"Managing Basic Education for Safety and Security in Nigeria"

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ABSTRACT

The main objective of this research was to determine the effect of managing basic education on safety and security. A total of 761 participants were proportionally selected in each States in North-west zone, Nigeria. The findings revealed that conducive learning environment, prevention of child abuse and supervision of learners' activities enhance safety and security of public primary schools. Pearson product moment correlation coefficient and linear regression analysis were used to test the hypotheses. Therefore, it was recommended that school managers should endeavor to provide conducive learning environment to increases learners' attention, promotes meaningful learning experiences. Also, school managers should strive to prevent child abuse to help lower a child's risk of having learning, emotional and social issues in life, and promote the well-being of children. Furthermore, supervision of learners' activities should be done frequently in order to provide a guide to learners' development, help teacher to ensure effective classroom management, create physical, social and psychological climate or environment as well as prevent the occurrence of problem behaviors towards effective safety and security

Introduction

Education is a critical component of societal and personal growth. Education is viewed as a positive investment for national security and development by most countries across the world because it is believe to create the requisite number and quality of human resources for economic growth via utilizing the proper mix of inputs. When education system fails to manage its human and material resources efficiently, then, it fails to to generate the needed number of successful school leavers within a reasonable time frame (Ngerem & Okpe, 2020). Wastage occurs as a result of this. Without basic education, no meaningful development can be achieved in any aspect of a country life. Basic education serves as a spring board to higher education. Therefore, it attracts a larger number of lower level manpower for effective economic growth, national security and safety. If this critical level of education is degraded as a result of poor management and implementation of educational policies. It may make it difficult to visualize the declared purpose of basic education. The major responsibility of an educational institution's manager is to get work done in order to satisfy predetermined goals,

Recognizing the safety and security issues, it is clear that there is a deep-rooted culture of security risks in schools that has been created in many ways over many years, as evidence by specific examples. The bombing of schools and the kidnapping of students by member of Boko haram sect in various northern parts of Nigeria, as well as Fulani Herdsmen attacks in so many States are examples of domestic terrorism in Nigeria history. According to report of Monkwe (2011) a 14 year-old boy who was short amid a misunderstanding between two secondary school classmates. Chris (2012) reported that in France, some students came to school armed, putting their teachers and classmates in danger. In the context of this study, safety and security refers to keeping the school environment free from hazardous conditions that could endanger the lives of student or school children.

Statement of the Problem

The constant kidnapping and murdering of school children have become a source of concern in Nigeria. As evident in the case of a terrible act perpetrated by a private school proprietor in Kano who kidnapped, killed and buried a learner (Vanguard, 2021). also, some schools become targets for kidnappers, who take advantage of loose security to kidnap students for ransom. Furthermore, some public schools display decrepit or half-completed fences and gates, as some students will be roaming the street during school hours. Many studies have been conducted on the impact of education on safety and security. Agbonkpolor et al (2020) conducted security technology and safety management in school. Katja et al (2020) investigated comprehensive safety and security management in enhancing safety culture in school. Abdullahi (2017) treatise has a focus on the impact of head teacher management of security on pupils in Nigeria. Sample of 377 teachers were selected for the study. The finding revealed that, there is significant relationship between coordination of staff and learners and management of security in public schools. Meanwhile, Ajala and Kilaso (2019) studied the influence safety and security on public school pupils. In his own scope, Manga (2019) focused consideration of safety and security on school plant construction in West Africa. However, none of the author sited in this study focused on managing basic education for safety and security in North-west, Nigeria. Also, the previous studies did not focus on conducive learning environment, prevention of child abuse and

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supervision of learners' activities as critical variables to measure managing basic education. Another glaring gap that prompted this investigation is that the aforementioned extant studies location and region varied significantly from the study. Thus, this study endeavors to fill in the gaps left by the earlier scholars. The following objectives have been set to steer the study's progress:

a) Determine the level of managing basic education as perceived by staff in public primary schools in North-west, Nigeria

b) To measure the level of safety and security in public primary schools in North-west Nigeria.

c) Determine the effect of managing basic education on safety and security in North-west, Nigeria.

Research Questions

The following are some of the questions that were posed and answered:

1) Does conducive learning environment brings about safety and security in Nigeria?

2) Does prevention of child abuse enhance safety and security in Nigeria?

3) Does supervision of learners' activities improve safety and security in Nigeria?

Literature Review
Managing Basic Education

Management is a means of organizing people and material resources in a systematic and orderly manner in order to fulfil the stated purpose of an organization (Abdullahi, 2019). it is a strategic way of fulfilling a task while aiming to satisfy all parties involved and making the most efficient use of resources available. Management is a process that aims to ensure

people cooperation, intervention and involvement in order to get things done towards achieving a specific goal (Muhammad et al, 2011; Agu, 2021; Anebi, 2016). In school, management is the process of determining an organizational goals and mobilizing human and material resources such as staff, fund, equipment and facilities in the school to meet the predetermined goals (Yusuf & Afolabi, 2014). managing basic education in this study refers to provision of conducive environment, prevention of child abuse and supervision of learners' activities.

Conducive learning environment is defined as a location where structured learning is free from environmental, internal, and external hazards to the safety and well-being of learners and workers, and where the learning environment's infrastructure is considered safe (USAID, 2016). Meanwhile, child abuse refers to any physical or emotional maltreatment, sexual abuse, neglect, and/or exploitation of a child by a responsible guardian, resulting in direct or indirect injury to the child's life, health or development (Kelly-Irvingetal, 2013).

Physical abuse, sexual abuse, psychological abuse, neglect abuse are the four categories of child abuse. Physical child abuse includes beating, hair pulling, scorching, corporal punishment, pinching and forced swallowing, depression, anxiety, suicide ideation, aggression, homelessness, traumatic stress disorder are all possible outcomes of this assault. Sexual abuse is the involvement of child in a sexual act such as view of pornography, genital exposure, and other forms of sexual abuse. Psychological abuse includes stigmatization, harsh attitudes, yelling, threatening, humiliation, and personal annihilation. Supervisory neglect, health neglect, intellectual neglect, emotional neglect, and physical neglect are all forms of abuse that cause children have difficulty in developing relationships or

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trusting others in the future (Theokitou et al, 2012; Nermeen & Yasmen, 2019).

Supervision can be seen as the act of guiding and assisting members of the school system to improve classroom instructions, curriculum reforms and innovations, teacher development , effective leadership and efficient school administration (Okeke, 2010). supervision of learners' activities refers to the process of effectively monitoring and checking learners' activities in order to guarantee that they perform well and that their safety and security are not jeopardized (Orih, 2020). it can also be defined as a way of maintaining punctuality and discipline as well as facilitating needed change in learner towards effective realization of educational goal (Abdullahi et al, 2016). The primary obligation of educational managers is to guide children in the pursuit of knowledge, skill and help them become happy, useful, and responsible citizen.

Safety and Security

Safety can be defined as the protection of people from violence and bullying as well as hazardous factors such as drug and gang activities (Matsitsa, 2011). school safety refers to a precaution put in place to protect employees and children from avoidable injury. Safety issues include fires, flooding, hurricane, and the spread of diseases which result in serious injuries. Security generally refers to all action taken to protect people ad property in a given area. It is also a precaution made to protect an environment from impending danger or injury (Chris, 2012). School security on the other hand, refers to procedures that try to keep the school environment safe and secure from damages, aggressive, and dangerous external influence. Security challenges include bomb-threat, kidnapping shooting, rapping, hostage-taking, robbery, and vandalism that could plague school (Manga,

2019). This implies that safety and security entails safeguarding against hostile and dangerous actions which are typically carried out by external and internal sources that can result in harm or loss of life and property,

Theoretical Framework

The theoretical framework of this study was based on Fink's (1986) theory of crisis management. Fink laid out a four stages crisis management model which consist of the pro-dromal, acute, chronic, and resolution stages. The pro-dromal stage encompasses the time between the onset of symptoms and the onset of the crisis. During this time, according to Fink, crisis manager should be proactive in monitoring, looking for signs and attempting to minimize the scale of the issues. When a trigger set off a crisis, the acute stage begins. The chronic stage incorporates the crisis's log-term consequences. Finally, the resolution stage marks the end of the crisis and the start of internalizing what went wrong through root-cause and analysis and making changes to avoid a repeat. He characterized crisis management as techniques for removing many of the risks and uncertainties in order to have as much control over one's own destiny as feasible.
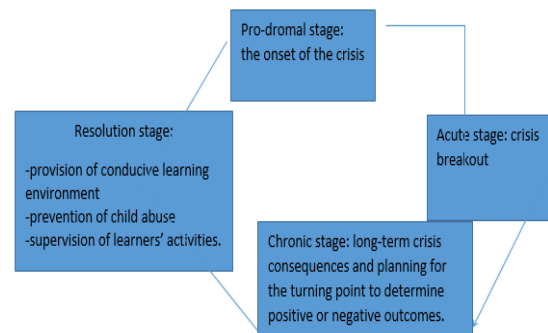

Figure 1: source, adapted form Fink (1986)

The fact that every system is subject to stresses that occasionally disrupt its

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normal operations. Each system, on the other hand can produce antidotes to offset the impacts of disruptive forces. Measures such as conducive learning environment, prevention of child abuse and supervision of learners' activities can be adopted in managing school system to ensure that forces such as kidnapping, child assaults and other conflict elements are kept under control for system to function effectively and normally.

This theory is applicable in managing basic education to ensure safety and security such that pro-dromal stage alert educational managers to the problem or crisis and crisis breakout (acute stage) for them to be able to plan for the turning point which is essential in determining positive or negative outcomes for the organization (chronic stage), and finding solutions such as provision of conducive learning environment, prevention of child abuse and supervision of learners' activities which will give room for effective management of basic education towards ensuring safety and security. This study anchored on Fink's theory of crisis management such that it enable school managers to detect early the indicators of crisis, the consequences such that they take appropriate precautions or solutions.

Methodology
Research Design
This study employed a quantitative research approach to determine the relationship between managing basic education and safety and security. It was chosen because it facilitates the investigation of social facts by utilizing a single source of data to categorize traits and build a tactical model to interpret the data collection that is quantitative. Objective and statistically appropriate (Bell et al, 2007; Dilliman et al, 2014).

Population and Sampling Procedure
The study's target population consists 19,436 public primary schools head-teachers, and 153,234 teachers in North-west, Nigeria. Sample of 377 head-teachers ad 384 teachers were selected in each State making a total of 761 participants With the use of the Research Advisor (2006) table of determining the sample size of a known population with a Confidence level =95%, Margin of Error =5%. A total of 377 head-teachers and 384 teachers were chosen proportionally from the population as presented in Table 1. The participants were selected using stratified random sampling techniques to guarantee that each member of the sample had an equal chance of being chosen (Cohen et al, 2000).

Table 1
Population Sample of Head-Teachers ad Teachers of Public Primary School

S/N	North-west States	Number of primary Schools	Number of primary school teachers	Selected head-teachers	Selected teachers
1	Jigawa	1,998	13,102	39	33
2	Kaduna	4,225	25,604	82	64
3	Kano	5,732	51,043	111	128
4	Katsina	2,217	19,298	43	48
5	Kebbi	1,990	13,764	39	35
6	Sokoto	1,729	18,888	33	47
7	Zamfara	1,545	11,535	30	29
	Total	19,436	153,234	377	384

Source: National Personnel Audit Report (2019)

Instrumentation
The research instrument for this study comprised of adapted questionnaire from previous study. A total of 22 items were used to measure managing basic education with three sub-variables, by Aiwuyo and Omoera (2019) who focused on conducive learning environment with (9 items), Chen and Chen (2005) and Rathge et al (2005) on prevention of child abuse with (8 items) in selecting

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socially and culturally acceptable questions for the instrument and Abdullahi, et al (2016) on supervision of learners' activities with (5 items). Also, The items of questionnaire safety and security were concluded from Kelly-Irvingetal (2013) on physical stability with (5 items), and on emotional stability with (5 items), and Abdullahi (2019) effective classroom instruction. Participants answered to four Likert scale from the range of 1 representing "Strongly Disagreed" to 4 being "Strongly Agreed". The criterion mean depicts that any item that is above or equal to the criterion mean value of 2.50 is agreed by the participants, but any item that is below the criterion mean value is disagreed (Gay et al, 2009; Hesse-Biber & Leavy, 2011) decided that answering on a 4-point Likert scale was quicker and easier than answering on 5- to 7-point range.

Validity and Reliability

The validity of the instrument was determined by sending draft copies to four experts in educational management and test and measurement to evaluate its relevance and applicability. The questionnaire was revised and adjusted based on professional comments and opinions. Also, 30 copies of the questionnaire were distributed to participants in the sample to check their understanding of the instructions, wordings, and scale to see whether they had any issues filing it out. Therefore, before sending out the final copies, several of the items were fixed. Cronbach's Alpha was used to determine the instrument's reliability as indicated in Table 2.

Table 2: *Reliability Test of the Instruments*

Variable	Sub-variable	N	Cronbach's Alpha	Decision
Managing basic education	Conducive learning environment	9	0.894	All items are reliable and consistent
	Prevention of child abuse	8	0.865	All items are reliable and consistent
	Supervision of learners' activities	5	0.876	All items are reliable and consistent
Safety and security	Physical stability	5	0.886	All items are reliable and consistent
	Emotional stability	5	0.786	All items are reliable and consistent
	Effective classroom instruction	5	0.934	All items are reliable and consistent

Cronbach's Alpha is a measure of internal coherency and it was used to detect the reliability of numerous or multiple questions on the Likert scale survey. As a rule of thumb, consider the following when evaluating alpha is $\alpha \geq 0.9$ (Excellent), $0.9 > \alpha \geq 0.8$ (Good), $0.8 > \alpha \geq 0.7$ (Acceptable), $0.7 > \alpha \geq 0.6$ (Questionable), $0.6 > \alpha \geq$ (Poor), and $0.5 > \alpha$ (Unacceptable). Table 2 shows the reliability test for MBEQ for Safety and security, these are provision of conducive environment, prevention of child abuse and supervision of learners' activities. Cronbach's Alpha value of sub-construct are 0.894 for conducive learning environment with (9 items), 0.865 for prevention of child abuse with (8 items), and 0.876 for supervision of learners' activities with (5items). Also, on safety and security variables, the Cronbach's alpha value for sub-variable are 0.886 for physical stability, 0.786 for emotional stability and 0.934 for effective classroom instruction. Value above 0.70 are regarded as reliable and consistent (Patton, 2002; Diamantopoulos et al, 2012).

Data Collection Procedure

The questionnaire was sent out from February 7 to March 5, 2022, with a total of 820 responses. Three research assistants and a researcher distributed the questionnaire to participants in the sample schools in order to get a high response rate. However, in certain schools, the researcher and research assistants were obliged to collect questionnaires in a matter of days due to a variety of circumstances such as the unavailability of headteachers or time constraints. In addition, 772 questionnaires were retrieved and correctly filled out. The obtained numbers correlate to Research Advisor (2006) suggestions, with 377 and 384 being used in this study for a total of 761. Furthermore, ethical considerations were carefully followed before distributing the questionnaire and participants consent

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was sought. According to Stanley (2004) guidelines addressed ethical issues and participant confidential by ensuring that participants are treated with enough respect beyond what is necessary by law.

Data Analysis

Descriptive analysis is the act of converting raw data into an understandable format that can be turned into useful insight. Descriptive statistics are a set of data that provides a general trend such as mean, median, variance, standard deviation, skewness, count of minimum and maximum, and are used to summarize a large pool of data into useful information for educational managers to make decision. Data that is accurate, relevant and consistent is defined as quality and good data, especially when it is legitimate and available on a timely basis. To determine the study goals, mean the data was analyzed using the mean and standard deviation. The hypotheses were evaluated using Pearson product moment correlation and linear multiple regression analysis at the (0.5) significant level to determine whether they were rejected or accepted (Dillman et al, 2014; Mayer, 2013).

Findings

Demographic Data of the Participants

This section uses simple percentage to discuss the demographic of the participants.
Table 3: *Demographic Data of the Participants*

		N= 761	Percentage (%)
Sex	Male	501	66%
	Female	260	34%
		761	100%
Age	20 -30	135	18%
	31 - 40	249	32%
	41 - 50	172	23%
	51 above	205	27%
		761	100%
Years of teaching experience	1 - 10	115	15%
	11 - 20	310	41%
	21years and above	336	44%
		761	100%
Level of education	NCE	351	46%
	Bachelor's degree	398	52%
	Master's degree	12	2%
		761	100

Table 3 presents the demographic data of the participants in the study. The majority of the participants are male which makes up of 501 (66%) while female 260 makes up of (34%). In terms of age of the participants, 249 is between ages of 31 and 40 years (32%) while 135 (18%) are between ages of 20 and 30 years. Based on years of experience, majority 336 (44%) have 51 and above year of experience while 115 (15%) have 1-10 year experience. Also, on the level of education qualification, majority 398 (52%) have a bachelor's degree while 12 (2%) have a master's degree.
Level of managing basic education

Objective 1: determine the level of managing basic education as perceived by staff in public primary schools in North-west, Nigeria.

Table 4 shows the mean and standard deviation for each variable of managing basic education and overall results for level of managing basic education.

Table4: Managing Basic Education

Variables	Mean	Standard Deviation	Level
Measurement of conducive learning environment	2.89	0.977	Moderate
Measurement of prevention of child abuse	2.91	0.968	Moderate
Measurement of supervision of learners' activities	2.92	0.969	Moderate
Overall level of managing basic education	2.91	0.971	Moderate

Overall level of managing basic education is moderate with mean value of 2.91 and standard deviation of 0.971 as reveals I Table 4. This indicated that most of the staff agreed that managing basic education is moderate in terms of provision of conducive learning environment, prevention of child abuse and supervision of learners' activities.
Level of safety and security

Objective 2: To measure the level of safety and security in public primary schools in North-west, Nigeria.

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This parts presents the mean and standard deviation value of safety and security in public primary schools in North-west, Nigeria.

Table 5: Level of Safety and Security

Variables	Mean	Standard Deviation	Level
Physical stability	2.88	0.974	Moderate
Emotional stability	2.72	0.957	Moderate
Effective classroom instruction	2.95	0.994	Moderate
Overall level of safety and security	2.85	0.975	Moderate

Table 5 showed the mean and standard deviation for all indices of safety and security such as physical stability (Mean = 2.88 , SD = 0.974), emotional stability (Mean = 2.72. , SD = 0.957) and effective classroom instruction (Mean = 2.95. , SD = 0.994). Furthermore, the overall result of safety and security is at moderate level (Mean = 2.85. , SD = 0.975).

Research Hypotheses

The following hypotheses were developed and tested:

1) There is no significant relationship between provision of conducive learning environment and safety and security in public primary schools in North- west zone, Nigeria.
2) There is no significant relationship between prevention of child abuse and safety and security in in public primary schools in North-west, Nigeria.
3) There is no significant relationship between supervision of learners' activities and safety and security in public primary schools in North-west zone, Nigeria.

Pearson Correlation

Pearson's R can range from -1 to +1 according to Hesse-Biber and Leavy (2011) where positive Pearson correlation means that one variable increases at the the same time as the other, whereas negative Pearson

correlation imply that one variable increases while the other decreases.

H_{01}: There is no significant relationship between provision of conducive learning environment and safety and security in public primary schools in North-west zone, Nigeria.

Table 6. Pearson Correlation of Conducive Learning Environment and Safety and Security

		Conducive Learning Environment	Safety and Security
Conducive Learning Environment	Pearson Correlation	1	.724**
	Sig. (2-tailed)		.000
	N	761	761
Safety and Security	Pearson Correlation	.724**	1
	Sig. (2-tailed)	.000	
	N	761	761

Table 6 reveals a high and positive correlation between conducive learning environment and safety and security (r = 0.724, n =761, p = .000). The Highly significant p < 0.01 correlation show a high level of relationship and supported, which implies high level of confidence in the link (Choy, 2014; Gay et al, 2009)**.**

H_{02}: There is no significant relationship between prevention of child abuse and safety and security in public primary schools in North-west zone, Nigeria.

Table 7. *Pearson Correlation of Prevention of Child Abuse and Safety and Security*

		Prevention of Child Abuse	Safety and Security
Prevention of Child Abuse	Pearson Correlation	1	.621
	Sig. (2-tailed)		.000
	N	761	761
Safety and Security	Pearson Correlation	.621	1
	Sig. (2-tailed)	.000	
	N	761	761

The Pearson correlation (Table 7) displays a strong and positive correlation between prevention of child abuse and safety and security (r = 0.621, n =761, p = .000). The strongly significant p < 0.01 correlation indicate a strong level of

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relationship and supported, which implies high level of confidence in the relationship (Creswell, 2015; Neuman, 2013;).

H₀₃: There is no significant relationship between supervision of learners' activities and safety and security in public primary schools in North-west zone, Nigeria

Table 8. *Pearson Correlation of Supervision of Learners' Activities and Safety and Security*

		Supervision of Learners' Activities	Safety and Security
Supervision of Learners' Activities	Pearson Correlation	1	.786**
	Sig. (2-tailed.		.000
	N	761	761
Safety and Security	Pearson Correlation	.786	1
	Sig. (2-tailed)	.000	
	N	761	761

Table 8 shows a positive and high relationship between supervision of learners' activities and safety and security (r = 0.786, n =761, p = .000). The strongly significant $p < 0.01$ correlation indicate a high level of correlation and supported, which implies high level of confidence in the association (Yilmaz., 2013; Mugenda & Mugenda, 2013).

Linear Regression Analysis

Objective 3: Determine effect of managing basic education on safety and security in North- west, Nigeria.

This parts shows the linear regression analysis of managing basic education and safety and security in North-west zone, Nigeria.

Table 9. *Linear Regression of Managing Basic Education and Safety and Security*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.118	.743	.608	.562

a. Predictors: (constants), conducive learning environment, prevention of child abuse and supervision of learners' activities. Table 9 managing basic education has significant effect on safety and security with 0.743 of R square value from the table.

Therefore, the results implied that managing basic education may possibly have extremely impact on safety and security (Miller et al, 2011; Creswell & Creswell, 2017).

Table 10. *Linear Regression Coefficient for Managing Basic Education and Safety and Security*

Model	Unstandardized coefficient B	Std. Error	Standardized coefficient Beta	T	Sig.
(Constant)	.413	.211		4.305	.000
Conducive learning environment	.1.030	.254	.371	0.612	.000
Prevention of child abuse	.0624	.213	.136	0.437	.000
Supervision of learners' activities	0.764	.322	.404	1.625	.000

a. Dependent Variable: Safety and Security

Linear regression was carried out to determine whether conducive learning environment, prevention of child abuse and supervision of learners' activities could significantly enhance safety and security. The results of running linear regression model as shown in Table 10 explained that the standard regression weight of the beta coefficients value for managing basic education was 0.413 which reveals that managing basic education improve safety and security. Likewise, shown that managing basic education and safety and security undeniable related. T-test of 4.305 was sufficiently strong with corresponding p-value of .000. Hence, in relation, supervision of learners' activities has the highest effect (Beta = 0.404) follow by conducive learning environment (Beta = 0.371) and prevention of child abuse (Beta = 0.136). In summary, the findings from this multiple linear regression research supported that conducive learning environment, prevention of child abuse and supervision of learners' activities are positively correlated to safety and security in North-west zone, Nigeria.

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Discussion

The findings of this study emphasized the moderate level for conducive learning environment, prevention of child abuse and supervision of learners' activities based on the staff perception. The main purpose of basic education is to develop and give proper foundation for learners to acquire needed knowledge and skills around numeracy, literacy and communication so as to contribute meaningfully to the society. Therefore, it is the responsibility of educational managers to effectively manage basic education towards enhancement of effective safety and security.

From the first research hypothesis, it was found that provision of conducive learning environment has strong and significant impact on safety and security. This implies that conducive learning environment increases learners' attention, promotes meaningful learning experiences, encourages higher levels of learner performance, motivates leaner to practice effective critical thinking skills, as well as encourages learners freedom of interaction, respect and safety while learning. The finding is germane to Mac-Envoy and Welker (2014) and Aiwuyo and Omoera (2019) who reported that if the school atmosphere is not pleasant, there will be numerous dangers that will have negative impact on the school academic activities. Also, the finding agreed with Agbonkpolor et al (2020) and Manga (2019) that save environment brings about effective management of school.

The result from hypothesis two indicated that prevention of child abuse has significant relationship and impact on safety and security of basic education such that it help lower a child's risk of having learning, emotional and social issues in life, promote the well-being of children as well as provide adequate care and security for children. The finding concurred with Chen and Chen (2005) that prevention of child abuse enhance effective management of basic education towards ensuring safety and security. In addition, the finding is in line with Trump (2010), Rathge et al (2005) and Thro (2006) that effective learning cannot take place, if learners are subjected to physical aggression, bullying and intimidation.

Table 8 indicated that supervision of learners' activities is positively correlated and significantly influence safety and security such that it provides a guide to learners' development, help teacher to ensure effective classroom management, create physical, social and psychological climate or environment, achieve improved teaching and learning as well as prevent the occurrence of problem behaviors towards effective safety and security. The finding agreed with Abdullahi, et al (2016) and Okeke (2010) that coordination of learners activities improves effective management of primary schools which in turns lead to efficient safety and security.

The linear regression analysis conducted to find the effect of managing basic education on safety and security in public primary schools in North-west, Nigeria. The finding reveals that there is strong and significant relationship between managing basic education and safety and security in Nigeria. This is an indication that improvement in the measurement (provision of conducive learning environment, prevention of child abuse & supervision of learners' activities) of managing basic education has a strong guarantee in ensuring safety and security. The finding of this study co-aligns with the finding of Ngerem and Okpe (2020) that any organisation's ability to survive is mainly determined by the quality of management services provided.

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Limitation & Implication of the Study

The fact is that while this study sheds light on the significance of managing basic education in the successful improvement of safety and security, it also identified a few research limitation that should be addressed in future studies. Aside from the indices deployed in this study, other variables can be used to determine managing basic education. Senior secondary schools and higher institution can also be used conducting related study. This findings will helps the government and educational administrators in demonstrating concern for improve safety and security in schools. This discovery could also be used as a reference point for future educational research.

Conclusion

The subject of school safety and security has gained global attention. To ensure the safety and security of staff and students' effective provision of conducive learning environment, prevention of child abuse and supervision of learners' activities are considered the most important techniques in primary education management.

Recommendations

School managers should to provide conducive learning environment so as to increases learners' attention, promotes meaningful learning experiences, encourages higher levels of learner performance, motivates leaner to practice effective critical thinking skills, as well as encourages learners freedom of interaction, respect and safety while learning. Likewise, school managers should strive to prevent child abuse so as to help lower a child's risk of having learning, emotional and social issues in life, promote the well-being of children as well as provide adequate care and security for children. Furthermore,

supervision of learners' activities should be done frequently in order to provide a guide to learners' development, help teacher to ensure effective classroom management, create physical, social and psychological climate or environment, achieve improved teaching and learning as well as prevent the occurrence of problem behaviors towards effective safety and security.

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