection combined cluster, proportionate, and simple random procedures. Two questionnaires measured the administrative-strategy and security-management constructs. Experts reviewed the instruments, and the reported Cronbach's alpha values were .871 and .921, respectively. The analysis plan used Pearson's product–moment correlation at $\alpha = .05$. These are the study details that can be reproduced from the preliminary document (Akpan, 2020).

Several important details are not available in the supplied file. The complete numerical tables, correlation coefficients, direction and magnitude for each association, participant response rate, item-level scales, instrument validation records, data-screening decisions, assumptions tests, and questionnaire appendices are absent. The table of contents lists results tables, but the tables themselves are not present. The manuscript therefore does not recreate those tables or infer numerical results from their titles. The abstract's statement of statistical significance is reported as an abstract-level finding, not independently verified. This limitation constrains the strength and specificity of the conclusions.

The sampling frame spans multiple schools and local education committees, which may support geographic coverage if selection was implemented as described. However, the attachment does not report how schools or principals were distributed across senatorial districts, urban and rural locations, school sizes, or risk environments. Nor does it state whether teachers contributed data to either instrument, even though teachers appear in the population description. For a correlational study, those details matter for sampling bias, unit-of-analysis clarity, and generalisability. The available evidence supports describing the design and reported conclusion, but not evaluating the representativeness of the realised sample in depth.

The level of measurement is also important. The study sampled principals, yet security effectiveness could be judged by principals, teachers, students, parents, or objective records. If

one respondent rated both administrative practices and security outcomes, correlations might be inflated by shared perspective or social desirability. If multiple respondents were aggregated to school-level scores, the method should explain aggregation reliability and account for clustering. These details are unavailable, so the findings should be treated as reported associations unless the complete dissertation shows otherwise. Future work should state the respondent for each scale, the aggregation method, and the extent to which perceptions converge with incident, referral, and drill data.

Table 1. Profile of the source study and evidence limits

Study element	Information available in preliminary	Interpretive boundary
Design	Correlational study	Association does not establish causality
Setting and frame	242 public secondary schools; 25 Local Education Committees in Akwa Ibom State	District distribution and urban/rural coverage are not supplied
Population	727 principals and vice-principals; 6,663 teachers	Roles included in actual respondent sample require confirmation
Sample	240 principals from 80 selected schools; multistage sampling	Response rate and school-level allocation are unavailable
Measures	PASQ and ESSMQ; expert validation reported	Items, subscales, and validation documentation are unavailable
Reliability	Cronbach alpha .871 and .921	Internal consistency does not alone establish validity
Analysis/findings	Pearson correlation at .05; abstract reports significant relationships for five strategies and their joint construct	Coefficients, p values, intervals, direction, and numerical tables are absent

Reported pattern across the five strategy dimensions

At the level of the abstract, the study reports statistically significant relationships between security-management effectiveness and each of five principal practices: shared decision-making; school-discipline management; communication skill; motivation skill; and interpersonal relationships. It also reports a significant joint relationship between the overall administrative-strategy construct and security-management effectiveness. The pattern suggests that the study conceptualised security management as embedded in the principal's administrative work rather than as a separate technical function. It is consistent with a whole-school perspective in which leadership, organisational climate, discipline, communication, and staff engagement can jointly shape prevention and response capacity (Akpan, 2020; Cornell & Mayer, 2010; Leithwood et al., 2020).

The result should not be read as evidence that all five practices have equal effects or that improving any one practice will necessarily produce safer outcomes. The abstract provides no coefficients, confidence intervals, or comparative analysis; statistical significance alone says little about practical importance. The reported relationship might reflect shared perceptions,

common measurement method, school-level resources, or contextual factors. For example, schools with more supportive leadership could also have better staffing, stronger community relationships, or more reliable infrastructure. Alternatively, a school facing threats may prompt the principal to intensify communication and decision-making, creating reverse-direction association. These are plausible alternatives that a cross-sectional correlation cannot resolve (Cohen et al., 2009; Maxwell & Cole, 2007; Shadish et al., 2002).

Table 1 summarises the source study's design and what can and cannot be claimed from the preliminary. It is an evidence-boundary table rather than a reproduction of the absent statistical results. Table 2 maps the five reported strategies to potential security mechanisms and observable indicators. The mappings are interpretive propositions for future research and practice.

A school-level outcome should distinguish incident occurrence from incident visibility and reporting. An increase in reports after the introduction of a trusted reporting channel may indicate improved detection rather than declining safety. Conversely, a low number of recorded incidents may reflect silence or poor documentation. Researchers should pair administrative records with anonymous climate items, reporting-confidence measures, and qualitative accounts of how cases are handled. This multi-source approach reduces dependence on a single indicator and allows leaders to interpret patterns more cautiously (Cohen et al., 2009; Bradshaw et al., 2021; Wang & Degol, 2016).

Table 2. Proposed pathways and indicators for the five administrative strategies

Strategy reported	Plausible security pathway	Future observable indicator
Shared decision-making	Combines local knowledge; builds ownership and clear roles	Representation in planning; actions closed out; student/staff reporting confidence
School-discipline management	Sets predictable standards; enables early, proportionate intervention	Consistency, timeliness, procedural fairness, referral completion, recurrence
Communication skill	Moves concerns through reporting, triage, coordination, and response	Acknowledgement time; correct routing; staff knowledge of protocol; family contact
Motivation skill	Sustains prevention, training, supervision, and follow-up	Training participation; completion of assigned actions; staff readiness and support
Interpersonal relationships	Builds trust, belonging, disclosure, and community cooperation	Perceived adult support; willingness to report; trust; partnership follow-through
Security effectiveness	Prevention, preparedness, response, recovery, and perceived safety	Incident trends alongside safety perception, response quality, continuity, equity

Integrated conceptual model

Figure 1 presents the manuscript's integrated model. The five strategy dimensions are shown as mutually reinforcing administrative practices that build implementation capacity. Shared decision-making can make risk information more complete; fair discipline makes expectations predictable; communication connects reporting to action; motivation supports sustained performance; and relationships create trust and cooperation. In combination, these capacities

may strengthen prevention, preparedness, response, and recovery. Context conditions—including resources, school size, local risk, policy, staffing, and community trust—may influence both the strategies and the outcome. The model thus frames the reported associations as an organisational pathway to be tested, not as a demonstrated causal chain.

Figure 2 translates the conceptual model into a continuous school security management cycle. Risk identification informs priorities; prevention reduces exposure; preparedness rehearses response; response protects students and staff; recovery restores learning and wellbeing; and review updates the plan. Leadership and participation operate throughout the cycle. This design avoids defining security as a one-time plan or a collection of hardware. Figure 3 adds a layered architecture that joins universal, targeted, and intensive interventions to a rights-based foundation. Figure 4 illustrates how a trusted information loop can move concerns through assessment, proportionate action, communication, and organisational learning while applying confidentiality and non-retaliation safeguards.

The model also points to interactions among the five administrative dimensions. Shared decision-making without clear communication can generate confusion; communication without trust may fail to produce disclosure; discipline without fairness may weaken relationships; motivation without resources may become pressure; and interpersonal support without clear referral rules may leave serious threats unresolved. The strategies are thus better understood as a coordinated portfolio. A school can use a simple annual review to check whether its policies, staff knowledge, student reporting routes, community links, and emergency arrangements reinforce one another. The proposed model is designed to make such coordination visible, while future empirical work should test whether the dimensions form a higher-order leadership construct or remain separable predictors.

Figure 1. Integrated model linking principal administrative strategies to school security effectiveness

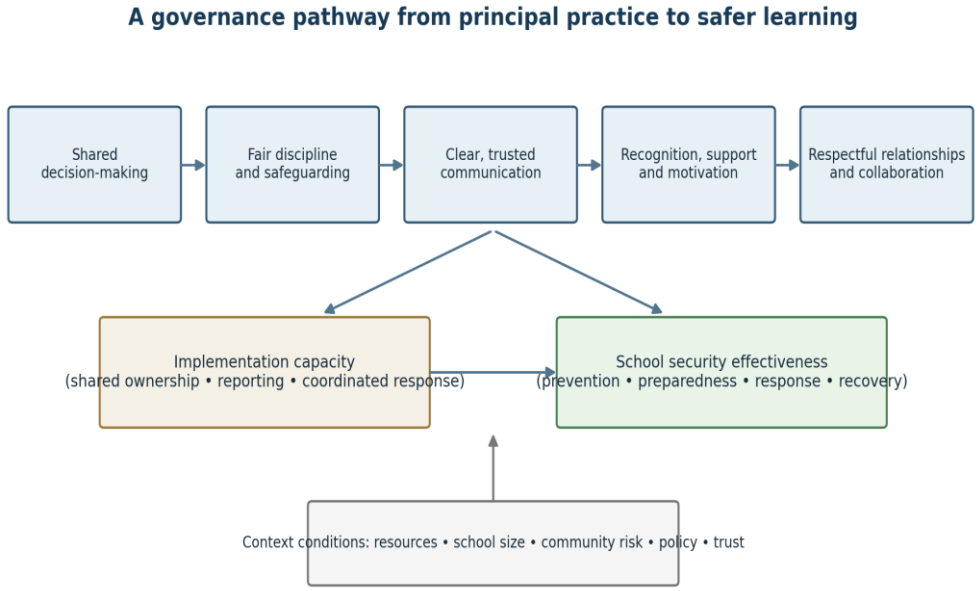


Figure 2. Continuous school security management cycle

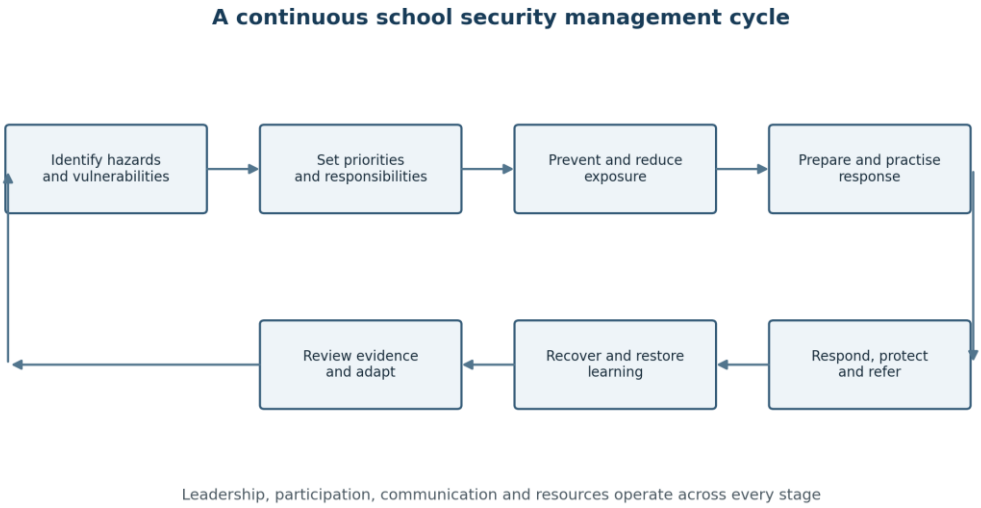


Figure 3. Layered prevention and response architecture

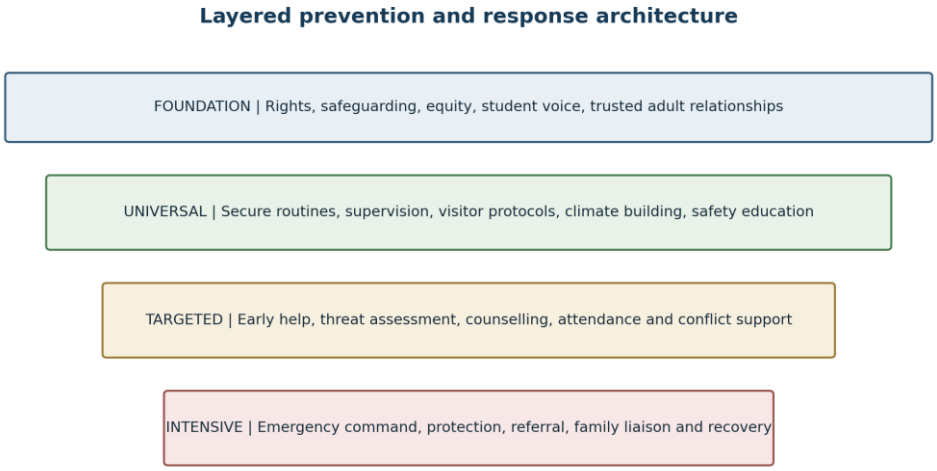
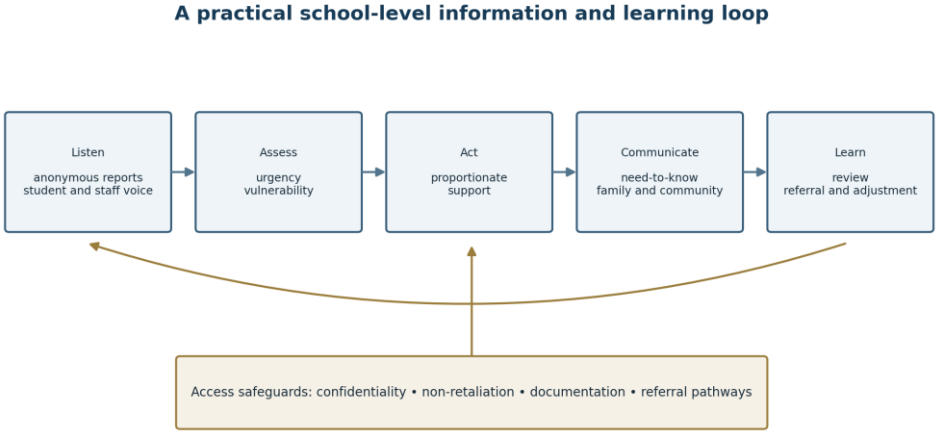


Figure 4. School-level information and learning loop with safeguards



Summary of synthesis findings

Four synthesis findings follow from the evidence available. First, the Akpan preliminary reports a coherent set of significant associations between five administrative strategies and school security-management effectiveness, but it does not support estimating effect size or causal direction. Second, the strategy dimensions plausibly operate through connected mechanisms—information quality, fairness, readiness, trust, and coordination—rather than as five isolated techniques. Third, security effectiveness is best conceptualised as a process and an outcome: a school should prevent foreseeable harm, prepare for disruption, respond proportionately, and restore learning while maintaining rights and trust. Fourth, implementation depends on institutional and community conditions that lie beyond the principal's individual control, including resources, education authority support, emergency-service links, and accessible psychosocial referral pathways.

These findings are broadly consistent with recent Nigerian studies that examine school managers' security practices and the role of collaboration, access controls, preparedness, and communication (Agbajeola et al., 2026; Anyadioha & Okafor, 2025; Onaolapo & Makhasane, 2025; Ogodugun & Otuedon, 2025). Those studies should not be pooled with Akpan's results because their designs, instruments, samples, locations, and outcomes differ. They do, however, support the relevance of a multi-component approach and show why the five strategies should be evaluated alongside practical measures such as visitor protocols, drills, reporting systems, supervision, and interagency cooperation.

The source's cross-sectional correlational design cannot distinguish whether principal strategies improve safety, safer schools enable stronger administrative practice, or both arise from common organisational advantages. Longitudinal follow-up, comparison across differently resourced schools, and implementation studies can test temporal order and identify which practices are feasible under particular conditions. Qualitative interviews can explain how a formal policy becomes an everyday routine or why it fails. The available abstract-level conclusion is a useful starting point, but the next empirical step should expose enough information for readers to assess precision and alternative explanations.

Table 3. Practical management cycle and review evidence

Stage	Core school action	Evidence to review
Identify	Map hazards, vulnerable times/places, reporting barriers, referral resources	Risk register; student/staff consultation; facilities review
Prevent	Use supervision, access routines, climate supports, safety education, fair discipline	Implementation checks; climate and belonging indicators
Prepare	Assign roles, confirm contacts, rehearse communication and emergency procedures	Drill learning; contact-list checks; role clarity
Respond	Protect, notify, document, refer, and communicate proportionately	Time to action; safeguarding compliance; case follow-through
Recover and learn	Restore learning and wellbeing; review incidents and near misses	Continuity; support access; corrective actions completed

Discussion

Shared decision-making as distributed risk knowledge

Shared decision-making can improve security management when it brings relevant knowledge into school planning and makes responsibilities understandable. Students know where supervision is weak, which routes feel unsafe, and whether reporting channels are credible. Teachers observe patterns in attendance, conflict, classroom behaviour, and peer relationships. Non-teaching staff may notice visitor or facility risks. Families and host communities can identify changes in local conditions. A principal who creates structured opportunities for these groups to contribute may obtain a richer risk picture and increase ownership of agreed procedures. This mechanism is consistent with distributed leadership, which locates leadership practice in the interaction of leaders, followers, and situation, and with participatory school-improvement research (Spillane, 2006; Bryk et al., 2010; Leithwood et al., 2020).

Participation is not automatically safe or effective. Meetings can be dominated by senior staff, and students may fear retaliation or exposure. Sensitive safety information should not be discussed in an open forum when doing so could identify a child or reveal vulnerabilities to an unsafe audience. Shared decision-making therefore requires clear roles, accessible channels, confidentiality safeguards, and a means to close the feedback loop by telling contributors what was done. Student voice research stresses that participation must be meaningful, inclusive, and connected to adult action rather than token consultation (Mitra, 2004; Cook-Sather, 2006; Lundy, 2007; Bickmore, 2011; Johnson & Johnson, 1996). In the Akwa Ibom context, school-based committees should include representation from staff, students, parents, and relevant community partners while protecting confidential case handling.

The "shared" element also has limits. Principals retain statutory and professional responsibilities for student welfare, and emergency command cannot be decided by consensus at the moment of imminent danger. The appropriate model is distributed preparation with clear accountable leadership: jointly identify risks and plan routines in advance, then use defined authority and communication protocols during an emergency. This balances participation with decisiveness and reflects high-reliability organisation principles such as attention to operations, deference to expertise, and learning from near misses (Weick & Sutcliffe, 2015; Roberts, 1990). The requested work by Edward and Udoyiu (2025) reports that teamwork is associated with organisational goal attainment in a banking context and highlights clear communication, role definition, leadership, and training. Udoyiu and Edward's (2024) study links staff development to job performance in local government, while their later local-autonomy analysis considers administrative discretion and human-capital outcomes (Udoyiu & Edward, 2026). These sources are useful as adjacent organisational evidence: they reinforce the idea that coordination and capacity matter. They do not test school security, and no school-specific inference is drawn from them. The school-based proposition remains that participation is most likely to assist security when roles are explicit, information is trusted, and resources permit follow-through.

Participation should be designed around decision scope. A broad safety committee can review general hazards and prevention priorities, while a designated safeguarding lead handles sensitive disclosures and case coordination. Student representatives should be able to report patterns without being asked to adjudicate individual cases. Parents and community partners may advise on local routes, transport, and emergency communication, but access to personal records should remain limited. A responsibility matrix can specify who raises a concern, who

assesses it, who decides immediate steps, who communicates with families, and who reviews follow-through. This converts a general commitment to shared leadership into accountable action.

Shared governance can also improve the quality of environmental design. Students and staff can identify blind spots, crowded transitions, isolated waiting areas, poorly lit approaches, and unsafe routes that may not appear in formal plans. The school need not publish an operational map of vulnerabilities; instead, leaders can convert observations into prioritised maintenance, supervision, and access actions. Small changes—adjusting duty schedules, moving a waiting point, repairing a gate latch, or clarifying visitor check-in—may reduce exposure without turning the school into a restrictive environment. The most appropriate control depends on the hazard, and should be reviewed for accessibility, dignity, and unintended exclusion (Astor et al., 1999; CISA, 2022).

Discipline, fairness, and the prevention of escalation

School discipline contributes to security when it establishes predictable expectations, protects students from harm, and responds early to behaviour that can escalate. Effective management distinguishes safety threats from ordinary misconduct, developmental needs, disability-related behaviour, conflict, bullying, and trauma responses. It uses proportionate consequences, restorative processes where appropriate, and referral to counselling or child-protection services when needed. Research on school climate and discipline indicates that procedural fairness, supportive teacher-student relationships, and consistent enforcement are important to perceived legitimacy and engagement (Gregory et al., 2010; Thapa et al., 2013; Skiba et al., 2014). Punitive action without investigation or due process can generate resentment, concealment, or discriminatory effects, undermining the reporting environment that security depends upon.

The Akpan abstract recommends legal punitive measures for security threats. That recommendation should be interpreted alongside child-rights, education, and safeguarding obligations. A school should act lawfully, document incidents, protect the affected child, and distinguish a disciplinary breach from conduct requiring police or social-service referral. “Legal” does not mean severe or automatic punishment; it means rules are authorised, transparent, consistently applied, and compatible with the rights of the child. School discipline should not substitute for criminal investigation, and a student’s alleged involvement should not remove the school’s duty to protect all learners. Restorative practices may be appropriate for some harms, but they cannot be forced on victims or used to avoid formal reporting where mandatory pathways apply (Morrison, 2007; Gregory et al., 2016; UNESCO, 2019).

Prevention frameworks are stronger when they teach skills and alter the setting as well as enforce consequences. School-wide positive behavioural interventions and supports define expectations, teach and reinforce them, monitor patterns, and add targeted help when universal supports do not meet need (Sugai & Horner, 2006; Horner et al., 2009). Social-emotional learning programs can improve social skills and reduce conduct problems when implemented with quality and fidelity (Durlak et al., 2011; Taylor et al., 2017; Allen et al., 2011). Anti-bullying interventions show that school-wide policies, adult supervision, student involvement, and consistent response can reduce victimisation, though effect sizes vary and local adaptation matters (Ttofi & Farrington, 2011; Gaffney et al., 2019; Waasdorp et al., 2012; Welsh & Farrington, 2006; Wilson & Lipsey, 2007). These evidence streams support a layered approach rather than relying on punishment alone.

For secondary schools in Akwa Ibom State, a practical discipline protocol should define prohibited conduct, early-warning indicators, who receives a report, how immediate safety is secured, who contacts guardians, what records are retained, and how the outcome is reviewed. It should specify protections against corporal punishment, humiliation, discrimination, and retaliation, and include referral routes for violence, sexual abuse, mental-health distress, and substance-related concerns. Students should know the rules and how to challenge an error safely. Monitoring should track both incidents and fairness: who is referred, suspended, excluded, or heard, disaggregated appropriately to detect disproportionate impacts. This is a security and legitimacy issue, not merely a disciplinary one.

A useful distinction is between prevention, correction, and protection. Prevention teaches expected conduct and builds belonging before an incident. Correction responds to behaviour with proportionate and predictable consequences. Protection secures the safety and support of a student who has been harmed or may be at risk. These goals can coexist, but treating them as a single punitive response can undermine trust. An incident of peer aggression, for example, may require immediate separation and care for the affected student, fair fact-finding, support or consequence for the student responsible, and later monitoring to prevent retaliation. The process should be documented in a way that enables review without exposing confidential information.

Serious threats require a distinct assessment pathway. A threat report should prompt attention to the behaviour, context, access to means, protective factors, and support needs, not assumptions based on a student's identity or diagnosis. A trained team can gather information proportionately, coordinate with caregivers and qualified services, document decisions, and monitor whether support reduces concern. Most concerning statements do not predict a serious attack, so the response should be careful and individualized. Schools should avoid informal profiling and should not promise absolute confidentiality where an immediate safety duty applies. Clear explanation of the process can preserve trust even when protective restrictions are necessary (Borum et al., 2010; Cornell, 2018; Cornell & Sheras, 2006).

Communication and trust as operational infrastructure

Communication is operational infrastructure. A school may have sound policies but still fail to prevent harm if staff do not know the reporting route, students fear that disclosures will be ignored, families receive contradictory information, or external agencies do not know whom to contact. Effective communication has at least four layers: everyday expectations and safety education; confidential reporting and triage; internal coordination among authorised personnel; and external communication with families, education authorities, health and child-protection services, and emergency responders. Communication skill at the principal level can help make these channels understandable and credible, but the system must not depend on one person's memory or availability (CISA, 2022; WHO, 2019; Adelman & Taylor, 2006; Kearney & Graczyk, 2014).

A trusted reporting culture needs both confidentiality and action. Students and staff are more likely to report concerns when they believe adults will listen, protect them from retaliation, and explain what can and cannot remain confidential. Anonymous reporting may widen access but requires a triage protocol for incomplete information. Case records should be limited to those with a legitimate safeguarding function and protected against casual circulation. The school should establish an escalation ladder that distinguishes immediate emergencies, credible

threats, safeguarding disclosures, lower-level conflict, and facilities hazards. Threat-assessment research emphasises behavioural assessment and support-focused intervention rather than profiling based on identity, disability, or appearance (Cornell, 2018; Cornell et al., 2012; Borum et al., 2010; Cornell & Sheras, 2006; Cornell et al., 2013).

Communication also includes listening to community knowledge without transferring inappropriate responsibility to families. Akwa Ibom schools may need relationships with local education committees, community leaders, police, health providers, and social welfare services, but any partnership should have clear mandates and respect student confidentiality. Community engagement can improve shared vigilance and emergency coordination, while ad hoc information-sharing can create stigma or expose a child. The principal should maintain up-to-date contact lists, name alternates, rehearse notifications, and document which information may be shared in different circumstances. Research on school-community collaboration suggests that sustained, reciprocal partnerships are more useful than one-off consultations (Epstein, 2011; Sanders, 2001; Onaolapo & Makhasane, 2025).

In the reported model, communication is related to security effectiveness. That association is plausible because timely, accurate information underpins prevention and response. However, the construct "communication skill" may cover several different capacities: clarity, listening, conflict communication, crisis messaging, written documentation, digital channels, or interagency coordination. Future measurement should separate these components. A principal could score highly on general interpersonal communication but lack reliable crisis protocols, or the school could have an effective reporting system even where individual communication ratings are modest. This distinction should guide instrument refinement and staff-development design.

Crisis communication deserves specific preparation. A school should identify a spokesperson and alternates, record whom to contact first, and prepare short message templates that can be adapted to a verified event. Messages should state what is known, what protective action is required, where families can obtain updates, and how student privacy will be protected. Rumours should be corrected without sharing identifying details. After an event, staff and students may need separate briefings and support, with communication adjusted for language and accessibility. These arrangements can be practised in routine drills so that the first test of a protocol is not a live emergency (CISA, 2022; GADRRRES, 2022).

Information flow should be tested through simple exercises. A tabletop scenario can check whether staff know the difference between a routine report and an emergency, whether the designated contact can be reached, whether an alternate is available, and whether a family notification can be sent without disclosing another child's identity. The exercise should end with a short after-action review that assigns an owner and due date to each improvement. A drill that is performed but not reviewed provides little organisational learning. Schools should record lessons and close actions before the next term, while education authorities can share de-identified lessons across schools to reduce repeated failures.

Motivation, relationships, implementation, and policy context

Security measures are maintained through repeated actions: checking entry procedures, supervising spaces, recording concerns, attending drills, following up on referrals, and updating plans. These actions can become invisible work layered onto already demanding roles. Principal motivation skills may influence whether staff see safety as shared educational work, receive

recognition for prevention, and have the time and resources to perform it. Organisational research treats motivation as shaped by autonomy, competence, belonging, clear goals, feedback, and fairness, rather than as a matter of exhortation alone (Deci & Ryan, 2000; Ryan & Deci, 2017; Locke & Latham, 2002; Bandura, 1977). Staff development can strengthen competence, but it cannot compensate indefinitely for inadequate staffing, equipment, or support.

Interpersonal relationships create the trust through which safety information becomes visible. A student who expects respectful treatment may be more willing to report bullying, coercion, harassment, or a threat. A teacher who can raise concerns without humiliation may flag patterns earlier. A principal who manages conflict fairly may keep families engaged during difficult incidents. Research on relational trust in schools links trust among teachers, leaders, families, and students with organisational improvement and willingness to take collective action (Bryk & Schneider, 2002; Tschannen-Moran, 2014). School-climate studies also show that perceived support, belonging, and respectful treatment are related to student engagement and safety perceptions (Cohen et al., 2009; Wang & Degol, 2016; Voight & Nation, 2016; Bradshaw et al., 2009; Payne et al., 2006).

Relationships are not a substitute for safeguards. A trusted principal still needs clear procedures, incident documentation, appropriate referrals, and boundaries around confidential information. Personal closeness can produce inconsistent treatment or reluctance to report a colleague. Strong relationships should make formal procedures more usable, not optional. This distinction matters when a school handles sexual violence, abuse, threats, or serious injury. Procedures should protect the affected person, avoid repeated retelling, and connect the school to qualified services. Trauma-informed practice requires attention to safety, trustworthiness, choice, collaboration, and empowerment, while ensuring that the school does not attempt clinical intervention beyond its capacity (SAMHSA, 2014; WHO, 2021).

The implication is that motivation and relationships should be translated into organisational routines. These may include brief staff safety huddles, recognition for accurate reporting and follow-through, protected time for training, mentoring for new staff, peer review after drills, and accessible referral directories. Incentives should not reward low incident counts alone because that can suppress reporting. Better indicators include reporting confidence, completion of follow-up, drill learning, staff participation, response time, and student perceptions of fairness. Leadership development should combine conflict resolution, safeguarding, emergency communication, staff wellbeing, and data use, rather than offering safety training as a one-off compliance event (Leithwood et al., 2020; Louis et al., 2010; Kraft et al., 2018).

Staff wellbeing is part of implementation. Repeated exposure to threats, disclosures, or traumatic incidents can affect attention, morale, and retention. Principals should provide access to supervision, peer support, and post-incident debriefing that is supportive rather than blame-focused. Workload allocation should recognise safety responsibilities, and newly appointed staff should receive orientation on reporting and emergency roles. Sustained, job-embedded support is more likely to change practice than a single workshop (Kraft et al., 2018; Louis et al., 2010).

The principal's capacity to apply these strategies is shaped by conditions at multiple levels. School-level factors include enrolment, campus layout, staffing, transport, facility condition,

attendance patterns, and access to counselling. Community factors include mobility, local conflict, economic stress, transport routes, and the availability of trusted services. System factors include policy clarity, funding, training, referral protocols, and the quality of communication between schools and education authorities. Ecological models caution against attributing safety outcomes to individual leadership when resources and risks are distributed across settings (Bronfenbrenner, 1979; Astor et al., 2002; Leithwood et al., 2020). The source dissertation's correlational design cannot isolate these influences, so the reported relationships should be understood within this wider system.

The Akwa Ibom findings have implications for leadership preparation and education governance. Principal preparation should include school risk assessment, child protection, equitable discipline, incident documentation, emergency planning, communication, staff development, and interagency coordination. Education authorities should support school-level plans with standard templates, referral directories, training, and infrastructure grants calibrated to identified risk. They should also establish reporting channels for serious incidents and ensure that schools know how to obtain psychosocial and emergency assistance. These supports reduce the expectation that individual principals will solve structural risks through personal effort alone. Nigerian policy and school-level studies consistently point to the importance of shared responsibility, security planning, and administrative support (Federal Republic of Nigeria, 2013; GCPEA, 2022; Anyadioha & Okafor, 2025; Agbajeola et al., 2026).

International guidance offers useful design principles but should be adapted to the local setting. The Comprehensive School Safety Framework organises action around safe learning facilities, school disaster management, and risk-reduction education (Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector [GADRRRES], 2022). The World Health Organization's school-based violence-prevention guidance supports a whole-school approach that combines policy, environment, skills, services, and family/community action (WHO, 2019). These frameworks do not prescribe a single package. Their value lies in prompting schools to review hazards systematically and define roles. In Akwa Ibom, adaptation should account for state education structures, local language and communication preferences, school resources, transport, community relationships, and the actual referral services available.

The approach also requires attention to digital safety. School communication systems may involve messaging platforms and personal phones, which can circulate sensitive information beyond intended recipients. School policies should specify what channels are approved for case reports, how urgent messages are acknowledged, how records are retained, and what information is never shared in open groups. Digital access can widen reporting and improve coordination, but without data minimisation and role-based access it can create further risks. The principal's communication strategy should therefore cover both interpersonal communication and safe information governance (UNESCO, 2023; UNICEF, 2021; Fan et al., 2011).

Finally, safety interventions should be assessed for unintended effects. Security checks can delay arrival, exclusion can interrupt schooling, surveillance can weaken trust, and untrained response can escalate a crisis. Schools should consult affected groups, review access and disability needs, examine disaggregated discipline data, and create complaint routes. Monitoring should ask not only whether an intervention was implemented but whether students feel safer, whether incidents are being reported more accurately, and whether learning

continuity improved. A balanced accountability system treats dignity, inclusion, and safety as mutually reinforcing aims.

Schools can prioritise improvements through a risk-and-feasibility matrix. For each hazard, leaders can consider likelihood, potential harm, who is exposed, current controls, and the time and cost required to improve protection. High-consequence risks may require immediate action even if occurrence is uncommon; recurring lower-level hazards may be best addressed through supervision, reporting, and climate interventions. Students and staff should contribute, while sensitive operational details remain restricted. Education authorities can aggregate anonymised patterns to direct technical support and resources, rather than expecting every school to solve the same problem independently.

A phased implementation plan can help a resource-constrained school make progress. First, confirm emergency contacts, reporting channels, duty assignments, and immediate hazards. Second, train staff and communicate student-facing procedures in accessible language. Third, conduct a drill or tabletop exercise and record lessons. Fourth, review whether actions were completed and whether students report greater confidence and fairness. This gives education authorities a concrete basis for targeted support and prevents basic operational steps from being postponed until a comprehensive capital programme is funded.

Evaluation should combine leading and lagging indicators. Leading indicators include completion of safety training, student knowledge of reporting channels, visitor-protocol adherence, drill learning, and closure of corrective actions. Lagging indicators include injuries, assaults, bullying reports, emergency interruptions, and recurrence of substantiated concerns. Each measure should be interpreted alongside reporting confidence, climate, fairness, and learning continuity. If reporting confidence rises, incident counts may initially rise as hidden problems become visible. A school should not be rewarded simply for reporting fewer incidents; doing so can create pressure to suppress records. Balanced evaluation supports honest disclosure and continuous improvement (Cohen et al., 2009; Bradshaw et al., 2021; WHO, 2019).

Conclusion

This manuscript examined how principals' administrative strategies relate to effective security management in public secondary schools in Akwa Ibom State. The supplied preliminary dissertation reports significant relationships for shared decision-making, school-discipline management, communication skill, motivation skill, and interpersonal relationships, as well as a significant joint relationship between administrative strategies and security management. The underlying design, sample, instruments, and reported reliability indices are sufficiently described to support a careful synthesis, but the missing numerical tables and raw data prevent verification of effect sizes, ranking of strategies, or causal conclusions.

The manuscript's principal contribution is an integrated governance framework that connects those five administrative practices to implementation capacity and to prevention, preparedness, response, recovery, and perceived safety. It shows how participation can broaden risk knowledge, fair discipline can reduce escalation while preserving rights, communication can connect concerns to timely action, motivation can sustain daily safety work, and relationships can support trust and disclosure. These mechanisms operate within resource, policy, school,

and community conditions; principals matter, but school security is a shared institutional responsibility.

For practice, schools should use a recurring risk-review cycle, define reporting and referral pathways, maintain proportionate discipline procedures, rehearse emergency roles, support staff competence, include student and community perspectives, and assess both safety outcomes and fairness. Education authorities should provide training, infrastructure, specialist referrals, and clear incident protocols. For research, the full Akpan dissertation should be consulted before reproducing coefficients. A follow-up study should publish instrument items, validation evidence, response rates, school-level sampling details, coefficients with confidence intervals, and data-screening decisions; use multiple respondents and independent safety indicators; and examine contextual moderators. Longitudinal or mixed-method designs would help distinguish leadership effects from reverse causation and common-method bias.

The evidence supports a measured conclusion: principal administrative practice is a plausible and potentially important component of school security management, and the Akpan preliminary reports statistically significant associations in the Akwa Ibom sample. The next step is to verify the underlying results and test the integrated model with transparent, context-sensitive measures. Security improvement should be judged by whether students and staff are safer, heard, protected, and able to continue learning.

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