

Legal Compliance in School Safety and Infrastructure: Implications for Effective Administration in Nigerian Public Secondary Schools

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Abstract

This study examined the extent to which public senior secondary schools in Nigeria comply with legal provisions governing school safety and the utilization and maintenance of infrastructure, and the implications for effective administration. A descriptive survey targeted approximately 11,400 public senior secondary schools, with stratified random sampling used to select 20 schools from each of the six geopolitical zones, yielding 120 schools. Within each school, one principal and ten teachers were randomly chosen, producing a total of 1,320 respondents (120 principals and 1,200 teachers). Data were collected using the *Legal Compliance in School Safety and Infrastructure Utilization Questionnaire (LCSSIUQ)*. The instrument was validated through expert review and exploratory factor analysis, while internal consistency reliability was confirmed with a Cronbach's alpha coefficient of 0.84. Mean and standard deviation were used to answer the research questions, and independent-samples *t*-test at the 0.05 level of significance tested the null hypotheses. Findings revealed low levels of compliance with safety-related legal provisions and with statutory requirements for infrastructure utilization and maintenance across zones, with only slight regional variations. No significant differences emerged between the mean ratings of principals and teachers on either domain. The study concluded that compliance with legal mandates in safety and infrastructure management is essential to safeguarding learners, improving accountability, and enhancing administrative effectiveness in Nigeria's public senior secondary schools. The study recommended strengthening compliance with legal provisions on school safety and infrastructure utilization through effective monitoring, adequate funding, and collaborative enforcement across all zones.

Keywords: School Safety, Legal Compliance, Infrastructure Management, Public Senior Secondary Schools, Nigeria.

Introduction

Ensuring legal compliance in school safety and infrastructure management is central to the effective administration of public education. Schools are mandated by law to provide safe learning environments and to utilize infrastructure in ways that guarantee continuity, accountability, and efficiency. Where compliance is weak, the risks to learners' welfare and to institutional effectiveness are profound. In Nigeria, recurring security challenges, inadequate facilities, and lapses in policy enforcement continue to expose secondary school students to unsafe conditions and undermine administrative efficiency (Adeboyeje, 2010).

Globally, the significance of safe and sustainable schools is emphasized in Sustainable Development Goal 4 (SDG 4), which advocates inclusive and equitable quality education and safe learning environments for all learners. Within Nigeria, the government launched the Safe Schools Initiative in 2014 and renewed it in 2021 as part of broader security and education sector reforms. Similarly, the Education Act and other statutory frameworks provide legal guidelines for the maintenance and utilization of school infrastructure. Yet, despite these legal instruments, studies and reports continue to reveal low levels of compliance across states, with schools facing overcrowding, infrastructural neglect, and limited safety preparedness.

While existing research has examined school safety or infrastructure challenges separately, few large-scale empirical studies have systematically assessed the extent of compliance with legal provisions across Nigeria's six geopolitical zones. Moreover, much of the prior literature relies on small, localized samples and rarely incorporates both principals' and teachers' perspectives. This gap highlights the need for a broader national analysis of compliance patterns to provide a reliable basis for strengthening administrative effectiveness.

This study therefore examined the extent to which public senior secondary schools in Nigeria comply with legal provisions on school safety and on the utilization and maintenance of infrastructure. Specifically, it sought to determine the level of compliance with safety-related legal requirements, and the degree to which statutory guidelines for infrastructure utilization are followed, while also testing for differences between principals' and teachers' perspectives. In doing so, the study provides empirical insights into how reinforcing legal compliance can enhance accountability, safeguard learners, and improve the administration of Nigerian public secondary schools.

Statement of the Problem

Nigeria has developed comprehensive legal frameworks to safeguard students and manage school infrastructure. Key instruments such as the *National Policy on Safety, Security and Violence-Free Schools (NP-SSVFS)*, the *Minimum Standards for Safe Schools*, and the *Child's Rights Act (2003)* assign clear responsibilities to government authorities, principals, and School-Based Management Committees. Despite this, reports continue to document incidents of insecurity, poor infrastructure maintenance, and weak enforcement of existing provisions. Events such as the March 2024 student abduction in Kaduna State underscore ongoing safety challenges, while routine issues—including overcrowded classrooms, inadequate laboratories, and under-maintained facilities—point to broader concerns about policy implementation. National and international reviews also suggest variability in compliance across regions, often influenced by capacity, funding, and monitoring gaps. These patterns raise important questions for investigation: To what extent are schools complying with legal provisions on safety? To what extent are statutory requirements guiding the utilization and maintenance of school infrastructure being implemented? Addressing these questions through systematic, zone-stratified analysis is essential to

provide evidence that can inform policy enforcement and strengthen the administration of Nigerian public secondary schools.

Aim and Objectives of the Study

The aim of this study is to examine the extent to which legal compliance with school safety regulations and infrastructure utilization policies is complied with in public senior secondary schools in Nigeria. Specifically, the objectives of the study include to:

1. Determine the extent of compliance with safety-related legal provisions in public senior secondary schools in Nigeria.
2. Assess the extent of compliance with legal requirements guiding the utilization and maintenance of Secondary school infrastructure in Nigeria.

Research Questions

1. To what extent is safety-related legal provisions complied with for effective administration of public senior secondary schools in Nigeria?
2. To what extent is legal requirements on the utilization and maintenance of school infrastructure complied with for effective administration of public senior secondary schools in Nigeria?

Hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance:

1. There is no significant difference between the mean ratings of Principals and Teachers on the extent safety-related legal provisions is complied with for effective administration of public senior secondary schools in Nigeria.
2. There is no significant difference between the mean ratings of Principals and Teachers on the extent utilization and maintenance of school infrastructure is complied with for effective administration of public senior secondary schools in Nigeria.

Literature Review

Legal Compliance and School Safety

School safety is a fundamental requirement for effective teaching and learning, and its assurance has been embedded in various legal frameworks globally and nationally. In many countries, laws and policies stipulate that schools must guarantee learners' security and provide protective infrastructure. For instance, UNESCO (2019) emphasized that compliance with international standards on school safety is not only a policy expectation but also a legal obligation for safeguarding children's rights to education. In Nigeria, safety requirements are reflected in the Education Act, Child Rights Act, and the Safe Schools Initiative launched in 2014 and reinforced in 2021, all of which seek to protect learners against insecurity, environmental hazards, and infrastructural risks.

Despite these provisions, compliance remains problematic. Studies have consistently reported that many Nigerian schools lack adequate safety measures such as perimeter fencing, emergency preparedness plans, and fire-fighting equipment (Adebayo & Ojo, 2020; Okafor, 2021). A cross-national study by Burde et al. (2019) similarly found that while safety frameworks exist across Sub-Saharan Africa, their enforcement is often weak, leaving schools vulnerable to violence and insecurity. More recent research points to the persistence of abductions, bullying, and infrastructural decay in Nigerian schools, indicating low compliance with statutory requirements (Ogundele, 2017; Obasi, 2023).

Critically, while these studies highlight safety challenges, they are often localized and descriptive. Few have adopted a nationwide perspective or examined compliance systematically across geopolitical zones. Moreover, little distinction is made between *policy implementation* and *legal compliance*, a gap that is significant given that the Nigerian legal framework explicitly mandates safety provisions. This study therefore advances the discourse by empirically assessing the extent of legal compliance in school safety at a national scale, incorporating the perspectives of both principals and teachers.

Legal Compliance in Infrastructure Utilization and Maintenance

The management of school infrastructure is a critical dimension of educational administration, and legal provisions governing its utilization and maintenance are well established in both international and national frameworks. UNESCO (2020) stresses that adequate infrastructure is not only a policy priority but also a legal necessity for achieving equitable and quality education. In Nigeria, the Education Act and state-level regulations mandate that schools ensure proper utilization, maintenance, and accountability in the deployment of facilities to support teaching and learning.

Empirical studies, however, indicate persistent gaps in compliance. For example, Adeyemi (2019) and Eze and Nwogu (2021) reported widespread underutilization and neglect of classrooms, libraries, and laboratories in Nigerian public schools, often due to poor enforcement of maintenance laws. More recent research by Adedoyin and Olaosebikan (2022) found that infrastructure provided under government intervention programs was frequently mismanaged, leading to rapid deterioration. Similarly, World Bank (2021) data on Sub-Saharan Africa revealed that legal mandates on infrastructure use are routinely ignored, with schools operating beyond capacity while existing facilities remain dilapidated.

Critically, most of these studies focus on the availability or physical condition of infrastructure rather than the extent of compliance with statutory requirements for utilization and maintenance. Furthermore, they often examine isolated states or regions, providing little insight into national trends. The current study addresses this limitation by assessing compliance across Nigeria's six geopolitical zones, thereby offering broader empirical evidence on how infrastructure laws are observed in practice and what implications this holds for effective administration.

Implications for Effective School Administration

Legal compliance in school safety and infrastructure management has direct implications for the effectiveness of educational administration. When schools adhere to statutory requirements, administrators are better positioned to ensure accountability, maintain order, and support student learning (Adeyanju, 2022). Okorie (2019) emphasized that compliance with safety laws reduces risks and enhances institutional credibility, while Adebayo and Olatunji (2020) argued that failure to comply with infrastructure maintenance regulations often leads to financial waste, declining student performance, and erosion of public trust in school leadership.

International studies similarly highlight the administrative consequences of non-compliance. A comparative analysis by UNICEF (2021) revealed that countries with strict enforcement of school safety laws experienced fewer disruptions to learning and greater parental confidence in the education system. In contrast, weak compliance in several Sub-Saharan African countries was linked to ineffective supervision, poor accountability, and unsafe learning conditions (Nwafor, 2021). These findings suggest that legal compliance is not merely a technical requirement but a strategic tool for effective governance.

Nonetheless, much of the available research is either descriptive or policy-based, with little empirical examination of how compliance or lack thereof, shapes administrative outcomes across Nigeria's diverse regions. This study therefore extends the literature by investigating compliance with legal provisions on school safety and infrastructure utilization within a national framework, thereby clarifying its implications for effective administration in public senior secondary schools.

Theoretical Framework

This study is anchored on Systems Theory, Compliance Theory, and Human Capital Theory, which together provide the conceptual basis for examining legal compliance in school safety and infrastructure utilization.

Systems Theory, as articulated by Bertalanffy (1968), views organizations as interdependent units where the functioning of each part influences the effectiveness of the whole. Applied to schools, this theory suggests that compliance with legal provisions on safety and infrastructure is essential to sustaining equilibrium within the education system. A breakdown in one component such as safety preparedness or infrastructure maintenance inevitably disrupts overall administrative effectiveness.

Compliance Theory emphasizes the necessity of adherence to established rules, laws, and regulations for institutional order and legitimacy (Tyler, 1990). In the context of Nigerian public schools, this theory provides a lens for understanding the degree to which principals and teachers conform to statutory requirements on safety and infrastructure. It also frames compliance as a determinant of credibility and accountability in school administration.

Human Capital Theory, popularized by Schultz (1961) and Becker (1993), posits that investment in people and their environment enhances productivity and long-term outcomes. Safe school environments and well-maintained infrastructure constitute

essential inputs into the development of learners as human capital. From this perspective, legal compliance in safety and infrastructure management not only safeguards students but also optimizes their learning conditions, thereby strengthening the effectiveness of the educational system.

Methodology

This study adopted a descriptive survey design, considered appropriate because it enables the systematic collection of standardized data from a large and geographically diverse population, and facilitates the determination of compliance levels with statutory provisions.

The population comprised all public senior secondary schools in Nigeria, estimated at approximately 11,400 institutions across the six geopolitical zones (Federal Ministry of Education, 2021). To ensure fair representation, a stratified random sampling technique was employed, with each zone constituting a stratum. From each zone, 20 schools were randomly selected, yielding 120 schools in total. Within each sampled school, one principal and ten teachers were selected using simple random sampling. This produced a final sample size of 1,320 respondents (120 principals and 1,200 teachers). The choice of 20 schools per zone was guided by feasibility, broad geographical spread, and the need for balanced representation across Nigeria.

Data were collected using the Legal Compliance in School Safety and Infrastructure Utilization Questionnaire (LCSSIUQ), designed by the researchers to assess the extent of compliance with legal mandates on safety and infrastructure management. The instrument consisted of 12 items, divided into two sections: All items were structured on a four-point Likert scale ranging from *Very High Extent (4)* to *Very Low Extent (1)*.

The instrument underwent expert review for content and face validity, while construct validity was confirmed through exploratory factor analysis. The reliability of the instrument was established using Cronbach's alpha, which yielded a coefficient of 0.84, indicating high internal consistency.

Copies of the questionnaire were administered and retrieved with the assistance of trained research assistants who observed all necessary ethical considerations, including voluntary participation, confidentiality of responses, and informed consent.

For data analysis, descriptive statistics (mean and standard deviation) were employed to answer the research questions. A decision rule was applied whereby mean scores of 2.50 and above indicated high extent of compliance, while scores below 2.50 indicated low extent. To test the two null hypotheses, the independent samples t-test was used to determine whether significant differences existed between the mean ratings of principals and teachers. All hypotheses were tested at the 0.05 level of significance. Although more complex statistical models (e.g., regression or ANOVA) could assess predictors of compliance, the use of descriptive and inferential statistics was deemed sufficient given the study's objectives, which focused on assessing compliance levels rather than predicting determinants.

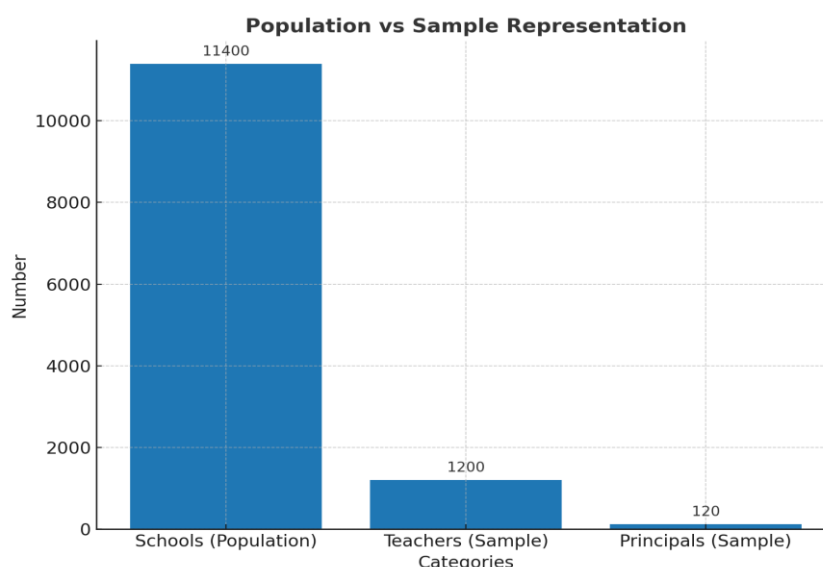


Figure 1: Population of sample representation

Research Question 1: To what extent is safety-related legal provisions complied with for effective administration of public senior secondary schools in Nigeria?

Table 1: Mean ratings and Standard Deviation of the Principals and Teachers on the extent safety-related legal provisions is complied with for effective administration of public senior secondary schools in Nigeria.

S/N	Principals (N = 120) Teachers (N =1200)						
	Variables	$\bar{X}$	S.D	$\bar{X}$	S.D	Mean Set	Remark
1	School safety policies are effectively implemented in compliance with education law.	2.42	0.95	2.01	1.05	2.21	Low Extent
2	Health and hygiene standards in the school meet legal requirements for safety and student well-being.	2.38	1.11	2.07	0.95	2.22	Low Extent
3	The school has clear, enforced protocols for preventing bullying and violence in compliance with legal standards.	2.08	0.92	1.89	1.08	1.98	Low Extent
4	The physical infrastructure (e.g., classrooms, playgrounds, corridors) is regularly maintained to ensure a safe learning environment.	2.32	1.19	2.25	1.18	2.28	Low Extent
5	Teachers and staff receive adequate training on safety protocols and emergency procedures as required by law.	2.13	1.1	2.15	0.87	2.14	Low Extent
6	The school employs sufficient security measures (e.g., surveillance, controlled entry) to ensure compliance with safety policies.	2.95	0.92	2.08	1.08	2.51	High Extent
	Average Mean/Standard Deviation	2.38	1.03	2.07	1.04	2.22	Low Extent

Source: Survey Data (2025)

Legends:
 $\bar{X}$: Mean

S.D: Standard Deviation

n : Number

Scales:

1.00 - 2.49: Low Extent

2.50 - 4.00: High Extent

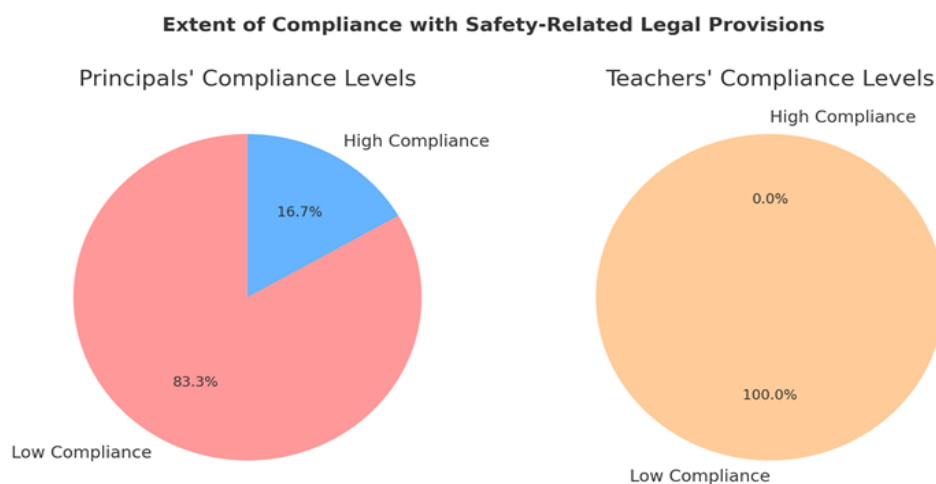


Figure 2: Extent of compliance with safety-related legal provisions

Research Question 2: To what extent is legal requirements on the utilization and maintenance of school infrastructure complied with for effective administration of public senior secondary schools in Nigeria?

Table 2: Mean ratings and Standard Deviation of the Principals and Teachers on the extent legal requirements on the utilization and maintenance of school infrastructure complied with for effective administration of public senior secondary schools in Nigeria?

S/N	Principals (N = 120) Teachers (N =1200)						
	Variables	$\bar{X}$	S.D	$\bar{X}$	S.D	Mean Set	Remark
7	The school's infrastructure is effectively utilized to provide a conducive learning environment as mandated by law.	2.32	1.22	2.43	1.17	2.37	Low Extent
8	Classrooms and learning spaces are adequately used to prevent overcrowding and ensure students' comfort and safety.	2.38	0.73	2.46	1.22	2.42	Low Extent
9	The school's facilities (e.g., laboratories, libraries, sports fields) are regularly available and accessible for student use as required by law.	2.35	1.08	2.57	1.20	2.45	Low Extent
10	There is proper maintenance and regular inspection of school infrastructure to ensure optimal use and compliance with safety regulations.	2.32	0.94	1.93	1.33	2.12	Low Extent

11	The school ensures that infrastructure meets the needs of both students and staff in line with education law requirements.	2.3	1.07	2.48	1.13	2.39	Low Extent
12	The utilization of available infrastructure aligns with legal guidelines for supporting effective teaching and learning processes.	2.48	1.16	2.34	1.09	2.41	Low Extent
	Average Mean/Standard Deviation	2.36	1.03	2.37	1.06	2.36	Low Extent

Legend in Table 1 Apply

Source: Field survey (2025)

Compliance Level on Legal Requirements for Infrastructure Utilization



Figure 3: Compliance Level with Infrastructure Utilization

Hypothesis 1

There is no significant difference between the mean ratings of Principals and Teachers on the extent safety-related legal provisions is complied with for effective administration of public senior secondary schools in Nigeria.

Table 3: Summary of T-test analysis of mean ratings of Principals and Teachers on the extent safety-related legal provisions is complied with for effective administration of public senior secondary schools in Nigeria.

Groups	N	$\bar{x}$	S.D	Df	T -cal	P-value 2-tailed	α	Decision
Principals	120	2.38	1.03	1318	0.908	0.364	0,05	Accepted No Significance
Teachers	1200	2.07	1.04					
N=	1320							

Source: Field survey (2025)

Data on Table 3 presented the Mean, Standard Deviations and T-test analysis of the difference between the mean ratings of Principals and Teachers on the extent safety-

related legal provisions is complied with for effective administration of public senior secondary schools in Nigeria. At a 0.05 level of significance and 1318 degrees of freedom, the decision rule posits that if the calculated p-value exceeds the α -value of 0.05, no significant difference exists between the ratings. In this analysis, the calculated p-value of 0.364 surpassed the α -value threshold of 0.05. This outcome unequivocally indicated the absence of a statistically significant difference between the mean ratings of Principals and Teachers on the extent safety-related legal provisions is complied with for effective administration of public senior secondary schools in Nigeria. Consequently, the null hypothesis was accepted, signifying a consensus between the two groups on the extent of compliance.

Hypothesis 2

There is no significant difference between the mean ratings of Principals and Teachers on the extent legal requirements guiding the utilization and maintenance of school infrastructure is complied with for effective administration of public senior secondary schools in Nigeria.

Table 4: *Summary of T-test analysis of Mean ratings of Principals and Teachers on the extent legal requirements guiding the utilization and maintenance of school infrastructure is complied with for effective administration of public senior secondary schools in Nigeria.*

Groups	N	$\bar{x}$	S.D	Df	T-cal	p-value 2-tailed	α	Decision
Principals	120	2.36	1.03	1318	-0.071	0.943	0.05	Accepted No Significance
Teachers	1200	2.37	1.06					
N=	1320							

Source: Field survey (2025)

Data on Table 4 summarized the Mean, Standard Deviations and T-test analysis of the difference between the mean ratings of Principals and Teachers on the extent legal requirements guiding the utilization and maintenance of school infrastructure is complied with for effective administration of public senior secondary schools in Nigeria. Conducted at a 0.05 level of significance with 1318 degrees of freedom, the analysis revealed a calculated p-value of 0.943, exceeding the α -value threshold of 0.05. This result indicated no statistically significant difference between the ratings of the two groups. Consequently, the null hypothesis was accepted.

Discussion

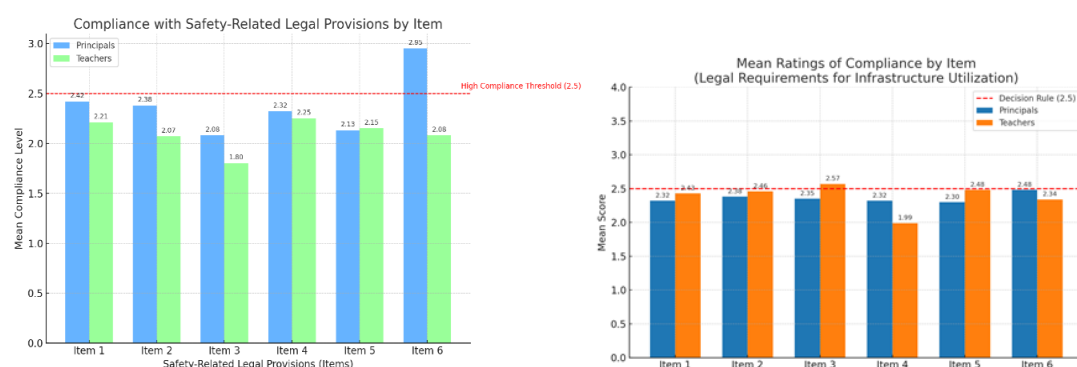


Figure 4: Compliance with Both Variables by Item

The findings of this study revealed a low extent of compliance with legal provisions on school safety and infrastructure utilization across public senior secondary schools in Nigeria. Both principals and teachers consistently rated compliance levels below the decision benchmark of 2.50, indicating that statutory safety requirements and infrastructural mandates are not being implemented to the expected standards. Importantly, the results of the hypotheses tests showed no significant difference between principals' and teachers' views, underscoring a shared perception of systemic shortcomings.

These findings align with prior studies in Nigeria and Sub-Saharan Africa, which have similarly reported challenges in enforcing school safety policies and maintaining infrastructure within legal frameworks. For instance, Adegbite (2020) and Nwafor and Okoro (2021) documented persistent non-compliance with safety regulations in Nigerian secondary schools, attributing this to inadequate monitoring and weak institutional accountability. Comparable studies in Ghana and Kenya (Mensah, 2019; Otieno, 2022) highlighted similar gaps, demonstrating that the problem extends across the region. By contrast, countries with stronger regulatory enforcement, such as South Africa, reported higher compliance levels (Moyo, 2020), suggesting that effective oversight mechanisms play a critical role in bridging compliance gaps.

The results further underscore the socio-political and regional dimensions of compliance. While all zones demonstrated low compliance, contextual realities such as insecurity in the North-East, underfunding in some northern states, and administrative laxity in certain southern regions likely contributed to variations. These factors reflect the broader challenges of governance in Nigeria's education sector, where political will, funding disparities, and oversight inefficiencies hinder uniform compliance with statutory provisions.

The implications of these findings for effective administration are significant. Non-compliance with legal mandates on school safety exposes students to risks, undermines the Safe Schools Initiative, and erodes trust in the public education system. Similarly, poor

infrastructure utilization results in wastage of scarce resources, deterioration of facilities, and diminished learning outcomes. For principals and education administrators, these patterns suggest a pressing need to strengthen institutional accountability, adopt routine infrastructural audits, and integrate safety compliance into performance evaluations.

Despite these insights, the study is not without limitations. The sample, though nationally representative, was restricted to 20 schools per geopolitical zone, which may not capture micro-level variations across states. Additionally, data were derived from self-reported questionnaires, which may be subject to social desirability bias. Finally, while descriptive statistics and t-tests were adequate for the research questions, the absence of multivariate analyses limited exploration of underlying predictors of compliance. Future research could therefore employ regression or mixed-method approaches to better capture causal factors. In sum, this study confirms widespread low compliance with legal provisions on school safety and infrastructure utilization in Nigeria's public senior secondary schools. It highlights systemic challenges rooted in governance and administration, while also pointing toward the urgent need for stronger regulatory enforcement and targeted policy reforms. Addressing these issues is essential not only for ensuring student welfare but also for advancing effective and accountable school administration nationwide.

Conclusion

This study investigated the extent to which public senior secondary schools in Nigeria comply with legal provisions on school safety and infrastructure utilization. The findings revealed a pervasive low level of compliance across the six geopolitical zones, with both principals and teachers perceiving similar shortcomings. These outcomes underscore systemic weaknesses in the enforcement of statutory regulations and highlight governance and accountability challenges within Nigeria's education sector.

Strengthening legal compliance in these domains is indispensable for effective administration. Without adherence to safety provisions, student welfare is compromised, while poor infrastructural management leads to wastage of resources and declining educational quality. The study therefore affirms that effective school administration in Nigeria cannot be divorced from compliance with legal frameworks governing safety and infrastructure utilization.

Recommendations

Based on the findings, the following recommendations are advanced:

1. **Enforce standardized compliance frameworks:** The Federal and State Ministries of Education should strengthen monitoring mechanisms to ensure uniform compliance with safety and infrastructure regulations across all zones.
2. **Institutionalize regular audits:** Mandatory safety and infrastructural audits should be conducted annually, with penalties for non-compliance and incentives for schools demonstrating best practices.

3. **Capacity building for administrators:** Principals and school managers should undergo continuous professional development on legal compliance, school safety, and resource management.
4. **Integrate compliance into accountability systems:** Compliance indicators should be incorporated into the appraisal systems of school administrators to promote responsibility and transparency.
5. **Policy reinforcement:** The Safe Schools Initiative and related statutory provisions should be revitalized with clear enforcement roadmaps and adequate budgetary support.

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APPENDIX

Legal Compliance in School Safety and Infrastructure Utilization Questionnaire (LCSSIUQ)

Legal Compliance in School Safety and Infrastructure Utilization: Implications for Effective Administration in Nigerian Public Secondary Schools

Instruction: Tick (✓) as appropriate

Name of School: _____

1. Status: Principal ☐ Teacher ☐

SECTION B: Questionnaire Items

RQ1	Extent education law on school safety policy is complied with for effective administration	VHE 4	HE 3	LE 2	VLE 1
1.	School safety policies are effectively implemented in compliance with education law.				
2.	Health and hygiene standards in the school meet legal requirements for safety and student well-being.				
3.	The school has clear, enforced protocols for preventing bullying and violence in compliance with legal standards.				
4.	The physical infrastructure (e.g., classrooms, playgrounds, corridors) is regularly maintained to ensure a safe learning environment.				
5.	Teachers and staff receive adequate training on safety protocols and emergency procedures as required by law.				
6.	The school employs sufficient security measures (e.g., surveillance, controlled entry) to ensure compliance with safety policies.				
RQ2	Extent education law on utilization of infrastructures is complied with for effective administration	VHE 4	HE 3	LE 2	VLE 1
7.	The school's infrastructure is effectively utilized to provide a conducive learning environment as mandated by law.				
8.	Classrooms and learning spaces are adequately used to prevent overcrowding and ensure students' comfort and safety.				
9.	The school's facilities (e.g., laboratories, libraries, sports fields) are regularly available and accessible for student use as required by law.				
10.	There is proper maintenance and regular inspection of school infrastructure to ensure optimal use and compliance with safety regulations.				
11.	The school ensures that infrastructure meets the needs of both students and staff in line with educational law requirements.				
12.	The utilization of available infrastructure aligns with legal guidelines for supporting effective teaching and learning processes.				