

PARTICIPATORY MANAGEMENT PRACTICE OF PRINCIPALS AS PREDICTOR OF GOOD GOVERNANCE AND SECURITY IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

OBUEGBE, Adaobi Sylvia, OSHIA, Eucharika Chinwe & NNEBEDUM, Chidi (Ph.D)

Department of Educational Management and Policy, Faculty of Education,
Nnamdi Azikiwe University, Awka
obuegbeadaobi@gmail.com Phone number: 08136386977

ABSTRACT

The study investigated participatory management practice of principals as predictor of good governance and security in public secondary schools in Anambra State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. Correlation research design was employed for the study. The population of the study comprised 5,286 teachers in the 262 public secondary schools in Anambra State. Three sets of instruments titled 'Participatory Management Practice Questionnaire (PMPQ), Good Governance Scale (GGS) and School Security Scale (SSS) were used for data collection. The instruments were duly validated by three experts in Faculty of Education, Nnamdi Azikiwe University. The instruments were subjected to test of internal consistency using Cronbach alpha which yielded reliability coefficients of 0.82, 0.78 and 0.77 for PMPQ, GGS and SSS irrespectively. The data collected were analyzed using simple regression to answer the research questions and test the hypotheses. The findings of the study revealed among others that participatory management practices of principals is a strong predictor of good governance in public secondary schools in Anambra State. It was also found out that participatory management practices of principals is a significant predictor of security in public secondary schools in Anambra State. Based on the findings, it was recommended among others that principals should organize quarterly interactive sessions on education stakeholder to get variety of opinions on measures to improve school governance and security.

Keywords: Participatory, Management, Practice, Principals, Good Governance, Security

Introduction

Education is an instrument for training manpower needed for economic, social and political development of any nation. It also prepares the mind of individuals to develop the right behaviour, equip them with sound knowledge and requisite skills to become useful members of the society. One of the learning institutions where individuals receive formal education through organized curricular is the secondary school. Secondary school offered

variety of programmes that prepare students for higher education and also help them become self-reliant and useful members of the society. Onuorah, Eziamaka and Ofojebe (2020) noted that apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge, skills and traits beyond the primary level. Manga (2019) asserted that the secondary school premises are expected to be places that are safe, secured and peaceful. Continuing, Manga asserted when a child goes to school, one of the most critical things that parents are concerned about is the safety and security of children in school

Security is the protection of lives and property against destruction, risks, threats or danger. It is the state of being free from anxiety or fear. Manga (2019) defined school security as the protection of lives of students and staff as well as school facilities against external attack and internal crimes happening within the school. Continuing, Manga asserted that it is the establishment and sustenance of a peaceful school environment in which staff and students perform their activities without fear or apprehension of impending threats or attacks on schools. Security threats include riots, secret cults, kidnapping and rape among others. School security is a necessity for effective instructional delivery. Threats to the security of students and members of staff in secondary school can arise from floods, erosion, kidnapping, vandalism and riots among others. Alimba (2018) stressed that school security is a plan to protect the stakeholders in school from violent crimes and attacks by means of well-articulated policies, methods as well as safeguarding its facilities to enhance the productivity of the system. Members of the school community can volunteer to tackle security challenges of the school, when consulted and involved in developing safety plan for the school.

Good governance is the openness, transparency and accountability in management of the available resources and affairs of an organization or a country. It is responsiveness to people's need in an organization. Guga (2014) asserted that good governance provides opportunity for popular participation in decisions that affect the life of people, access to those in power and transparency as well as accountability of those in power. Furthermore, Guga asserted that it is devoid of corruption, nepotism, and discrimination. Good governance is assessed through accountability, just, fairness, effectiveness and efficiency of institutions, participatory of individuals, transparency, responsiveness, consensus-oriented, and equitability (Amanchukwu, 2011). According to Ndeh (2015), good governance is about the processes for making and implementing decisions that is convenient to the governed and the governors. One of the means of arriving at a consensus decision is participatory management.

Participatory management is the active involvement of people in managerial affairs of an organization. According to Njoroge and Kathuri (2017), participatory management is a process in which there is consultation with subordinates and serious consideration of their opinions before making decision. It is the act of allowing members of staff to get involved in organizational decision making. In the same vein, Syedaand Mumtaz (2016), participatory management is the process of involving subordinates in the decision-making process. It encourages new suggestions or ideas from members of the school community. Similar to this, Nadeem (2012) stressed that participatory management involves considering and treating suggestions and ideas of staff with respect. It gives members of staff the opportunities to make inputs in matters that concern school governance and security. Participatory management empowers individuals and members of staff not only enable them develop their full potentials but also to allow them to find ways and to involve in solutions to ensure security for themselves and properties. According to Ebinu (2020), participatory management is considered useful not just because it creates interactive forum for intersection of ideas and purposeful discussions that allow stakeholders, community leaders, parents, teachers and individuals' student to make varying suggestions that may turn out to be innovative ideas that can improve school affairs. It provides platform for education stakeholders such as parents, teachers, students, members of school community and Ministry of Education to offer their advices on how to improve the governance and security of the school system.

In recent years, national discourse centred on attainment of good governance and security in Nigeria. Many of the discussions centred on educational management as one of the means to attain good governance and security in secondary schools and the society at large. The kidnapping, robbery and abduction of secondary school students in Nigeria are among the challenges facing school management in contemporary society. To buttress this, Anebi and Igwebu (2019) observed that security challenges such as cultism, militancy, youth restiveness, Fulani cattle headsmen invasion, theft and vandalization among others are prevalent in the school environment in Nigeria. Similar to this, Ikediugwu and Onuorah (2020) observed that there is increased upsurge in the rate of crime like kidnapping, terrorism, armed robbery and cult activities in all parts of the country. Sadly, Ikediugwu and Onuorah observed that these forms of criminal activities especially cult activities and kidnapping have continued to threaten the safety of students and staff in schools in Nigeria in general and Anambra State in Particular. Another observation by Ozoemena (2019) revealed that crime, violence, disorder, robbery, gangsterism, bombings and gunmen invasion are among the major security challenge facing public secondary school in Nigeria today. Ozoemena further observed other cases such as fire incidences, collapse of school structures, dilapidation of school plant, uncoordinated & unsafe school rules, unsafe school environment/compound, bullying, harassment, statutory rape, possession and use of drugs/weapons by students, formation of gangs and sporadic shootings. There is lack of

synergy and joint collaborative action between school management, school security guards, local vigilante groups and state security agencies (Manga, 2019). Some secondary school principals rarely give an explanation or reason for their actions probably due to they feel superior and unaccountable to staff, students and members of the school community. Thereby, some education stakeholders seem to feel excluded from deciding secondary school affairs in Anambra State. This is probably due to the absence of participatory management practices to seek variety of opinions in managing school affairs. It is this unsatisfactory state of affairs that prompted this study.

Purpose of the Study

The main purpose of the study was to determine participatory management practice of principals as predictor of good governance and security in public secondary schools in Anambra State. Specifically, the study sought to find out:

1. Participatory management practice of principals as predictor of good governance in public secondary schools in Anambra State.
2. Participatory management practice of principals as predictor of security in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. How does participatory management practice of principals predict good governance in public secondary schools in Anambra State?
2. How does participatory management practice of principals predict security in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. Participatory management practice of principals is not a significant predictor of good governance in public secondary schools in Anambra State.
2. Participatory management practice of principals is not a significant predictor of security in public secondary schools in Anambra State.

Studies on Participatory Management Practices

Ajetunmobi, Maruff and Muhideen (2020) conducted a study on participatory management, professional development, and teachers' job performance in public secondary schools in Ogun State, Nigeria. Two hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study comprised all the 12,745 teachers in 217 public secondary schools in Ogun State, Nigeria. A sample size of 504 teachers was drawn for the study using multistage sampling procedure. Pearson Product-Moment Correlation statistical tool was used for data analysis. The results

of the study revealed among others that participatory management has a positive and significant relationship with teachers' job performance in public secondary schools in Ogun State, Nigeria.

The reviewed study is similar to the current study in the sense that the two studies investigated participatory management, utilized correlational research design, teachers as the population of the study and questionnaire for data collection. The studies differ in geographical location and method of data analysis. The reviewed study was carried out in Ogun State, Nigeria and utilized Pearson Product-Moment Correlation for data analysis, while the current study was conducted in Anambra State and utilized simple regression for data analysis.

Omorobi, Mbon, Owan and Ekpenyong (2020) conducted a study participative management practices and institutional goal attainment in Nigerian Universities. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The descriptive survey research design was adopted for the study. The population of the study comprised 122 Deans of Faculties and Heads of Departments in universities in Cross River State. Census sampling technique was used to draw 122 respondents for the study. Questionnaire was used for data collection. Data were collected and analyzed through mean, Standard deviation, Pearson Product Moment Correlation Analysis. The results of the study showed that there is a significant relationship between participation in decision making, participation in planning and institutional goal attainment.

The reviewed study is related to the current study in the sense that the two studies investigated participatory management and utilized questionnaire for data collection. The two studies differ in research design, geographical location and method of data analysis. The reviewed study was carried out in Cross State, Nigeria, utilized descriptive survey research design, Pearson Product-Moment Correlation for data analysis, while the current study was conducted in Anambra State, utilized correlational research design, simple regression for data analysis.

Ozurumba, Ebuara and Ukpong (2020) conducted a study on participatory management and organizational effectiveness of secondary school system in Rivers State of Nigeria. Three hypotheses were formulated for the study and tested at 0.05 level of significance. The research design adopted for study was the descriptive survey. The population for the study comprised 5,329 teachers in public secondary schools in Rivers State. Simple random sampling technique was used to 600 teachers for the study. Data collected were analyzed using Analysis of variance (ANOVA). The major results obtained were that; the level of staff participation in school decision-making does not significantly influence organizational effectiveness, and schools with high level of community participation in

managing material resources were perceived better than schools with moderate and low levels of community participation.

The reviewed study is similar to the current study in the sense that the two studies investigated participatory management, utilized teachers as the population of the study and questionnaire for data collection. The studies differ in geographical location, research design and method of data analysis. The reviewed study was carried out in Rivers State, Nigeria, utilized descriptive survey research design and Analysis of Variance for data analysis, while the current study was conducted in Anambra State, utilized correlational research design and simple regression for data analysis.

Studies on Good Governance

Abiodun and Ndubueze (2020) conducted a study on overcoming the challenges of leadership through the promotion of good governance and security in public secondary schools in Orhionmwon Local Government Area of Edo State, Nigeria. Two research questions were answered and two hypotheses were tested at 0.05 level of significance. The descriptive research design was adopted for the study. The population of the study comprised all the 56 principals in public secondary schools in Orhionmwon Local Government Area of Edo State, Nigeria. There was no sampling because of relatively small size of the population of the study. Questionnaire was used as the instrument for data collection. Data collected from respondents were analyzed using mean and standard deviation for research questions and t-test analysis for hypotheses. The results of the study revealed among others that making available reports of the school financial activities to parents, encouraging adequate monitoring of the completion of contracts in the school and ensuring that school facilities are well provided are some of the good governance practices for overcoming the challenges of leadership in public secondary schools in Orhionmwon LGA of the Edo State.

The relationship between the reviewed study and the current study is that the two studies investigated good governance and utilized questionnaire for data collection. The studies differ in geographical location, research design, population of the study and method of data analysis. The reviewed study was carried out in Edo State, Nigeria, utilized descriptive survey research design principals as the population of the study, mean, standard deviation and t-test for data analysis, while the current study was conducted in Anambra State, utilized correlational research design, teachers as the population of the study and simple regression for data analysis.

Lata (2020) conducted a study on the influences of participatory management and corporate governance on the reduction of financial information asymmetry: Evidence from Thailand. Two research questions guided the study and two hypotheses were tested at 0.05

level of significance. Correlational research design was adopted for the study. The population of the study comprised all the employees of organizations in Thailand. The sample size consisted of 388 employees drawn using simple random sampling technique. Questionnaire was used as the instrument for data collection. Multiple regression and structural equation modeling were used for the data analysis. The results of the study revealed among others that participatory management had a positive influence on corporate governance.

The relationship between the reviewed study and the current study is that the two studies investigated good governance, utilized correlational research design and questionnaire for data collection. The studies differ in geographical location, population of the study and method of data analysis. The reviewed study was carried out in Thailand, utilized employees of organizations as the population of the study, multiple regression and structural equation modeling for data analysis, while the current study was conducted in Anambra State, utilized teachers as the population of the study and simple regression for data analysis.

Okoye (2023) conducted a study on principals' management strategies for secondary education students' security and governance beyond Covid-19 Pandemic in Anambra State, Nigeria. Three research questions guided the study and two hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised 1,002 secondary school teachers from 10 public secondary schools in Onitsha North L.G.A of Anambra State. A sample size 120 teachers was drawn for the study using a multi-stage sampling procedure. Data obtained were analyzed using mean and t-test statistics at 0.05 level of significance. The findings revealed that principals' management strategies like communication and use of technological devices engender good governance and adequate students' security.

The relationship between the reviewed study and the current study is that the two studies investigated good governance and security, utilized teachers as the population of the study and questionnaire for data collection. The difference between the two studies is the reviewed study which focused on management strategies utilized descriptive survey research design and mean and t-test for data analysis, while the current study which focused on participatory management practices utilized correlational research design and simple regression for data analysis.

Studies on Security

Anyago and Alagbaoso (2022) carried out a study on safety and security measures adopted by principals in management of public secondary schools in Imo State, Nigeria. The study was guided by two research questions and two null hypotheses, tested at 0.05

level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised 10,054 respondents (296 principals and 9,758 teachers) in public secondary schools in Imo State. The sample size of 481 respondents (30 principals and 451 teachers) was drawn for the study using proportionate sampling technique. Questionnaire was used for data collection. Data obtained were analyzed using mean and standard deviation to answer the research questions and t-test to test the hypotheses. The findings of the study revealed among others that safety and security measures were adopted by principals for staff and student management of public secondary schools in Imo State.

The similarity between the reviewed study and the current study is that the two studies investigated security and utilized questionnaire for data collection. The studies differ in geographical location, research design, population of the study and method of data analysis. The reviewed study was carried out in Imo State, Nigeria, utilized descriptive survey research design principals and teachers as the population of the study, mean, standard deviation and t-test for data analysis, while the current study was conducted in Anambra State, utilized correlational research design, teachers as the population of the study and simple regression for data analysis.

Gbesoevi, Ola and Oladipo (2022) conducted a study on safety and security planning and effective management of public secondary schools in Lagos State, Nigeria. Four hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of this study consists of all the principals and teachers in public secondary schools in Lagos State, Nigeria. A sample size of 1470 respondents made up of 450 principals and 1,040 teachers was drawn for the study using multistage sampling procedure. Two sets of questionnaires were used for data collection. Pearson Product Moment Correlation Coefficient was used for data analysis. The results of the study revealed among others that there is a significant relationship between school security planning and effective management of public secondary.

The similarity between the reviewed study and the current study is that the two studies investigated security, utilized correlational research design and questionnaire for data collection. The studies differ in geographical location, population of the study and method of data analysis. The reviewed study was carried out in Lagos State, Nigeria, utilized principals and teachers as the population of the study and Pearson Product Moment Correlation Coefficient for data analysis, while the current study was conducted in Anambra State, utilized teachers as the population of the study and simple regression for data analysis.

ManafaandOhamobi (2020) carried out a study on evaluation of security management practices in public secondary schools in Anambra State. Three research questions guided

the study. Descriptive survey research design was adopted for the study. The population of the study was 261 principals and 5,827 teachers in all the public secondary schools in Anambra state. Simple random sampling technique was used to draw 76 principals and 360 teachers for the study. Two instruments, a checklist titled “Available Security Devices in secondary Schools”, (ASDSS) and a questionnaire titled “Security Management Practices Questionnaire, (SMPQ)” developed by the researcher were used for data collection. Mean and standard deviation were used to answer the research questions. The findings of the study among other things revealed that most of the security devices were not available in these secondary schools.

The similarity between the reviewed study and the current study is that the two studies investigated security and utilized questionnaire for data collection. The studies differ in research design, population of the study and method of data analysis. The reviewed study utilized descriptive survey research design, principals and teachers as the population of the study, mean, and standard deviation, while the current study utilized correlational research design, teachers as the population of the study and simple regression for data analysis.

The reviewed studies differ from the current studies either in geographical locations, time span, research design, participants and method of data analysis. Furthermore, almost all the reviewed study focused on one variable of this like participatory management practices, good governance and security which creates a gap in knowledge. This present study filled this gap by investigating participatory management practice of principals as predictor of good governance and security in public secondary schools in Anambra State.

Method

Correlation research design was employed for the study. The population of the study comprised 5,286 teachers in the 262 public secondary schools in Anambra State. Multiple sampling procedures were used to draw 793 teachers. Firstly, proportionate sampling technique was used to draw 40% of schools from each education zone. The 40% of schools yielded sample size of 20 schools from Aguata Zone, 24 schools from Awka Zone, 20 schools from Nnewi Zone, 16 schools from Ogidi Zone, 13 schools from Onitsha Zone and 12 schools from Otuocha Zone respectively. In the second stage, simple random sampling technique without replacement was used to draw 793 teachers from the sampled schools. This yielded a total sample size of 96 teachers from Aguata Zone, 201 teachers from Awka Zone, 113 teachers from Nnewi Zone, 114 teachers from Ogidi Zone, 185 teachers from Onitsha Zone and 84 teachers from Otuocha Zone respectively.

Three sets of instruments titled ‘Participatory Management Practice Questionnaire (PMPQ), Good Governance Scale (GGS) and School Security Scale (SSS) were used for data collection. PMPQ contained 15 items, GGS had 11 items and SSS had 8 items. The

instruments were developed by the researchers from the review of related literature and consultation with experts in the field of educational management. All the items in the instruments were structured on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) weighted 4, 3, 2 and 1 respectively. The instruments were face validated by three experts who are lecturers, two from the Department of Educational Management and Policy and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The suggestions and inputs of the experts were reflected on the final draft of the instruments. The instruments were subjected to test of internal consistency using Cronbach alpha which yielded reliability coefficients of 0.82, 0.78 and 0.77 for PMPQ, GGS and SSS irrespectively.

The researchers together with two research assistants who are secondary school teachers in Anambra State collected data for the study. A total of 793 copies of the questionnaire were distributed and 781 were properly filled and successfully retrieved indicating 98 percent return rate. The copies of the questionnaire that were properly completed and retrieved were used for data analysis. The data collected were analyzed using simple regression to answer the research questions and to test the hypotheses. For the research questions, the coefficient r and the size of the relationship was interpreted using the correlation coefficient recommended by Schober, Boer and Schwarte (2018), as follows

Coefficient	Relationship
.00- .10	Negligible correlation
.11- .39	Weak correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- 1.00	Very strong correlation

For decision on the hypotheses, when the exact probability value is less, than Alpha level the null hypotheses was rejected but where the exact probability value is above the Alpha value the null hypotheses was not rejected.

Results

Research Question 1: How does participatory management practice of principals predict good governance in public secondary schools in Anambra State?

Table 1: Regression Coefficient r on Participatory Management Practice and Good Governance

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Remarks
1	.715	.422	.423	2.726	Strong

As shown in Table 1, correlation coefficient between participatory management practice of principals and good governance in secondary schools is .715 with a coefficient of determination of .422. This shows that 42.2% variation in good governance in public secondary schools can be attributed to participatory management practice of principals. The regression Coefficient r of .715 indicated that participatory management practice of principals is a strong predictor of good governance in public secondary schools in Anambra State.

Research Question 2: How does participatory management practice of principals predict security in public secondary schools in Anambra State?

Table 2: Regression Coefficient r on Participatory Management Practice and Security

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Remarks
1	.722	.417	.418	3.132	Strong

Result presented on Table 2 reveals that the correlation coefficient between participatory management practice of principals and security in public secondary schools is .722 with a coefficient of determination of .417. This shows that 41.7% variation in security in public secondary schools can be attributed to participatory management practice of principals. The regression Coefficient r of .722 indicated that participatory management practice of principals is a strong predictor of security in public secondary schools in Anambra State.

Hypothesis One: Participatory management practice of principals is not a significant predictor of good governance in public secondary schools in Anambra State.

Table 3: Simple Regression Summary of Participatory Management Practice of Principals as Predictor of Good Governance in Secondary Schools

Predictor	R	R ²	F	P-value	Remark
Participatory Management Practice	.715	.422	246.640	.000	*S

*Significant

As shown in Table 3, the simple regression coefficient (R) is .715 while the R² is .422 showing that participatory management practice of principals' makes 31.7% contribution to the variance in secondary school governance. The $F(1/781) = 246.640$ and the extract p -value of .000 is less than the alpha level of .05. Therefore, since the p -value is less than the stipulated .05 level of significance, the null hypothesis was rejected. Therefore, participatory management practice of principals is a significant predictor of good governance in public secondary schools in Anambra State.

Hypothesis Two: Participatory management practice of principals is not a significant predictor of security in public secondary schools in Anambra State.

Table 4: Simple Regression Summary of Participatory Management Practice of Principals as Predictor of Security in Secondary Schools

Predictor	R	R ²	F	P-value	Remark
Participatory Management Practice	.722	.417	311.232	.000	*S

*Significant

Result in Table 4, showed that the simple regression coefficient (R) is .722 while the R² is .417 showing that participatory management practice of principals make 41.7% contribution to the variance in public secondary school security The $F(1/781) = 311.232$ and the p -value of .000 is less than .05. Therefore, since the p -value is less than the stipulated.05 level of significance, the null hypothesis was rejected. Therefore, participatory management practice of principals is a significant predictor of security in public secondary schools in Anambra State.

Discussion of the Findings

The finding of the study reveals that participatory management practice of principals is a strong predictor of good governance in public secondary schools in Anambra State. This is

in line with the finding of Lata (2020) who reported that participatory management has strong relationship with good cooperate governance. Openness, fair conduct of school affairs, accountability, value re-orientation, responsiveness to school needs and administrative effectiveness are indicators of good governance which is strongly predicted by participatory management practices of principals. Equity and transparency in the allocation of scare resources to different units of the school is associated with participatory management practice of principals. It was also found out that participatory management practice of principals is a significant predictor of good governance in public secondary schools in Anambra State. This agreed with the finding of Lata (2020) who reported that participatory management has significant relationship with good cooperate governance. The participatory management practice of principals encourages their openness and willingness to get variety of views in promoting school governance.

The result of the study shows that participatory management practice of principals is a strong predictor of security in public secondary schools in Anambra State. Wlodarczyk (2019) reported that there was no relationship between participatory management and promoting safety and security. The possible explanation for the finding is probably due to the fact that participatory management practice of principals encourages information sharing that keep students and staff informed about security status of the society and the school. The inputs and feedbacks receive from staff, parents and students who participate in managerial affairs can bridge the loopholes in making the safety plans of the school. Thus, participatory management practices of principals give education stakeholders to voice their views on measures to satisfy their security needs in the school. It was also found out that participatory management practice of principals is a significant predictor of security in public secondary schools in Anambra State. This is in line with the finding of Wlodarczyk (2019) who reported that there was no significant relationship between participatory management and promoting safety and security. The participatory management practices of principals is a significant predictor of school security probably due to it encourage free-flow or exchange of ideas that can lead to innovative solution to security challenges in secondary schools.

Conclusion

Based on the findings, it is concluded that the participatory management practice of principals is a strong and significant predictor of good governance and security in public secondary schools in Anambra State. Participatory management practice of principals that encourage the involvement of education stakeholders such as parents, staff, students and members of the school community is the key cornerstone to governance and security in public secondary schools. The variety of interest of education stakeholders on good governance and security issues can consider reaching a broad consensus through participatory management. The principals can be responsiveness to security and good governance needs of educational stakeholders by participation management either directly

or through representatives. The educational stakeholders can build confidence and be willing to implement decisions collectively made to promote good governance and security in public secondary schools in Anambra State.

Recommendations

Based on the findings, it was recommended that:

1. Principals should organize quarterly interactive sessions with education stakeholder to get variety of opinions on measures to improve school governance and security.
2. Post Primary School Service Commission should organize annual training programmes on participatory management practices for principals to upgrade their skills and knowledge of involving education stakeholders on decision related to school governance and security for the betterment of the students and the society at large.

References

- Abiodun, J.A. &Ndubueze, O.J. (2020).Overcoming the challenges of leadership through the promotion of good governance and security in public secondary schools in Orhionmwon Local Government Area of Edo State, Nigeria.*Unizik Journal of Educational Research and Policy Studies*, 11(1), 74-83.
- Ajetunmobi, F.G., Maruff, A.O.&Muhideen, A.O. (2020).Participatory management, professional development, and teachers' job performance in public secondary schools in Ogun State, Nigeria.*Journal of Learning for Development*, 7(2), 161-173.
- Alimba, C.N. (2018).Security and security measures for schools operating in domains prone to insurgency in Nigeria. *International Journal of Public Administration and Management Research*, 4(3), 36-48.
- Amanchukwu, R.N. (2011).The challenges of quality education and good governance in developing economy.*African Journal of Education and Technology*, 1(3), 103-110.
- Anebi, J.N.P., &Igwebuike, F.K. (2019). Security challenges and management strategies in public secondary schools in Aba education zone of Abia State. *Journal of Economics and Environmental Education*, 3(1), 95-104.
- Anyaogu, R.O.&Alagbaoso, J. (2022).Safety and security measures adopted by principals in management of public secondary schools in Imo State, Nigeria.*International Journal of Research and Innovation in Social Science*, 6(6), 626-631.
- Ebunu, A. A. (2020). Participatory management for enhancing students' academic performance in public secondary schools in Rivers State.*Advances in Social Sciences Research Journal*, 7(5) 145-156.

- Gbesoevi, E.S., Ola, B.A. and Oladipo, S.A. (2022). Safety and security planning and effective management of public secondary schools in Lagos State, Nigeria. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 7(1), 107-118.
- Guga, A. (2014). Good governance: A key driver to sustainable development in Nigeria. *International Journal of Education and Research*, 2(1), 1-12.
- Ikediugwu, N.P., & Onuorah, H.C. (2020). School security management procedures applied by principals for effective administration of public secondary schools in Anambra State. *Global Scientific Journals*, 8(6), 870-882.
- Lata, P. (2020). Participatory management and corporate governance on the reduction of financial information asymmetry: Evidence from Thailand. *Journal of Asian Finance, Economics and Business*, 7(11), 853-866.
- Manafa, I.F. & Ohamobi, I.N. (2020). Evaluation of security management practices in public secondary schools in Anambra State. *Unizik Journal of Educational Research and Policy Studies*, 8(1), 78-85.
- Manga, S.D. (2019). Assessment of causes and forms of insecurity in educational institutions in Kebbi State: Implications for school administration. *International Journal of Current Research*, 11(10), 7676-7680.
- Nadeem, M. (2012). Participative management style: A tool to enhance quality education. *Journal of Humanities and Social Science*, 4(2), 8-14.
- Ndeh, M.S. (2015). Good governance in Cameroon: Perceptions and practice in an emerging Cameroon by 2035. *Global Journal of Political Science and Administration*, 3(6), 1-8.
- Njoroge, N., & Kathuri, N. (2017). Influence of participatory management on school performance in public primary schools in Nakuru North Sub County, Kenya. *International Journal of Recent Research in Social Sciences and Humanities*, 4(3), 33-43.
- Okoye, F.O. (2023). Principals' management strategies for secondary education students' security and governance beyond Covid-19 Pandemic in Anambra State, Nigeria. *Canadian Journal of Educational and Social Studies*, 3(2), 63-76.
- Omorobi, G.O., Mbon, U.F., Owan, V.J. & Ekpenyong, J.A. (2020). Participative management practices and institutional goal attainment in Nigerian Universities. *American Journal of Social Sciences and Humanities*, 5(1), 169-177.
- Onuorah, H.C., Eziamaka, C.N., & Ofojebe, E.N. (2020). Principals application of technological security management practices for curbing security threats in secondary schools in Anambra State. *Journal of Early Childhood and Primary Education*, 2(2), 13-22.

- Ozoemena, P.O. (2019). Assessment of security consciousness among the secondary school students in the three education zones, Ebonyi State, for national cohesion and global competitiveness. *African Journal of Educational Research and Development*, 12(1), 50- 63.
- Ozurumba, C.N., Ebuara, V.O.&Ukpong, N.N. (2020). Participatory management and organizational effectiveness of secondary school system in Rivers State of Nigeria. *Journal of Research in National Development*, 5(1), 63-68.
- Lata, P. (2020). Influences of participatory management and corporate governance on the reduction of financial information asymmetry: Evidence from Thailand. *Journal of Asian Finance, Economics and Business*, 7(11), 853-866.
- Syeda, H.B., & Mumtaz, A.A. (2016). Participative management practices in the University Libraries of Punjab (Pakistan): Perceptions of senior librarians. *Pakistan Journal of Information Management & Libraries*, 18(2), 1-18.
- Wlodarczyk, E. (2019). Implementation of selected assumptions of participatory management in creating safety and security promotion in the Polish school. *Journal of e-learning and Higher Education*, 1(1), 1-19.