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Political Governance, Educational Financing and Security Management in Public Secondary Schools in Cross River State, Nigeria

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Abstract
This study examined the relationship among political governance, educational financing, and security management in public secondary schools in Cross River State, Nigeria. A correlational survey research design was adopted. The population comprised 310 public secondary schools, from which 186 schools were selected through stratified random sampling. Three respondents were purposively selected from each school, yielding 558 respondents, while 532 valid copies of the Political Governance, Educational Financing and Security Management Questionnaire (PGEFSMQ) were used for analysis. Data were analysed using Pearson Product Moment Correlation and Multiple Regression Analysis at the 0.05 level of significance. The findings revealed that political governance had a significant positive relationship with security management ($\beta = .368$, $t = 5.03$, $p < .001$), while educational financing also significantly influenced security management ($\beta = .669$, $t = 9.17$, $p < .001$). Furthermore, political governance and educational financing jointly explained 64.6% of the variation in security management ($R = .804$, $R^2 = .646$, $F(2,177) = 163.74$, $p < .001$). The study concluded that effective political governance and adequate educational financing are critical to improving security management in public secondary schools. It recommended strengthening governance accountability, increasing educational funding, and institutionalising comprehensive school security policies to promote safe and conducive learning environments.

Keywords: *Political governance, educational financing, security management, public secondary schools, Cross River State, Nigeria*

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1.1 Background of the Study

Education has been regarded as the most important element of national development and the basis of acquiring knowledge and skills for socio-economic transformation. In addition to knowledge, schools nurture a conducive environment for qualitative education and development. As such, security management has become an integral part of the education sector worldwide. Attaining educational objectives is only possible when learners, teachers, and facilities are safe and secure (UNESCO, 2022; OECD, 2021). School security management has consequently become an inevitable aspect of education.

Governments worldwide acknowledge the importance of school security as an essential aspect of quality education and national development; therefore, they must strive to strengthen governance structures and promote total safety, security, and well-being in education. Given the prevalence of violence, bullying, vandalism, cybersecurity, terrorism, abduction, disaster management, etc., government education agencies have formulated policies and strategies for effective school management, safety, and security (UNESCO, 2022; UNICEF, 2021). School security management's relationship with quality education has been established; indeed, studies have revealed that school security management depends on political governance and educational financing, as well as institutional effectiveness, to a great extent (Fukuyama, 2016; Hanushek & Woessmann, 2015; Grindle, 2017; Ekaette et al., 2023).

Political governance emanates from the policy mix that defines the policy of power distribution, regulation, and responsibility. It is noteworthy that good governance promotes transparency, accountability, and responsiveness, which are policy mix criteria for achieving quality educational service delivery and school security management. Educational financing emanates from the quantum of resources allocated to the education sector as an input for attaining desirable educational objectives. Previous research findings reveal that good governance and sufficient financing determine institutional effectiveness while poor governance and inadequate funding impede administrative performance and school security management (Fukuyama, 2016; Hanushek & Woessmann, 2015; Grindle, 2017; Ekaette et al., 2023).

The Nigerian government has put in place policies and programs for attaining quality education and effective school security management in the country. Some of the policies and programs put in place include the Universal Basic Education (UBE) Programme, Safe Schools Initiative (2014), Nigeria's endorsement and implementation of the Safe Schools Declaration, Minimum Standards for Safe Schools, and intervention funds by the Universal Basic Education (Federal Ministry of Education, 2019, 2021; UBEC, 2022). Besides, the Federal Government launched the Roadmap for the Nigerian Education Sector (Operational Plan 2024), National Education Sector Renewal Initiative (NESRI), and Nigeria Learning Passport to scale up governance effectiveness and promote learning outcomes, digitalization, and institutional effectiveness (Federal Ministry of Education, 2024).

Cross River State emerges as a typical state for this study because public secondary schools exist in a state where government policies guide educational planning, financing, supervision, and management, as well as school administrative procedures that promote desirable learning outcomes. Indeed, recent reforms are focusing on digital and data governance, Management Information System (MIS), artificial intelligence, and similar innovations to improve educational governance, institutional effectiveness, and school security management (Udida & Inah, 2021; Bombum & Inah, 2024; Inah et al., 2024). In addition to the studies on public budget transparency practice (Inah et al., 2025), policy implementation strategies (Inah et al., 2025), educational wastage (Inah, 2025), values education, and security challenges (Inah & Ekpang, 2025), among others, conducted in the study area, it is safe to assume that good governance, adequate financing, digital innovations, and effective leadership are critical factors that determine quality education and improved school security management in Nigeria.

Nevertheless, violence, abduction, bullying, vandalism, and cultism, among other security challenges, have been reported in many public secondary schools in Nigeria, hindering the attainment of total safety, security, and well-being of school personnel and learners. This implies that without good governance and adequate financing of education, increased supervision, and effective utilization of available resources for disaster management and improved school security, Nigeria will not be able to achieve desirable quality education by 2030. The above rationale suggests that this study intends to establish the relationships between political governance, educational financing, and security management in public secondary schools in Cross River State, Nigeria.

1.2 Statement of the Problem

The main problem that prompted this study is the inability of public secondary schools, at the sub-national level, to provide a safe and secure environment for the students. Since education has been regarded as the most important pillar of national development and the basis of acquiring knowledge and skills for socio-economic transformation, the Nigerian government has been implementing policies for total safety, security, and well-being in schools. The Safe Schools Initiative (2014), Nigeria's endorsement and implementation of the Safe Schools Declaration (2019), National Policy on Safety, Security and Violence-Free Schools, the Minimum Standards for Safe Schools (Federal Ministry of Education, 2021), as well as intervention funds by the Universal Basic Education Commission (UBE), among others, have been initiated by the government to enhance school safety and security in Nigeria. Besides, the successive education sector plans emphasize the need for improved financing of the education sub-sector, ensuring quality education, school supervision, disaster management, and attaining desirable educational outcomes (Federal Ministry of Education, 2019, 2021; UBEC, 2022; Global Coalition to Protect Education from Attack, 2022).

Nevertheless, kidnapping, vandalism, violence, and bullying have been reported in many schools, affecting students' enrollment and overall performance. According to the reports by UNICEF (2021), Global Coalition to Protect Education from Attack (2022), UNESCO (2022), and the World Bank (2022), schools experience various security challenges, hindering quality educational service delivery and national development. Besides poor infrastructure, institutional capacity, and policy implementation, insufficient financing has been identified as a major impediment to disaster management and improved school security in Nigeria (Ekaette et al., 2023). Therefore, if the Nigerian government is serious about attaining quality education and becoming a developed nation in education by 2030, it must prioritize the safety and security of school personnel and learners by investing more in disaster management and school security. School authorities must also devise improved financing strategies for better disaster management and enhanced school security.

It can be argued that schools are hotbeds for various forms of violence that hinder educational service delivery. While various researchers have investigated different aspects of school security management and its implications for education, little is known about the influence of political governance, educational financing, and institutional effectiveness on school security, with none specifically establishing the relationship between political governance and educational financing. Existing studies on school violence and security management have focused on the impact of violence, poverty, parental involvement, leadership, funding, and technology on students' learning, achievement, and socio-economic outcomes. However, there is a need to delve deeper into the underlying institutional governance and financing mechanisms for achieving desirable school security management in public secondary schools in Cross River State, Nigeria, since limited research has been carried out on this front. The current study, therefore, aims to fill this research gap by investigating the influence of political governance and educational financing on school security management in public secondary schools in Cross River State, Nigeria.

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Purpose of the Study

The purpose of this study was to examine the relationship between political governance, educational financing and security management in public secondary schools in Cross River State, Nigeria. Specifically, the study was carried out to:
1. Examine the relationship between political governance and security management in public secondary schools in Cross River State;
2. Determine the relationship between educational financing and security management in public secondary schools in Cross River State;
3. Examine the joint predictive influence of political governance and educational financing on security management in public secondary schools in Cross River State

Research Questions

The study sought to establish answers to the following questions:
1. What relationship exists between political governance and security management in public secondary schools in Cross River State?
2. What relationship exists between educational financing and security management in public secondary schools in Cross River State?
3. To what extent do political governance and educational financing jointly predict security management in public secondary schools in Cross River State?

Research Hypotheses

The following hypotheses were formulated to guide the study:
1. There is no link between political governance and security management in public secondary schools in Cross River State.
2. There is no link between educational financing and security management in public secondary schools in Cross River State.
3. Political governance and educational financing do not significantly predict security management in secondary schools in Cross River State.

Conceptual Review

Political Governance

Political governance consists of policies, procedures, and processes of exercising political authority over the formation, implementation, and evaluation of actions that promote the state's interests, particularly in education. It covers accountability, transparency, responsiveness, participation, and the rule of law to guarantee quality public services (World Bank, 2023; Fukuyama, 2016; Grindle, 2017). Political governance influences the education sector by determining the processes and policies regulating the education system, financial resources, and administrative structure. For instance, it dictates how funding is allocated, how policies are enforced, and how taught subjects are assessed or monitored. Poor political governance is associated with corruption of funds, misuse of resources, and inadequate funding, leading to poor school administration and security. However, Inah, Inah and Muzaare (2025) found that improved policy implementation and budget transparency build public confidence and institutional performance.

Educational Financing

Educational financing entails raising, allocating, and using funds to support the smooth functioning of the education system. It consists of resources sourced from the government, internal and external to the education sector, and communities (Hanushek & Woessmann, 2015; OECD, 2021; UNESCO, 2022). For instance, education institutions require adequate funds to hire staff, provide training materials and host students in secure buildings. According to Ekaette, Inah, Ekpenyong, Effah, and Owan (2023), diversifying and sustaining educational financing with accountability promotes quality education. Similarly, Inah, Inah and Muzaare (2025), in their study on the effect of budget transparency and accountability on public institution performance, found that educational financing affects institutional governance performance.

Security Management

Security management covers measures aimed at securing the teaching and learning processes and the staff and students involved. It consists of collecting information on human security needs, responding to threats, and engaging stakeholders in friendly ways to guarantee safety and peace (UNESCO, 2022; UNICEF, 2021; Zych et al., 2021). It requires effective administration, leadership, and governance to enhance positive outcomes, including improved teaching efficiency and good academic results. Inah and Ekpang (2025) found out that good security management practice of values education addresses numerous security challenges affecting institutions of learning. On the other hand, Bombum and Inah (2024) and Inah, Ekpang, and Ekpang (2024) found that effective use of technology and management information systems improves administrative governance and school management.

Relationship Among Political Governance, Educational Financing and Security Management

The above concepts are interrelated and constitute key aspects of proper school governance. Political governance determines the financial provisions for education, which determine the level of security management. Effective management of institutions of learning requires good leadership, which determines the amount of funding allocated to education with accountability and transparency (World Bank, 2023; Inah, Inah and Muzaare, 2025). Good governance and funding promote good security management, whereas poor governance and funding impede good security management. The discussion above serves as the conceptual background of this study.

Theoretical Framework

The current study is guided by three theories, namely; Systems theory, Resource Dependence theory, and Political Systems Theory.

Systems Theory

Developed by Ludwig von Bertalanffy, this theory focuses on understanding organisations as systems rather than a combination of independent entities (Ludwig Von Bertalanfy, 1968). According to the theory, a system consists of interrelated and interdependent components that operate together to achieve goals. Additionally, it views a system as an open entity that interacts with its environment. Therefore, governance, financing, administration, security management, and other components of a school are connected and can impact each other. For instance, poor governance results in funding shortfalls, affecting school security.

The theory helps the current study develop an understanding of the relationship between governance and security management. It explains the connection between governance, financing, and security management to help the study achieve its objectives. According to the theory, good governance, effective financing, and good security management result in improved educational outcomes. The theory will help explain the results of the current study on school security management and governance in public secondary institutions. The view that all components of a school are interrelated conforms with the findings of Aldridge and McChesney (2018), UNESCO (2022), and Bombum and Inah (2024).

Resource Dependence Theory

Pfeffer and Salancik developed this theory to expound on the resource-based view of organisations (Pfeiffer & Salancik, 1978). The theory is based on the idea that organisations are dependent on external factors for resources, making them subject to manipulation by such controllers. According to the theory, organisations cannot avoid dependence on specific external elements for resources such as financing and technology.

The theory is critical to understanding the current study since it explains the governance-finance-relationship. It explains how educational financing affects school security management in public secondary institutions, which is the focus of this study. According to the theory, there is a high likelihood that administrators in educational institutions may manipulate the financing process to benefit some students, staff, and companies providing products and services to the schools. However, Hanushek & Woessmann, 2015; Ekaette et al., 2023; OECD, 2021 found that improved educational financing promotes institutional governance capacity.

Political Systems Theory

Political System Theory was developed by Easton to explain policy analysis and decision-making processes within the political system (Easton, 1965). According to the theory, a political system is a decision-making system consisting of inputs, conversion processes, outputs, and feedback. The input processes involve demands and decisions of the community, which are converted into policies, budgets, and regulations to create outputs. The outputs are then evaluated, resulting in feedback that informs the next round of decision-making.

The theory helps the current study examine the role of governance, especially as it affects the funding of education. According to the theory, political governance plays a critical role in promoting security management in institutions of learning through the allocation of funds and developing security policies. This study will utilise the theory to demonstrate how political governance influences the funding and security management of public secondary institutions. The theory's perspective on the role of the community will help this study further expound on the connection between the community's demands for secure institutions of learning and security management. Additionally, findings by Fukuyama (2016), Grindle (2017), and Inah, Inah and Muzaare (2025) conform with the views of this theory.

2.3 Empirical Review

Political Governance and Security Management

Aldridge and McChesney (2018), in their work on school climate, found out that improved institutional governance, leadership, and participation augmented school safety and wellbeing through the enhancement of internal security audit practices. Inah, Inah and Muzaare (2025), in their analysis on the effect of policy implementation and budget transparency on public institution performance used a survey design and multiple regression analysis to find out the relationship between institutional governance and performance of local government agencies in Nigeria. The study concluded that transparency in policy implementation promotes accountability and, therefore, institutional performance. On the other hand, Adebayo and Yusuf (2021), also in their study on the effect of institutional governance on school security management, used descriptive survey and correlation analysis, and their findings showed that community insecurity and other socio-economic factors had more effect on school security management in Nigeria.

Educational Financing and Security Management

Hanushek and Woessmann (2015), through their analysis of educational finance using the cross-country data method, found that effective financing of education promotes improved infrastructure, safety, and performance of institutions of learning. They further suggest that additional funding and good financial management ensure better results and sustainability. Ekaette et al. (2023), in their study on educational financing and institutional governance, used a descriptive survey design to find out the effect of diversification of education financing on the academic performance of Nigerian universities. The study concluded that diversified funding sources and good financial management result in improved institutional governance, suggesting more audits and alternative methods of education financing. However, UNESCO (2022) made observations about education financing that apply to both higher and secondary education. According to UNESCO (2022), simply increasing expenditure is not sufficient; good governance is needed for improved performance and safety.

Political Governance, Educational Financing, and Security Management

Fukuyama (2016), in his work on effective governance and improved public life, identified the critical role of institutional governance in effective resource management and improved public services. Inah, Inah and Muzaare (2025) analysed the relationship between financial management and accountability of public institutions using descriptive survey design and multiple regression analyses and found that financial management has a significant effect on accountability, institutional governance, and public life. Grindle (2017) challenged the view that good governance always promotes institutional performance by stating that it requires financial resources for effective implementation.

Summary and Gap in Literature

The review of related literature shows that political governance and adequate educational financing play a critical role in achieving good institutional governance, improved performance, and enhanced education quality. As separate pieces of evidence, the review shows that good political governance, budget transparency and accountability, diversified educational financing and effective financial management, and improved leadership promote good institutional governance and performance.

However, a gap in the literature on the simultaneous predictive effect of governance and educational financing on school security management emanates from the fact that most previous studies looked at governance and educational financing separately. Additionally, the review shows that most of the previous studies on educational financing and security management have focused on tertiary institutions, leaving secondary institutions, especially public secondary institutions, unexplored. Lastly, the current literature has limited findings on the relationship between governance, educational financing, and security management, specifically in Cross River State, Nigeria. Therefore, this study fills the identified gaps in the literature by investigating the influence of political governance and educational financing on school security management in public secondary institutions in Cross River State, Nigeria.

METHODOLOGY

The current study used the correlational survey research design. The design was suitable for the study because it focuses on establishing the relationship among variables, for instance, determining the relationship between political governance and security management, educational financing, and security management, and the predictive effect of combining political governance and educational financing on security management, without the researcher manipulating any of the study variables.

Area of the Study

The study was conducted in Cross River State, Nigeria. Cross River State consists of three senatorial districts, including the Southern, Central, Northern Senatorial Districts which are educational zones. Public secondary schools in the state are managed by the Cross River State Ministry of Education and the State Secondary Education Board. The state was chosen because it facilitates achieving the objectives of the study, considering the government's interest in ensuring good governance and improved security management in the public secondary schools.

Population of the Study

The population of the study consisted of 310 public secondary schools in Cross River State. The respondents were principals, vice-principals, and senior teachers who are involved in governance, financial management, and security management issues in their respective schools.

Sample and Sampling Technique

A sample of 186 public secondary schools was selected for this study, representing about sixty percent (60%) of the population using a stratified random sampling technique based on the three senatorial districts. From the selected 186 schools, one principal, one vice-principal, and one senior teacher were deliberately selected from each school, giving a total number of 558 respondents.

Table 1: Distribution of Sampled Schools and Respondents

Senatorial District	Population of Schools	Sampled Schools	Respondents
Southern	92	55	165
Central	90	54	162
Northern	128	77	231
Total	310	186	558

Instrument for Data Collection

The research questions guided the design and construction of the instrument used for data collection. A self-constructed questionnaire entitled Political Governance, Educational Financing and Security Management Questionnaire (PGEFSMQ) was used for data collection. The instrument was divided into four sections, with each section addressing the research questions. Section A sought general information from the respondents, while sections B, C, and D comprised of 8 items each measuring Political Governance, Educational Financing, and Security Management, respectively. Items in the questionnaire were scored using a four-point Likert scale ranging from 1= strongly disagree to 4= strongly agree.

Validity of the Instrument

The instrument used for this study underwent a rigorous validation process by three experts in the relevant fields before administration. The instrument was validated by two experts in Educational Management and one expert in Measurement and Evaluation. The suggestions of the validators were used to improve the final draft of the questionnaire.

Reliability of the Instrument

The reliability of the questionnaire was tested using a pilot study in which 30 respondents selected from public secondary schools not included in the study area were used. The reliability of the instrument was determined using Cronbach's Alpha.

Table 2: Reliability Coefficients of the Instrument

Variable	Number of Items	Cronbach's Alpha
Political Governance	8	0.88
Educational Financing	8	0.86
Security Management	8	0.90
Overall Instrument	**24**	**0.92**

The reliability coefficients indicate a high level of internal consistency and confirm that the instrument was suitable for data collection.

Method of Data Collection

The researcher, with the assistance of three (3) research assistants, collected the data from respondents by directly administering the questionnaire. A total number of 558 questionnaires were administered, while 532 were returned successfully, giving a 95.3% response rate.

Method of Data Analysis

Descriptive and Inferential Statistics were used in analysing the data gathered for this study. Pearson Product Moment Correlation Coefficient (PPMC) was used to analyse Research Questions One and Two and also to test Hypotheses One and Two. Multiple Regression Analysis was used to address Research Question Three and test Hypothesis Three. All the hypotheses stated in this research were tested at 0.05% level of significance. The null hypothesis was rejected if the calculated p-value was less than or equal to 0.05. On the other hand, the alternate hypothesis was rejected if the p-value was greater than 0.05.

RESULTS AND DISCUSSION

Demographic Characteristics of Respondents

A total of 558 questionnaires were administered, out of which 532 were correctly completed and returned, representing a 95.3% response rate. The respondents comprised principals, vice-principals, and senior teachers drawn from public secondary schools across the Southern, Central, and Northern Senatorial Districts of Cross River State. The distribution ensured adequate representation of the study population.

Research Question One

What relationship exists between political governance and security management in public secondary schools in Cross River State?

Table 4.1: Pearson Correlation between Political Governance and Security Management

Variables	Mean	SD	R	Sig. (2-tailed)	Decision
Political Governance	25.84	3.72			
Security Management	26.37	4.05	0.638	0.000	Significant

The result in Table 4.1 shows a strong positive relationship between political governance and security management ($r = .638, p < .05$). This indicates that improvements in governance practices are associated with better security management in public secondary schools.

Hypothesis One

H_{01}: There is no significant relationship between political governance and security management. Since p (.000) < .05, the null hypothesis is rejected. Therefore, political governance has a significant positive relationship with security management.

4.3 Research Question Two

What relationship exists between educational financing and security management in public secondary schools?

Table 4. 2: Pearson Correlation between Educational Financing and Security Management

Variables	Mean	SD	r	Sig. (2-tailed)	Decision
Educational Financing	24.96	3.88			
Security Management	26.37	4.05	0.742	0.000	Significant

The findings indicate a strong positive relationship between educational financing and security management ($r = .742$, $p < .05$), implying that schools with better financial support are more capable of implementing effective security management measures.

Hypothesis Two
H_{02}: There is no significant relationship between educational financing and security management.
Since p (.000) < .05, the null hypothesis is rejected. Educational financing significantly relates to security management.

4.4 Research Question Three
To what extent do political governance and educational financing jointly predict security management?
Table 4.3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	0.804	0.646	0.642	2.362

The model produced a multiple correlation coefficient ($R = .804$) and a coefficient of determination ($R^2 = .646$), indicating that political governance and educational financing jointly explained 64.6% of the variance in security management.

Table 4.4: ANOVA

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	1828.67	2	914.34	163.74	0.000
Residual	1000.85	179	5.59		
Total	2829.52	181			

The regression model was statistically significant ($F(2,179) = 163.74$, $p < .001$), indicating that the two predictor variables jointly explained a substantial proportion of the variation in security management.

Table 4.5: Regression Coefficients

Predictor	B	Beta (β)	t	Sig.
Constant	4.281		2.18	.031
Political Governance	0.382	0.368	5.03	.000
Educational Financing	0.641	0.669	9.17	.000

Educational financing ($\beta = .669$) contributed more strongly to security management than political governance ($\beta = .368$), although both variables made statistically significant contributions.

Hypothesis Three

Political governance and educational financing do not significantly jointly predict security management.
Since the probability value ($p = .000$) is less than 0.05, the null hypothesis is rejected. Political governance and educational financing jointly exert a significant influence on security management in public secondary schools.

Discussion of Findings

The study revealed that political governance had a positive relationship with security management ($r= .638$, $\beta=.368$, $t=5.03$, $p<.001$). The results suggest that appropriate governance mechanisms have a significant effect on improving security management. The results further revealed that the study's model was significant ($p<.001$), with governance policies accounting for 36.8% of the variance in security management. Similarly, Inah and Inah (2025) found that effective policy implementation in public institutions promotes accountability and performance. In addition, the results were consistent with Aldridge and McChesney (2018), who found that effective governance and positive school leadership promote school safety and well-being. However, the results contradict the findings of Adebayo and Yusuf (2021), who argued that external factors such as socio-economic conditions have more influence on school security than internal governance mechanisms.

This study further revealed that educational financing had a positive relationship with security management ($r= .742$, $\beta=.669$, $t=9.17$, $p<.001$). The results further suggest that appropriate education financing mechanisms play a critical role in promoting effective security management in public secondary institutions. The results were consistent with the findings of Hanushek and Woessmann (2015), who found that increased investment in education improves institutional performance, and Ekaette et al. (2023), who found that proper budget allocation and alternative financing strategies improve institutional performance. However, the results contradict the UNESCO (2022) report, which suggests that increased investment in education without proper governance structures may not necessarily lead to better educational outcomes.

Finally, the study revealed that political governance and educational financing jointly predicted security management ($R= .804$, $R^2 = .646$, $F(2,179)=163.74$, $p<.001$), with the two variables accounting for 64.6% of the variance in security management in public secondary institutions. The results further suggest that a combination of effective governance mechanisms and sufficient funding for education will result in better security management in public secondary institutions. In most cases, the study found that increased funding for education without effective governance policies has minimal impact on managing security in public secondary institutions. Similarly, Fukuyama (2016) found that improved governance results in improved public services, whereas Inah and Inah (2025) found that transparency in budgeting improves public accountability and institutional performance. However, Grindle (2017) argued that governance reforms in education require institutional capacity-building measures to be effective. Therefore, the study concluded that both governance policies and funding for education need to be strengthened to achieve better security management in public secondary institutions.

Conclusion

This study explored the relationship between political governance, educational financing, and security management in public secondary institutions in Cross River State. The results revealed that both political governance and educational financing had a positive relationship with school security management and jointly predicted security management in public secondary institutions. Political governance was found to have a significant effect on improving policies, accountability, and transparency, which in turn influenced security management in public secondary institutions. Educational financing was found to have a significant effect on promoting the provision of resources and institutional capacity needed to support effective security management in public secondary institutions. The study further revealed that increased administrative and legislative measures alone could not be sufficient for promoting institutional security. Instead, public institutions need to invest in proper governance structures, adequate funding, effective educational leadership, and institutional capacity to respond to emerging challenges in ensuring school security.

Recommendations

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

1 Federal and State Governments should improve educational governance by increasing accountability, transparency, and stakeholder participation in decision-making processes and implementing effective policies that promote security management in public secondary institutions.

2 The government should provide adequate funds and ensure timely release of funds to public secondary institutions to provide and maintain security infrastructure, security surveillance systems, perimeter fencing, and emergency response systems.

3 School administrators should implement proactive security management strategies, such as conducting security audits, soft security measures like awareness campaigns, emergency response plans, partnering with private security agencies, and engaging communities in promoting security.

4 Education authorities should enforce monitoring and supervisory mechanisms to ensure proper fund utilization while providing free and accessible quality educational services in public secondary institutions.

5 School administrators should adopt digital innovations such as Management Information Systems and artificial intelligence to improve governance, accountability, and transparency, ease security monitoring and management, and enhance institutional performance in public secondary institutions.

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