School Based Hazard Management Strategies for Quality Service Delivery in Public Universities in Rivers State

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Abstract

This study investigated school based hazard management strategy for quality service delivery in public universities in Rivers State. The design of the study was a correlational survey, four research questions and four null hypotheses guided the study The population of the study comprised of the academic and Non-academic staff of the three public universities in Rivers State with a corresponding population of 8,029. A sample of 1606 academic and non-academic staff was chosen for the study; which represents 20% of the total study population. A stratified random sampling technique was used. The instruments for data collection were two self-constructed questionnaire titled: School Based Hazard Management Strategies Questionnaire (SBHMSQ) and Quality Service Delivery Questionnaire" (QSDQ), The reliability index values obtained were 0.82 and 0.76 therefore the reliability of the instruments was established. Mean and Standard deviation was used to answer the research questions, criterion mean of 0.25 was used for judgment. Pearson's Product Moment correlation coefficient was used to analyze the relationship between School Based Hazard Management and Quality Service Delivery in public universities in Rivers State. The findings revealed there is a strong relationship between schools based hazard management and quality service delivery in Rivers State. Hence, school based hazard management is every important to guarantee quality service delivery, Thus, variables of school based hazard management showed a strong positive relationships with quality service delivery in public universities in Rivers State. Therefore, quality service delivery is a function of school based hazard management. Conclusively, school based hazard management enhances quality service delivery in public universities in Rivers State. Among other things, the paper recommended proper and committed administration of school based hazards management practices amongst Staff will totally eliminate or at least bring to the barest minimum the problems of hazards and the negative impacts on quality service delivery.

Introduction

Education plays imperative roles in the development of people and nation. Every educational institute understands that no impactful knowledge acquisition process can take place in an unsafe environment. There is an inter-relationship between a safe workplace environment and the achievement of noble quality service delivery. School Safety are the measures undertaken by the learners, staff, parents and other stakeholders to either minimize or eliminate risky conditions or threats that may cause accidents, physical injury as well as emotional and psychological distress. Accidents can lead to disability or death while emotional and psychological trauma can result in lack of self-esteem and ultimately lead to poor performance

of tasks and responsibilities. Creating school safe zones does not only mean ensuring an accident free school environment. Rather, it is the responsibility taken by learners, staff, parents and stakeholders to foster all-round safe living.

University administrators are responsible for implementing and managing safety standard policies and practices in the school environment for institutional growth, development and maximum security in the school. Safety Management strategies in an educational industry describe the readiness of an institution to minimize the frequency and brutality of work-related accidents and damage to school property. Proper maintenance of safety policies in an educational institution promotes the quality service delivery, performance of staff and students as well as resultant reductions in the occurring number of incidents. According to Fewings (2013), good safety performance in education industries can be largely attributed to the systematic implementation of safety management policies for enhanced service delivery in public universities. For effective compliance of safety management policies and strategies, there is need for proper adoption of safety management framework, which includes planning, organizing, risk assessment, measuring performance and safety review (Muhammad, Abdulateef & Ladi, 2015). Proper management of school based hazard in an educational institution promotes the quality service delivery of staff and students as well as resultant reductions in the occurring number of incidents, According to Fewings (2013), good safety performance in education industries can be largely attributed to the systematic implementation of safety management practices for enhanced administration of universities. Safety schools gain their quality of management by setting up strategies for school based Hazard management. Quality service delivery in university relies on culture, management, and psychological guidance on safety. In this respect, schools need to concentrate on strategic planning on school based hazard management for quality service delivery meanwhile School hazard management covers the potential pitfalls before facing threats.

School based hazard management is the process of organizing health management function, planning activities, assessing responsibilities, establishing procedures allocating resources for evolving. Implementing and sustain safety and health programs for quality service delivery and promotion of health and safety of students and staffs. Therefore, the most important is to identify the risk whether it is as a result of the people, or the property. Once, it is identified then, it can be analyzed and controlled. Sometimes, plans are made, but outcomes are different than expected. There are a lot of Hazards that are needed to be taken into consideration with a careful strategic planning to be able to keep students and staff safe. Therefore, to prevent these hazards, while making a strategic plan on how much hazard can be accepted, what kind of actions and controls may be taken to avoid these risky situations and what kind of responsibility can be given to make these problems better or to prevent such risks should be stated clearly as to create a healthy learning environment. For this reason, roles and responsibilities should be clearly stated and monitoring should be done effectively and anything that seems to be hazardous should reported immediately from the beginning. All strategies should be written clearly, so it is understandable by everyone. The level of safety like habit and prudency build in the school personnel through the process of managing hazards will promote good service delivery and educational goal attainment.

Statement of the Problem

The noble goals and objectives of establishing tertiary institutions as spelled out in National Policy of Education seem not to be achieved as expected due to observable deficit in safety devices, unsafe infrastructures, safety culture, and basic school plant. The present available

infrastructures in most Nigerian public universities could be unsafe, dilapidated, and grossly inadequate following the long neglect and low budgetary allocation from government fund.

A critical observation of most public universities in River State shows that the level of safety activities is declining, in some schools, classrooms have no doors, windows and burglary proofs and broken down desks, tiles and the laboratories spaces are not enough to accommodate student for practical applications, there have been some reported cases of safety incidences in various universities across Nigeria and beyond due to unavailability of school safety devices, defective school safety devices, poor management, use, and maintenance of safety devices which has led to injuries, damage to school properties, and loss of lives, these scenarios have made schools to be unsafe for quality service delivery. The presence of school based hazard in public universities could cause decline in academic staff commitment, resourcefulness readiness and interest in discharge of duties, task and various responsibilities, could all these have affected lecturers' way of delivering lesson contents, organizing and managing classroom environment? These questions are fundamentally central to the study, thus, the need to further investigate school based hazard management strategies for quality service delivery.

Research questions

1. How does the various school based hazard management strategies adopted enhance quality service delivery in public universities in Rivers state?

2. How does the compliance of staff to school based hazard management strategies enhance quality service delivery in public universities in Rivers state?

Concept of Quality Service Delivery

Quality service delivery is the ability to deliver service in line with internal specification of quality, designed according to the managements perspective of educational needs and expectations. Quality service delivery can be evaluated by looking at the extent of accountability, school safety performance, effective school based hazard management and monitoring, timely maintenance of defective safety devices, constant meeting of safety policy targets and achievement of educational goals.

Quality service delivery requires the ability to design, bring together and coordinate many and often-conflicting community inputs or resources in a single organization so competently in order to achieve a common goal. This implies that the administrator would have to bring together, the various school based hazard management procedures and other educational resources for the achievement of seamless school operations. The educational administrator's ability to provide, control, monitors staff compliance to safety practices. School based hazard management procedures involves decision making, setting good safety compliance examples and communicating management commitment to safety in an effort to create a safe and conducive working environment to accomplish institutional objectives. Such management and administrative demands can only be carried out effectively through effective management of school based hazards.

School Based Hazards: School as an organization presents different degrees of hazards most of which are natural while others are technological and human caused. According to Owan and Ekpan (2018) who posited that school based hazard can be classified as environmental hazards,

ergonomic hazards biological hazards, physical hazards psychological hazards and chemical hazards. Hazards within the educational organization can endanger the educational goals and objectives. There is need for school administrators to ensure safety and to operate successfully within a safe school climate, where there is safety consciousness and disciplines imbedded in both students and staffs of the institution and also safe school facilities conducive environment where proper teaching learning processes can thrive.

Types of school based hazards.

Environmental Hazards: These are hazards which have the potential to threaten the natural school environment and property or adversely affect the health of Staffs, students and other members of the school; these may include pollution of air, water and soil, natural disasters such as flooding, storms, windblown dust, and weather variations, physical components like nature and age of building, furniture fixtures, classroom arrangements, lightening, and population of students can also be considered as sources of environmental hazards. Chibuzor (2021) asserted that school plants also means everything within the school premises, which include the site, buildings equipment and all external structures, permanent and non-permanent as well as machines and laboratory equipment and others. Deterioration of school natural and physical environment can produce secondary unwanted negative effects which eventually accumulate and become detrimental to health of school members.

Chemical Hazards: Chemical Hazards are substances that have the potential to do harm to human or animal health as well as to properties and environment. Physical chemical contents are commonly found in school laboratories most of which have been diluted for easy management yet certain exposures to some of these chemicals can be detrimental to the health of staffs and students.

Psychological Hazards: These are Hazards which occur as a result of discriminatory behaviors, verbal abuses, derogatory terms from persons including authorities at the work place, some common workplace stressors that may dampen the morale of workers for reduced quality of service delivery are; heavy work overload and burnout, large class sizes, lack of promotions, delayed salaries, lack of support for performance development, sexual harassment, bullying, violence from outside work environments and excessive work time amongst others.

Noise Hazards: Noise in a school environment is considered as an unwanted sound that disrupts communication and leads to loss of meaningful instruction time as well as meaningful learning experience.   According to Elechi & Chibuzor (2021) sound levels in an occupied classroom shouldn't exceed 60 decibels (DB) by implication noise level of 65 decibels and above are considered high and hazardous to the physical and psychological health of both teachers and students. Resultant effect of noise hazards are; Hearing loss, high blood pressure, distraction of students, loss of meaningful instruction time and learning experience.

Ergonomic Hazards: These are hazards which occur as a result of physical conditions that may result from poor workplace designs and engineering concerns , furniture fixtures and the entirety of work tools should be compatible with human abilities and limitations for improved work quality and productivity. Chibuzor (2021) opined that ergonomic hazards gives lasting injuries and other health challenges to students who plays careless without minding or taking preventive measures and knowing that loss of life and school drop-out is ensured with this

kind of hazards.

School Based Hazard Management strategies for Quality Service Delivery:

School based hazard management entails organizing management function, planning activities, assessing responsibilities, establishing procedures and allocating resources for evolving, implementing and sustaining safety programs for the promotion of safety and health of students and staffs. According to Craig, Huber and Lownsbrough (2004) posited that safety management is an ongoing process of identifying hazards, assessing and controlling of risks, evaluating and reviewing measures to ensure that they are effectively implemented. The primary aim of a university is to optimize teaching and learning and this is achievable if there is sufficient safety and health encapsulated in a school friendly environment, schools are changing responsibilities for safety and health management being refocused (Deva, 2014).

Safety is important and need to be approached creatively not be seen as simply another bureaucratic chore. A planned approach to managing school based hazards would be seen as an enabler not just to prevent academics and work related health problems for lecturers, students and visitors but to build a culture of sensible risk management, linked to a curricular when teaching young people can develop their capabilities to access and rationally manage risk. Quality service delivery can be realized with effective management in environments that are safe and healthy. According to Asodike and Nwabueze (2017), School based hazard management indicates how best to prevent, eliminate or reduce the damage which may be caused by any particular hazard using the resources available. They further revealed that, the extent to which safety management of schools improves the education service delivery include: evaluating the continued effectiveness of implemented safety control strategies, supporting the identification of new hazards, providing confidence that school output meet safety requirements and ensuring compliance with safety requirements. Safety management practice helps in the acquisition of information needed for continuous improvement on safety management. It assists employee on reporting safety matters to the management on time, providing insight regarding opportunities for improving safety in schools, and providing insight regarding methods for minimizing school based hazards can improve quality service delivery in public universities,

A successful hazard management consists of five key elements, they include: Identification of hazards, assessments, control measures, monitoring, audit and review. (Mc Cann, 2009).

Hazard Identification; This is the first stage in managing hazards; it involves identifying potential hazards and defining the hazards which could be human, equipment, machines, events, processes, situations, hazardous substances etc.

Hazard Assessment: All the identified hazards will be assessed at this stage to establish potential harms and levels of risks involved. At the end of the assessments varying degree of risks like high, medium, low will be ascertained; after which the highest degree of risk will be tackled first then others will follow respectively.

Control Measures; According to the gathered information, appropriate control measures and procedures are determined. This is usually an efficient way of reducing the risk of exposure to the hazards and prevention of hazards from causing actual harm to the individuals involved and the entire organization. Mitigation and control can be administrative or technological. It could range from safety training, orientation, induction, safety drills, equipment change and barrier

placements

Compliance/Awareness of School Based Hazard Management strategies for

Quality Service Delivery

It is important to note that Safety performance correlates with safety knowledge (Wang, 2018). The employees response to a given unsafe circumstances in the environment and better compliance is a function of awareness. Safety compliance among the working populace especially academic and non-teaching staffs of public universities should be a designed and developed activities directed at exposing individuals or groups of individuals to available safety devices, principles, practices and their applications with corresponding compliance. Ogbo & Ukpere (2013) posit that one way school management can show her level of compliance and commitment to safety regulations is to improve staff level of awareness (knowledge, Understanding and commitment) through well structured, safety goal oriented periodic training and programs. Such trainings help to change behaviors mostly unsafe behavior and the level of risk tolerance. It is unsafe behaviors and high risk tolerance that creates unsafe conditions and accidents.

The purpose of Safety compliance/awareness Programs is to promote interest, increase safety awareness, and gain acceptance of safe work practices. Staff awareness here is all about their level of knowledge, attitude and practices of safety at workplace and at home that is off work. This will help to secure maximum employees participation in safe practices both at work and off work. Workplace accidents not only demoralize the employees and families but also affect daily efficiency and output of employees, although accidents are generally preventable, however accidents still occur due to multifaceted, some remote and some obvious causes. Staff awareness here is all about their level of knowledge, attitude and strategies of safety at workplace and at home that is off work, this will help to secure maximum employees participation in safe practices both at work and off work. A workplace accident not only demoralizes the employees and families but also affect daily efficiency and output of employees. The need for safety culture compliance/awareness programs in university environment of work is very important because of its multifaceted, diverse and dynamic nature of activities which, if not safely harnessed could culminate in several work-related accidents. To stem accident-prone situations in various universities laboratories, workshops justifies the need for safety awareness program so long as it would perform the following roles towards achieving such objectives as articulated by Ekong (2002), it would provide an avenue and condition for the development of safety attitudes and habits among both academic, non-teaching staff and other visitors of the university environment., it would prepare the students, school visitor and staff for effective application of safety measures in other life enterprises off the job or worksite or after graduation in case of the students, the attitude of ensuring adequate facility maintenance would be ensured in those exposed to the experiences, the staff would be developed in the skills of safe work practices, carefulness, precautions, attentiveness and good judgment, workers within the system would be exposed to potential hazards and accident prevention strategies or measures. Employee's awareness will help to achieve quality service delivery in the workplace in achieving the goals of the institution.

School based hazard management strategies on the use of chemicals in the laboratory and

Quality service deliver

Handling hazardous chemical within the school requires tact and extreme care. Hence, Chemicals should be classifies and handled accordingly to reactivity, flammability, toxicity and corrosiveness. While some chemicals present two or more of the classified properties others may only present one of the properties: Flammable chemicals are capable of burning when ignited and can explode when mixed air; therefore every ignition sources should be disallowed, chemicals of these sorts should be carefully put away in the dark room using safety cans. Henry (2001) posited that fully charged fire extinguishers and safety showers should be available and participants such as students and teachers must have had drill exercises on how to use and operate them.

Poorly built and equipped school laboratories can become huge sources of chemical hazards &s .chemical substances will be constantly inhaled and exposure of the body parts to some chemicals can be detrimental to the health of both lecturers and students. Below are some major impacts on quality service delivery in institutions.

- **Skipping topics to teach only the convenient ones:** most science topics receive just theoretical knowledge because lecturers are afraid and uncertain about some chemicals and may want to avoid them. For instance, a lecturer may not want to touch some stock solutions until they are sure that it has been diluted. Making contacts with highly corrosive chemicals like the HCI and H_2S0_4 can pose threats. These chemicals require a great deal of consciousness and some teachers may want to skip that topic to avoid uncertainties. A lecturer can avoid a topic if they are totally oblivious of the actions to take if a hazard emanates.

- **Teach theory in the laboratory:** when the lab is poorly equipped, the Lecturer may end up repeating theoretical explanations in the laboratory since materials to carry out practical are either unavailable or insufficient. This scenario requires extra tact, time and energy to make students understand a certain topic without the materials for proper sighting and use. This can become very tasking for the Lecturers and their best may not be delivered.

- **Lack of student involvement** : most students are scared of carrying out a function in the lab, so all they do is look on while the teacher does all there is to do, it becomes cumbersome for him or her as they pace around setting up the lab for classes with little or no student help. This might cause the teacher to carry out work haphazardly because there is a limited time for that section. Hence lab assistance would suffice in setting up the laboratory before each session and clear it out after the session.

- **Respiratory infections and diseases:** inhaling toxins of microorganisms can keep the teacher way from classes for some time due to ill-health. Issues like skin irritations, allergic reactions, cough, catarrh or even burns may result that could incapacitate the teacher and even have them hospitalized for a while. In severe cases, Biohazard can keep the affected teacher or student out for a long while. Most of these infections might not surface until there are prolonged exposures. Organ damage, reproductive problems and birth defects may also occur

School based hazard management strategies and precautionary measures to reduce chemical exposures in schools.

- **The Use of Safety Data Sheets (SDS):** every school laboratory should be provided with a working document. This is commonly information documented by the product manufacturer and possibly simplified and recompiled by the school for a safe use of various substances and products. Procedures for use should be stated in clear terms. Possible hazards and advice for safety precaution should not be excluded.

- **The Use of Tags and Labels:** strong warn off tags and labels tike danger, caution and warning will definitely send signals to laboratory users that will cause them to be more cautious while using such chemicals. Putting a name tag on each chemical will also make search and usage easy for an organized experimental experience.

- **Adequate storage of chemicals:** Levels of flammability determine how well and distant a chemical will be kept, lab chemicals should be sorted and kept away and far from reach ; possibly they may be locked away in a separate room. All chemicals should be tagged and labeled indicating name, type, method of usage and hazard levels to avoid wrong usage. (Nwaimo, 2001). A material safety data sheet (MSDS) must also be available at all times.

- **Safety inspection and checklist:** administrators should from time to time work around and do a self-evaluation of the practices and procedures rather than dwell on hearsay and the reports they are given. Inspections of this nature should be in line with recognized safety rules and standards. A committee may also be created to assist the school inspect and spot I but problems areas. Safety and laboratory checklist can be developed and pasted on walls as **a** constant reminder.

- **The use of personal protective equipment (PPE):** the use of safety wears must always be encouraged. Safety goggles face shields, lab coats and aprons, hand gloves made of resistant materials, loot wears are positive ways of slaying safe while using chemicals. Let there be Strict rules for non-compliance.

Challenges confronting staff on School Based Hazard Management Practice in public universities.

Unsafe condition; this refers to situations or circumstances that endanger the safety of the staffs and students. Some unsafe conditions are; slippery floor, steep stairways, staircase without hand rails, hazardous chemicals in the school environment.

An unsafe practice is a conduct that unnecessarily increases the likelihood of injury, violates established safety rules or contrary to expected conduct. Controlling unsafe acts has proven difficult. The reason for this is that unsafe acts involve human factors resulting from peoples' attitudes and behaviors. Unsafe act is a second basic cause of accidents. Gary (2008) concludes that unsafe acts can undo even the best attempts to reduce unsafe conditions. Some people just act recklessly. Some people are simply accident prone.

Poor regulatory supervision: Most of the school monitoring and supervisory agencies are usually not on ground to monitor the implementation of safety management system in schools.

Inadequate Management Commitment: when, there is poor management commitment to effective safety management in school as displayed by not conducting regular safety audit, not training staffs, not having regular routine checks, non-prompt repair of damaged safety devices,

poor communication, not constituting an empowered school-based safety committee or not have a workable safety policy, it will lead to a negative safety culture among staff and students, the school safety programs cannot effectively implement neither will there be effective administration of the school system.

Inadequate Funding of school safety programs and practices: Most public universities do not receive enough funds to even smoothly run the basic school affairs, nor pay staff salary nor to install basic safety devices or run other safety programs. Presently the education sector in Nigeria receives less than 10% of the federal budget which is far less than the statutory 26% recommended by UNESCO (Nigeria Budget office -www.budgetoffice.gov.ng) Funding plays a key role in the provision of necessary school safety devices and its management. Hence financial constraint is one of the factors that hinders the development of school safety culture and safety services.

Poor communication of safety culture: Poor communication of safety values and beliefs is one of the leading hindrances to effective safety devices management and employee compliance to safe practices (Gamicaa, & Barrigaa, 2018). Good communication is pivots on shared beliefs of the importance of safety and' confidence in effectiveness of management to implement preventive measures. .

Methodology

The study investigated school based hazard management strategies for quality service delivery in public universities in Rivers State.

Results and Discussion

Analyses of the data collected from the field with respect to the research questions

Research Question one: How does the various school based hazard management strategies adopted enhance quality service delivery in public universities in Rivers state.

Table 1 Mean ratings and Standard deviation of the respondents on how school based hazard management strategies adopted enhance quality service delivery in public universities in Rivers state.

S/N	Description of items	$\bar{X}$	S.D	DECISION
1	Documents/tools reporting unsafe safety acts and conditions enhance quality service delivery.	3.821	.432	**Agree**
2	Involving staff and other members of the school in hazard identification and reportage Enhances quality service delivery.	3.769	.422	**Agree**

3	Constant display of hazard signs and symbols at strategic points in the school reduces the risk of accidents.	2.986	1.053	**Agree**
4	Regular safety drills and training and the continuous use of hazard checklists enhances quality service delivery	2.841	1.098	**Agree**
5	Management use of safety professionals on the safety awareness and implementation enhances quality service delivery.	2.934	1.023	
6	Scheduled safety audits to identify unsafe safety device and conditions/risk enhances quality service delivery	3.578	.532	**Agree**
7	Emphasizing the use of personal protective equipment (PPE) enhances quality service delivery	2.678	1.205	**Agree**
8	Provision of emergency response in the case of spills of any chemical substance, continuous hazards communication enhances quality service delivery	2.823	1.094	**Agree**
9	Active use of all media (electronic and non-electronic) for creating awareness enhances quality service delivery	2.678	1.045	**Agree**
10	Training members on regular hand wash reduces risk of accidents	2.772	.998	**Agree**
11	Accurate documentation of records of Incidents Eliminates hazard triggers	2.859	0.813	**Agree**
Grand Mean		**3.649**	**.833**	**Agree**

Legends: **Scales:**

$\overline{X}$:   Mean   1.00 - 2.49: Disagree

$S.D$:   Standard Deviation   2.50 - 4.00: Agree

Data on Table 1 shows the mean ratings and standard deviation of respondent on how the various school based hazard management strategies enhance quality service delivery in public universities in Rivers state.

Research Question two: How does compliance of staff to school based hazard management strategies enhance quality service delivery in public universities in Rivers state?

Table 2: Mean ratings and standard deviation of respondents on compliance of staff to school based hazard management practice for quality service delivery in public universities in Rivers state.

S/N	Description of items	$\bar{X}$	S.D	DECISION
1	Staff have copies of the school safety Management policy guide	3.704	.464	**Agree**
2	Members of staff regularly report any unfit safety devices or unsafe conditions promptly	3.724	1.188	**Agree**
3	There is observable use of appropriate Personal Protective Equipment during laboratory and other high risk impact activities.	2.992	1.052	**Agree**
4	Members of staff follow safe work and ergonomic practices.	2.950	1.013	**Agree**
5	Reckless driving is not allowed within the university campuses	3.589	.494	**Agree**
6	The sell and use of hard drug are highly prohibited within the university campuses	3.820	.385	**Agree**
7	Expelling of cultist is a paramount in the universities	3.334	.489	**Agree**
Grand Mean		3.342	0.726	**Agree**

Legends: **Scales:**

$\bar{X}$:   Mean   1.00 - 2.49: Disagree

$S.D$:   Standard Deviation   2.50 - 4.00: Agree

Data on Table 2   shows the mean and standard deviation of respondents in response to how school based hazard management strategies enhance quality service delivery in public universities in Rivers state?

Summary of Findings

The findings of the study revealed that:

1. The answer to research question one revealed that the various school based hazard management Practice enhances quality service delivery in public universities in Rivers state.
2. The answer to research question two revealed that compliance of staff to school based hazard management Practice enhances quality service delivery in public universities in Rivers state.
3. The answer to research question three revealed that the Regular safety drills and training on school based hazard management strategies enhances quality service delivery in public universities in Rivers state.
4. The answer to research question four revealed that school based hazard management strategies on the use of chemicals in the laboratory enhances quality service delivery in public universities in Rivers state.
5. The result from hypothesis one revealed that there is no significant relationship between various school based hazards management strategies adopted and quality service delivery in public universities in Rivers state.
6. The result from hypothesis two revealed that there is no significant relationship between compliance of staff to school based hazards management strategies and quality service delivery in public universities in Rivers state.
7. The result from hypothesis three revealed that there is no significant relationship between regular safety drills and training on school based hazard management strategies and quality service delivery in public universities in Rivers state.
8. The result from hypothesis four revealed that there is no significant relationship between schools based hazard management strategies on the use of chemicals in the laboratory and quality service delivery in public universities in Rivers state.

Findings

The discussion of the findings is presented based on the following headings;

1. School based hazards management strategies and quality service delivery in public universities in Rivers state.

2. The impact of compliance of staff to school based hazards management strategies and quality service delivery in public universities in Rivers state.

3. The impact of regular safety drills and training on school based hazard management strategies and quality service delivery in public universities in Rivers state.

4. The impact of school based hazard management strategies on the use of chemicals in the laboratory and quality service delivery in public universities in Rivers state.

Conclusion

• This study has established the relationship between schools based hazard management strategies and quality service delivery in Rivers State. The study revealed that school based hazard management is every important to guarantee quality service delivery, Thus, variables of school based hazard management showed a strong positive relationships with quality service delivery in public universities in Rivers State. Therefore, quality service delivery is a function of school based hazard management. Conclusively, school based hazard management enhances quality service delivery in public universities in Rivers State. The interest observed in this study led the researcher to conclude that various school based hazard management and quality service delivery. Therefore, the school management should be practical in the management of hazards, involve students and other school members in the entire process also, functional hazard management system should be established within the university premises; with strategically planted representatives in all the zones and committed administration of school based hazards management practices amongst Staff will totally eliminate or at least bring to the barest minimum the problems of hazards and its negative impacts on quality service delivery.

Recommendations

Based on the findings of the study and having also discovered that school hazard management is crucial in enhancing quality service delivery, it is recommended that;

• A hazard committee should be set up in schools; this group of persons should be responsible for regular safety inspections as well as immediate reportage of identified hazards.
• The school management should be practical in the management of hazards, involve students and other school members in the entire process.
• A functional hazard management system should be established within the university premises; with strategically planted representatives in all the zones.
• The use of recognizable safety signs and symbols should be encouraged in schools
• Laboratory chemicals must follow strict rules for storage, chemical dilution and participant involvement.

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