

**AVAILABILITY OF SAFETY MEASURES IN EARLY
CHILD CARE IN PUBLIC AND PRIVATE PRE-SCHOOLS'
INSTITUTION IN SHOMOLU LOCAL GOVERNMENT
AREA OF LAGOS STATE.**

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Abstract

This study examines the availability of safety measures in early child care in public and private pre-schools institutions in the Shomolu Local Government Area of Lagos State, Nigeria. Having a safe environment protects children from harm, and helps promote their psychological well being while they are learning. The Comparative Research design was adopted for the study. The population of this study consists of all 233 public and private pre-schools in the Shomolu Local Government Area of Lagos State, Nigeria. The Simple Random Sampling Technique was used to select 18 public preschools from each of the 52 public schools and 60 private pre-schools selected from each of the 181 private pre-schools for the study. The instrument used in the study was a self-designed check list tagged "Availability of Safety Measures in Early Child Care Checklist (ASMSCC). The data collected were analyzed using frequency counts and percentage. Then the chi-square (X^2) statistical tool was used to test the research hypothesis at 5% significant level. The findings show that public pre-schools do not have safety measures and security available like surveillance cameras within the premises and classrooms, gate pass and identification system, buddy

systems, foot operated refuse containers, antibiotic ointment, professional resident nurse and emergency vehicles while private preschools have more safety measures. Based on the findings, it is recommended that government should provide these and other appropriate measures for the safety of pupils and staff while private school owners and or Board of Directors should add these measures to ensure the safety of pupils and staff.

Key Words

1. Safety may broadly be described as a means of providing effective levels of protection against pure risk.
2. Security is the state of being away from hazards caused by deliberate intention of human to cause harm.
3. Safety measures refer to conscious acts and strategies adopted to enhance safety in tasks, processes, or organizations.
4. School safety is defined as an absence of physical, mental or moral harms or threats to learners and educators, or as a relation between people, practices and procedures that build safety in everyday action.
5. The Domino Theory of Safety which states that injuries are caused by accidents and accidents are caused by unsafe acts and conditions while unsafe acts and conditions are caused by the faults of persons.

Introduction

The term safety is used to refer to the condition of being protected from environments, persons and things that are likely to cause harm. Morgan (2021) states that safety is the feeling of being protected from the factors that causes harm. He explained that it is a state at which one has the control of the risk causing aspects hence protecting himself or herself against risk that is fully unintended. According to Maddox, (2010), the word "safety," comes from a Latin word 'salvus' which means uninjured or in good health it was first noticed as a word in English from around 1250 and explained that safety is a state in which hazards and conditions leading to physical, psychological or material harm are controlled in order to preserve the health and well-being of individuals and the

community. It is an essential resource for everyday life, needed by individuals, communities, and schools to realize their aspirations.

The concept of security implies the feeling of being safe and secure, the lack of threats, and the management of future risks as stated by Jarvis and Holland (2014). According to Nas, (2015), security is the state of being away from hazards caused by deliberate intention of human to cause harm. The source of hazard is posed by human deliberately. Security refers to the protection of individuals, organizations, and properties against external threats that are likely to cause harm. It is clear that security is generally focused on ensuring that external factors do not cause trouble or unwelcome situation to the organization, individuals, and the properties within the premises according to Morgan, (2021).

School safety encompasses the safety of school settings, including aspects such as harassment, bullying, violence, and substance use. It's important to note that while the term "school safety" often conjures images of preventing violence, it also encompasses broader aspects of well-being within educational environments according to Mowen and Freng, (2018).

Applebury, (2021), said that keeping schools safe allows children to look forward to being in an encouraging environment that promotes social and creative learning. When their basic safety needs aren't met, children are at risk for not feeling comfortable at school and may stop showing up, or they may remain on edge throughout the day. According to Mubita, (2021), educational environments must be safe and secure spaces for learners, teachers, non-teaching staff and the local community. Therefore, it is necessary to manage school safety and security properly in order to prevent accidents and incidents, creating an environment in which physical, emotional and social well-being is promoted.

A safe and secure learning environment is largely conceptualised as protection of children from physical harm, perceived as an adult responsibility to provide a safe physical environment for children's learning according to Saltmarsh, Klopper & Barr, (2009). An average of six attacks on education occurred around the world each day, as reported

in Education Under Attack (2022), a publication issued by the Global Coalition to Protect Education from Attack (GCPEA). These widespread attacks caused injuries, damage and even death, and some prevented students from receiving an education.

Over the past two decades, children's safety while at school has become more of a focal point for parents, administrators, teachers and community members due to the increasing levels of violence being perpetrated upon students and faculty throughout the country as supported by the record of the National Center for Education Statistics (2017), 79% of public schools recorded at least one or more incidents of violence on the school campus in the 2015-2016 school year, which averages out to about 1.4 million crimes in one calendar year.

On March, 13th, 2019, a three story building in the Ita Faaji area of Lagos state, Nigeria suffered a structural collapse, killing 20 people and leaving over 40 trapped. A nursery and primary school, (Ohen Nursery and Primary School) housing 100 pupils was located on the second floor, prior to its collapse. The Governor of Lagos State when the incident happened, Akinwunmi Ambode said the primary school was illegally occupying the building as the building is registered as a residential building as reported by Adeniji (2019).

UNICEF Representative in Nigeria, Hawkins, (2022) revealed that at least 16 school children lost their lives to different non-state armed attacks in the federation while 17 teachers were kidnapped from schools. Since December 2020, according to Hawkins, 1,436 school children and 17 teachers have been abducted from schools, and 16 school children lost their lives. He said that unsafe schools, occasioned by attacks on schools and abduction of students, are reprehensible, a brutal violation of the rights of the victims to education, and totally unacceptable.

Keeping children safe at all times while they are at school must be top priority for all schools whether public or private. Parents and guardians must take school safety extremely seriously. As many as possible levels of safety protocols must be put in place to enhance safety; while teachers and staff are well trained and certified on to handle and care for pupils while they are under their care. This study therefore intends to look at

the availability of safety measures and security in early child care in public and private pre-schools.

Purpose of Study

The purpose of the study is to find out the safety measures and security available in early child care public and private pre-schools in Shomolu L.G.A. in Lagos state. The specific objectives of the study include:

- To find out the safety measures and security available in early child care in public schools in Shomolu Local Government Area.
- To find out the safety measures and security available in early child care private schools in Shomolu Local Government Area.
- To compare the safety measures and security available in public pre-schools and private pre-schools.

Research Questions

- What safety measures and security are available in public pre-schools?
- What safety measures and security are available in private pre-schools?
- Are safety measures and security more available in public than private pre-schools?

Research Hypothesis

HO 1: Safety measures and security are not significantly more available in public schools than in private pre-schools.

Review of Related Literature

The Concept of Safety and School Safety

Safety is the state of being free from danger or threats; freedom from doubt, anxiety or fear. Safety is something that offers or guarantees safety, according to Dwyer and Osher (2010). Safety involves steps taken to stop espionage, sabotage, or attack by an entity or government, a school or home owner to deter violence, attack and avoid disaster. Picarelli, (2012).

Safety may broadly be described as a means of providing effective levels of protection against pure risk, according to Rogers (2009). It is a

method used to build an environment that is relatively free of crime. The goal of safety is to determine risk vulnerability and, consequently, to employ techniques and measures to reduce risk vulnerability to an acceptable level. Therefore, safety can help to build a secure, reasonably predictable atmosphere in which people can move freely with reduced or no disruption or injury (Lambard and Kole, (2008). Safety can also be characterized as a state of mind-care, freedom from doubt and lack of concern. It can be correlated with watching over an organisation for a scheduled case. Safety is providing a secure, reasonably predictable climate, according to Green (2014), in which a person or a group may achieve its end without disruption or harm and without fear of disruption or injury.

School safety is defined as an absence of physical, mental or moral harms or threats to learners and educators, or as a relation between people, practices and procedures that build safety in everyday action, Lindfors & Somerkoski, (2018). School safety can be described as steps taken to protect students, employees, property and other valuable assets of the school from attacks or hazards. It is a strategy by administrators or principals to protect students and employees in the event of risk, according to Kurtus (2012). It is a tactic against criminal and anti-social conduct that can cause damage to school work, physical and mental harm to individuals and harm to school buildings as noted by Ragozzino, Litne, and Brien, (2016). According to Wang and Degol, (2016), school safety needs to be examined in terms of both physical and psychological safety. Just because a school is free from violence, it does not necessarily mean it provides a safe environment. For school administrators and owners, they have to consider some key points. What is the overall culture in your school? Children's development is not just about academics. Are they physically and emotionally safe? How do you ensure that? Do you have a proactive and reactive method of addressing safety concerns? No child deserves to die or get injured because they came to school. One must be seen to give a fair judgment regardless of socioeconomic status."

According to McGuire (2017), if learners perceive danger and sense fear from other learners, teachers, administrators, or even the school infrastructure itself, this may indicate the school is unsafe. For example,

let's say a school has experienced violence among learners and the teachers or the community, that school is considered unsafe. According to McGuire (2017) the primary indicator of a safe school is the existence of a plan in the school policy meant to address situations that may be a threat to learners and staff need a safe and supportive school environment in order to succeed.

Creating a safe and caring atmosphere for young children to learn should be second to none as their overall well being and later life experience depends on it. The parents and the school authorities may not be aware most of the time, but there are times when children are abused, bullied, and discriminated against on the school premises as noted by a Practical Guideline to Making School Safer from Natural Disaster for School Principals and School Committees (2014).

Safety measures are activities and precautions taken to improve safety and security of people in their communities according to Alireza , Farin, Jannati, Fatemeh and Marzieh, (2020) Safety measures refer to conscious acts and strategies adopted to enhance safety in tasks, processes, or organizations. Safety aims to protect individuals from harm or undesirable outcomes. Safety measures are essential for creating conducive learning environments where students can thrive. Whether it's fire safety, risk management, or general well-being, prioritizing safety contributes to positive educational experiences as stated by Fatma, Amany and Kawther (2019). Safety measure is the application of hazard control through the work place, person and system by integrating into the organization sustained actions, accountability and reducing risk to as low as reasonably practicable to mitigate potential injury according to Daryl (2016)

Holton (2014) stated that safety measures will help minimize crime and violence, but he said it is necessary to bear in mind that safety precautions can not guarantee that there will be no crime or brutality. School safety is important in enhancing children's learning according to Dwyer and Osher(2010) who explained that they are measures put in place by staff, parents, learners and other stakeholders. The measures are meant to minimize risk conditions that may cause accidents, bodily injury as well as emotional and psychological distress. Accidents, if not prevented, can cause disability or death, while emotional and

psychological trauma can lead to lack of self-esteem which may result in poor performance in education according to Kurtus (2012)

Mubita (2021) highlights few steps to improve safety measures in schools as to draw a school safety and security policy; conduct school risk assessments regularly; enact a strong visitor management programme; teach learners and staff about school safety and security requirements and the school's emergency procedures; learners, staff and parents should know safe travel routes to and from the school; every stakeholder should know and follow school security and safety measures. Also he added that certain dress code, especially use of uniforms, badges or picture IDs will create a good school climate.

Level of safety and security should include as many measures that are available and applicable or relevant to the school environment for instance; the school can have the following measures but not limited to them as measures of safety according to National Center for Education Statistics (NCES) (2019); pickup list & sign out, locked doors and windows, late passes, security cameras, fire extinguishers and drills, food and allergy safety, Sickbay with trained staff to administer First Aid and CPR, Buddy system and Playground Safety. They further explained that parents are required to fill out authorized pick up list form to ensure child safety. If someone tries to pick up that child and they are not on the pickup list, that child will not be allowed to leave.

According to Mowen and Bragg, (2021), safety measures refer to specific devices and personnel used within the school to reduce victimization, physical attacks, accidents and incidents while promoting the well-being of the students, teachers, administrators, and visitors. Some common examples of school security measures include identification badges worn by school personnel and students, the use of metal detectors at school entrances, school-based police (called school resource officers, or SROs) or security guards, surveillance cameras, drug-sniffing dogs, and the use of a check-in system for school visitors. The use of these types of security measures is often aimed at protecting against external threats to the school, although studies have shown that security measures significantly impact students, teachers, and parents within the school as well.

Theoretical Framework

Heinrich in 1941, propounded the Domino Theory of Safety which states that injuries are caused by accidents and accidents are caused by unsafe acts and conditions while unsafe acts and conditions are caused by the faults of persons. Heinrich came up with a series of five steps that leads to an accident which may cause injury. The steps in this sequence are Social Environment, Fault Person, Unsafe Acts or Unsafe Conditions, Accident and Injury. He likened the steps as dominoes. The first step according to Heinrich is the social environment characterized by recklessness, greed and bad temper, either inherited or acquired from the social environment. The second step is the fault person involving unpleasant manners such as ignorance, recklessness and bad temper. The third step is unsafe acts or unsafe conditions, which according to Heinrich are at the centre of sequences contributing to an accident. They are perceived as the most significant factors to cause an accident. The fourth step is the accident which is an undesirable and unwanted event that cause injury.

The event may include a person falling from height and striking a person due to collapse of objects. Step five involve injury which is the consequences of suffering damage to one's body, Sabet, Aadal, Jamshidi & Rad, (2013). According to Katsakiori, Sakellaropoulos and Manatakis (2009), Heinrich's revised domino theory brings on board the role of management in ensuring that safety measures are put in places of work to minimise accidents. They argue that planning, controlling organising and leading by management are among the strategies that can be utilised to prevent accidents from happening in their place of work. They further maintain that unsafe acts and conditions are defined as symptoms of root causes that originate from steps one and two above Katsakiori et al., 2009, Sabet et al. (2013). The remedy to prevent accidents and injury, therefore, lies in the hands of management who should ensure that people's well-being in their institutions is protected against unsafe acts and unsafe conditions. Katsakiori et al., 2009, Sabet et al. (2013). Unsafe acts and unsafe conditions are indications of management failure that may affect the physical and mental conditions of human resources. The domino theory is applicable to the school environment in the sense that

managers and teachers should ensure that they eliminate conditions that may cause accidents and injury to children.

Choi, Lee, and Jang.(2021), examined how school administrators can better manage risk factors that contribute to student injuries through a comprehensive risk management approach. They found that effective communication with staff, regular monitoring of facilities and equipment, and proper training were key components in reducing unsafe acts and conditions that endanger students.

Karim, Islam, and Al Mamun. (2019), assessed how leadership practices influence safety climate among educational institutions in developing countries, highlighting the importance of strong leadership for promoting a culture of safety within schools. These studies provide valuable insights into strategies for preventing accidents and injury within school environments by improving managerial practices and fostering a culture of safety among all stakeholders involved in education.

Diaz-Vicario & Sallan, (2017) noted that parents' perceptions of school safety can be an important issue that will guide teachers, administrators, staff and legislators in setting strategies to enhance school safety and school climate. According to Child Protection Theory of Change in World Vision International (2014), in all societies, educational institutions with direct contact with children must make every effort to keep children safe while they are participating in the services or activities of the organization. This requires, at a minimum, that the staff/volunteers in these organizations understand basic child protection principles, evaluate the risks they could potentially pose to children and take steps to minimise and mitigate those risks. All schools must fulfill all child protection standards and protocols to be a child safe organization, and influence our partners to also be safe for children.

The physical state of a school can either increase or decrease its chances of crime, intervention of noise, risk, and other forms of violence. School safety is largely dependent on the physical condition of a school and the presence of physical safety features such as a secure fence, controlled access and secure doors and windows, Hundeloh & Hess, (2003).

This is the foundation to establish credibility and legitimacy for engaging on other child protection issues. This includes due diligence in staff and volunteer selection, awareness raising, behavior protocols, visitors, communications, social media/digital technology, incident reporting and response, child protection mainstreaming in programming/advocacy/sponsorship, and safe child participation. This also includes developing Child Protection Incident Preparedness Plans, which should logically and operationally link to the work being done. McGuire (2017) explained that if learners perceive danger and sense fear from other learners, teachers, administrators, or even the school infrastructure itself, this may indicate the school is unsafe.

Yu, Li, Wang, and Liu. (2020) explored the role of teacher-student relationships in promoting feelings of safety among middle school students, finding that positive relationships with teachers were associated with lower levels of fear and increased perceptions of safety at school. These findings underscore the importance not only of physical security measures but also emotional support for students within educational environments.

In their review article, Khosravi, Asilian-Mahabadi, Hajizadeh, Hassanzadeh-Rangi, Bastani, and Behzadan (2014) discuss how addressing unsafe behaviors can help prevent workplace accidents. By focusing on improving safety practices and changing behaviors, companies can reduce the risk of workplace incidents and ensure a safe working environment for employees. The article emphasizes the importance of identifying and addressing these behaviors to create a culture of safety within the organization.

Availability refers to the presence or accessibility of safety measures within an early child care setting. It represents the extent to which safety protocols, equipment, and resources are readily accessible to caregivers, teachers, and children. Availability directly impacts the presence of safety measures. If safety measures are readily available (high availability), Childproofing is in place (e.g., secured furniture, covered outlets). Emergency plans are clear, first aid kits are accessible and caregivers receive safety training etc. This interrupts the accident sequence, preventing harm to children. The likelihood of accidents decreases.

Conversely, inadequate availability of safety measures (Low availability) increases the risk of accidents and injuries (e.g., falls, choking hazards). Inadequate supervision due to resource constraints. Unsafe conditions persist (e.g., broken equipment, hazardous materials). By ensuring sufficient availability of safety measures, child care providers can interrupt the accident sequence, preventing harm to children and promoting a safe environment.

Methodology

The research design adopted for this study is the Comparative Research Design. It examines the similarities and differences between two or more cases according to Kerlinger, (2016). Comparative research essentially compares two groups in an attempt to draw a conclusion about them. In this study, the independent variable of safety measures and its availability is examined between public and private preschools.

The population of this study consisted of all 233 preschools made up of 52 public preschool and 181 private pre-schools in Shomolu Local Government Area of Lagos State, as obtained from the State Universal Basic Education Board (SUBEB) Mende, Maryland Lagos State, on the 24th of July, 2023. Simple random sampling technique was used to select 18 public pre-schools and 60 private pre-schools from each of the 78 public and private pre-schools selected for the study.

A well detailed check list with the relevant items was used to collect primary data. The checklist contains items on general information about participating schools in Section A, while Section B contains items relevant to the research questions and the hypothesis on availability of safety measures and security in early child care schools.

RESULTS

Are safety measures and security more available in public preschools than private pre-schools ?

Table 1: Comparison of Safety Measures and Security in public and private pre-schools

CATEGORIES		PUBLIC PRESCHOOL		PRIVATE PRESCHOOL	
		AVAILABLE	PERCENTAGE	AVAILABLE	PERCENTAGE
1.	Surveillance Camera	-	-	25	42
2.	Security personnel at the gate	18	100	60	100
3.	School well fenced with gates	18	100	31	52
4.	Emergency exit gate	18	100	3	5
5.	Fire alarm	-	-	-	-
6.	Fire extinguisher	18	100	38	63
7	SECURITY PREVENTIVES TO MONITOR ENTRY AND EXIT				
a	Surveillance security personnel patrol	-	-	-	-
b	Visitors log book	18	100	60	100
c	Gate pass for (parents and staff)	-	-	24	40
d	Pickup list and sign out	-	-	17	28
8	HYGIENE EQUIPMENT				
a	Running tap water at strategic points	12	67	41	68
b	Wash hand basin	18	100	60	100
c	Bathroom	-	-	47	78
d	Toilet	18	100	60	100

e	Cleaning accessories for different kinds of cleaning	18	100	60	100
f	Foot operated refuse container	-		26	43
9	HYGIENE PRODUCTS KIT				
a	Soap (liquid or bar)	18	100	60	100
b	Hand sanitizer	18	100	60	100
c	Disinfectant	18	100	60	100
d	Surface wipes	18	100	60	100
e	Tissue	18	100	60	100
10	FIRST AID KITS WITH ADEQUATE MATERIALS				
a	Disposable sterile gloves and mask	18	100	60	100
b	Antiseptic solution(hydrogen peroxide ,mentholated spirit)	18	100	60	100
c	Bandages and safety pins of different sizes	11	61	33	55
d	Tweezers scissor and packs of blades	18	100	60	100
e	Plaster in a variety of different sizes	9	50	43	72
f	Pain relief drugs like paracetamol	18	100	51	85
g	Antibiotic ointment	-		-	
h	First Aid cabinet	18	100	16	27
i	Sick bay or school clinic	18	100	60	100
j	Professional resident nurse	-		28	47
k.	At least one supporting staff for the sickbay.	18	100	60	100
l.	Emergency vehicle	-		23	38
11	SAFETY LEVEL				
a	Identification system for pickup	-		18	30
b	Locked doors	-		-	
c	Entry passes for visitors	18	100	60	100
d	Late passes	-		-	
e	Cameras in classes	-			
f	Fire drill training programme	18	100	6	10
g	Food and allergy safety precaution	-		32	53

h	CPR training and certification	18	100	11	18
i	Buddy system	-		-	
J	Medicine precautions	18	100	27	45
k	Network / Technology gadget	-		47	78
l	Spacious and well equipped playground	18	100	16	27
m	Playground with safety precautions	-		16	27

SOURCE: Survey Check List, 2023

As shown in table 1, data indicates that all participating public schools do not have surveillance camera , while 25(42%) of private preschool have surveillance cameras. Both the participating public and private pre schools have security personnel at the gate. Data indicates that all participating public preschool are well fenced with gates while 31(52%) of participating private preschools are well fenced with gates.

Emergency exits

Data indicates that both public and private preschools do not have fire alarm. All participating public preschool have fire extinguishers while 38(63%) of the participating private preschools have fire extinguishers.

Data indicates that both public and private preschool do not have surveillance security personnel patrol. All participating public and private preschools have visitors log book. All participating public preschools do not have gate pass for parents and staff, while 24(40%) of participating private preschools have gate pass for both parents and staffs. All participating public preschools do not have pickup list and sign out while 17(28%) of private preschools have pickup list and sign out.

12(67%) of public preschool have running tap water at strategic points while 41(68%) of private preschool have running water at strategic points. All participating public and private preschools have wash hand basins. Data indicates that all participating public preschools do not have bathroom, while 47(78%) of participating private preschool have bathroom. Data indicates that all participating public and private preschool have toilets. Data also indicates that all participating public and private preschools have cleaning accessories for different kinds of

cleaning. Data indicates that all participating public preschool do not have foot operated refuse containers while 26(43%) indicates that private preschools have foot operated refuse containers. Data indicates that all participating public and private preschools have soap (liquid or bar), hand sanitizer, disinfectant (dettol and savlon), surface wipes, tissue, disposable sterile gloves and mask, antiseptic solution. 11(61%) of public preschools have bandages and safety pins of different sizes while 33(55%) of private preschools have bandages and safety pins of different sizes. Data indicates that all participating public and private preschools have tweezers scissors and packs of blades. 9(50%) of public preschools have plasters in a variety of different sizes while 43(72%) of private preschools have plasters in a variety of different sizes. All participating public preschools have pain relief drugs like paracetamol while 51(85%) of private preschool have pain relief drugs like paracetamol. Data indicates that both public and private preschools do not have antibiotic ointment.

Data indicates that all participating public preschools have first aid cabinets while 16(27%) of private preschools have first aid cabinet. Data indicates that all participating public and private preschools have sick bay or school clinic. Data indicates that all participating public preschools do not have professional residence nurse while 28(47%) of private preschools have professional resident nurse. All participating public and private preschools have at least one supporting staff for the sickbay. Data indicates that all participating public schools do not have emergency vehicles to transport serious cases to the hospital immediately while 23(38%) of private preschools have emergency vehicles to transport serious cases to the hospital immediately.

All participating public preschools do not have identification system for pickup while 18(30%) of private preschools have identification system for pickup. All participating public preschools do not have locked doors, late passes and cameras in classes and other rooms. 18 public schools and 60 private schools have entry passes. All participating public preschools have fire drill training programmes while 6(10%) of private preschools have fire drill training programmes.

All participating public preschools do not have food and allergy safety precaution while 32(53%) of private preschools have food and allergy

safety precautions. All participating public preschools have CPR training and certification for staff while 11(18%) of private preschools have CPR training and certification. Both participating public and private preschools do not have buddy system. All participating public preschools have medicine precautions while 27(45%) of private preschools have medicine precautions. All participating public preschools do not have network/technology gadgets while 47(78%) of private preschools have network/technology gadgets. All participating public preschools have spacious and well equipped playground while 16(27%) of private preschools have spacious and well equipped playgrounds. All participating public preschools do not have play ground safety precautions while 16(27%) of private preschools have playground safety precautions .

Testing of Hypotheses

HO 1: Safety measures and security are not significantly more available in public pre-schools than in private pre-schools.

Table 4: Testing of Hypotheses

Variables	Observed Freq.	Expected Freq.	Total Freq.	df	X ² Cal.	X ² Tab	Remark
Public pre-school	482	452.9					
Reject				992.25	91	246.34	113.15
Private pre-school	1582	1579.6					

$P < 0.05$, $N = 78$.

As shown in table 4, the calculated Chi square (x^2) is 246.34 . this is greater than the critical value of Chi square (x^2) which is 113.15 at 0.05 level of significance and 91 degrees of freedom. Since the calculated x^2 is greater than the tabulated x^2 , the hypothesis is rejected. This implies that public preschools may have more safety measures and security than private pre-schools but the difference is not significant

Summary of the Findings

- The safety measures available in public pre-schools are security personnel at the gate, school well fenced along with gate, emergency exit gates, fire extinguisher, Security preventives to monitor entry and exit, visitors log book, hygiene equipment;

running tap water at strategic points, washbasins, toilets, cleaning accessories for different kinds of cleaning, Hygiene products kit; soaps, hand sanitizer, disinfectant, tissue, First aid kits with adequate materials; disposable steering gloves and mask, antiseptic solution, bandages, and safety pains of different sizes, tweezers, scissors, packs of blades, plaster in various sizes, pain relief drugs like paracetamol, first aid cabinet, medicine precautions, sick bay, supporting staff in sick bay, they have fire drill training programs and CPR training, They also have spacious and well-equipped playgrounds for pupils. But the following safety measures and security are not available; surveillance cameras, food and allergy safety precautions, do not have lock doors precautions, do not have antibiotic ointment readily available, they also lack professional residence nurses and emergency vehicles for immediate hospital transfers, do not have bathrooms, foot-operated refuse containers, do not have buddy system in place, late passes or technological gadgets, do not have surveillance security personnel patrolling the fenced areas, do not have surveillance cameras in classrooms and other essential areas, do not have fire warning alarms, do not have pick up list and sign out list or identification systems. Instead, they rely on the traditional method of security personnel identifying individuals who come to pick up or drop off children at the school. Also, they do not have playground safety precautions.

- The safety measures available in private preschools are surveillance cameras, security personnel at the gate, have fire extinguishers, visitors log book, gate passes for parents and staff, pickup lists and sign outs, running tap water at strategic points, bathrooms, wash basins, and toilets, foot-operated refuse containers, soap, hand sanitizer, disinfectant, surface wipes, tissues, disposable sterile gloves and masks, antiseptic solution, bandages and safety pins of different sizes, tweezers, scissors, packs of blades, and plasters in a variety of sizes, have plasters in a variety of sizes, pain relief drugs like paracetamol, first aid cabinets, professional resident nurses, and at least one supporting staff or nurse, have emergency vehicles for immediate transportation to the hospital, an identification system for pickups, few private preschools have fire drill training programmes, few have well equipped playground, well fenced premises, food and

allergy safety precautions, and CPR training and certification, medicine precautions, network/technology gadgets, and playground safety precautions. But they do not have safety measures and security like antibiotic ointment, do not have spacious and well equipped playground, do not have buddy system. Also, do not have surveillance security personnel patrolling the fenced areas, do not have emergency exit gates, do not have surveillance cameras in classrooms and other essential areas, do not have late passes, do not have fire warning alarms, do not have locked door precautions

- Private preschools have some more safety measures like surveillance cameras, food and allergy safety precautions, professional nurses, emergency vehicles for hospital transfers, bathrooms, foot-operated refuse containers, and technological gadgets, pick-up lists, sign-out lists, and identification systems than public preschools.

Discussion of the Findings

The findings that public preschools have safety measures and security like security personnel, emergency exit gates, visitor's log book, hygiene equipment, including running tap water and washbasins, first aid kits with necessary supplies, fire drill and CPR training programs, fire extinguisher, sick bay, assistant health staff, and spacious playgrounds. However, they lack certain safety measures such as surveillance cameras, lock door precautions, identification system, antibiotic ointment availability, professional resident nurses, emergency vehicles, bathrooms, foot-operated refuse containers, buddy systems, technological gadgets, fire warning alarms, and playground safety precautions is in line with the work of Reeves, Priest and Poore (2012) in New Zealand which find out that clean hands in preventing disease transmission should be paramount in schools. Quality of toilet and handwashing facilities affects usage, especially for school children. Results indicate many New Zealand children lack access to high quality hygiene facilities at school.

It is also supported with the work of Meishar-Tal, Forkosh-Baruch, Levy & Shenkar in Israel which find out that CCTV cameras in child-care centers can disrupt routines and create stress, they can also help establish

trust and maintain relationships with parents. It emphasizes the importance of policy makers being aware of the overall consequences before implementing CCTV cameras in child care centers.

Also in Brazil, the findings of Góes, Braga, Souza, Soares, Lucchese, Dionizio and Silva (2022) in their work found out that not all educators considered their knowledge about accident prevention satisfactory. Educators faced challenges in providing first aid, as their actions were sometimes ineffective due to the lack of appropriate materials and training, indicating a necessity for further qualification. The study also revealed weaknesses in the knowledge and training of professionals working in day care centers and preschools regarding accident prevention and first aid, emphasizing the importance of a health-education interface in early child rearing institutions.

This is in line with the work of Alex-Hart and Akani (2011) in Southern Nigeria where majority of the schools had strong walls and were well roofed, but some were in disrepair. The Findings also indicated inadequate water supply and functional toilet facilities, with all schools practicing open dumping for refuse disposal and most of the schools lacked essential areas like food service, safety patrols, and fire extinguishers. In contrast, the work of Mwale (2006) in Malawi review that their school environment positively safe for teaching and learning, safety measures and security are available but there are concerns regarding maintaining those schools facilities.

The findings that private preschool have safety measures and security like surveillance cameras, security personnel, fire extinguishers, visitors log book, gate passes, identification system, running tap water, bathrooms, wash basins, hygiene products, first aid supplies, professional resident nurses, emergency vehicles for quick hospital transfers, pick up lists and sign outs, fire drill training programs, CPR training, medicine precautions, network/technology gadgets, and playground safety precautions. However, there are specific safety measures and security features lacking in private preschools, such as the absence of antibiotic ointments, spacious playgrounds, and buddy systems. Additionally, they do not have surveillance security personnel

patrolling fenced areas, emergency exit gates, surveillance cameras in classrooms, fire warning alarms, or locked door precautions.

It is supported with the work of Agbenyega (2011), Victoria, Australia. Where the findings of the study showed that children felt safest in spaces that allowed them to play freely. These were the spaces where they behaved well, laughed, and played without feeling restricted or intimidated. It was noted that children responded positively to environments that gave them the freedom to express themselves through play.

This is in line with the findings of Murungi (2021) which focused on improving safety and security in non-formal pre-primary schools in Nairobi City County by implementing intervention measures such as supervision by the county government, how to make non-formal pre-primary schools safer for school pupils. They found that things like having the government help out, making sure children are safely transported to and from school, and having secure fences and gates can help improve safety and security for children in these schools.

It is also supported with the findings of Góes, Braga, Souza, Soares, Lucchese, Dionizio, and Silva (2022) which highlighted the need for enhanced accident prevention measures in early child rearing institutions. It was discovered that many educators lacked adequate knowledge and training in accident prevention and first aid, leading to inefficiencies when handling injuries. This indicates a critical necessity for better professional qualifications in day care centers and preschools to ensure child safety.

This is in contrast, in Nairobi City County, the work of Mwoma, Begi, and Murungi (2018) revealed challenges such as poor infrastructure, lack of play space and equipment, congested classrooms, and unfenced school compounds in informal settlement preschools.

The findings revealed that public preschools do not have more safety measures and security than private preschools is supported by the work of Lukumon, Abraham, and Haftamu (2018), in Lagos State, Nigeria. Their work reveal that many public schools in Lagos State lack effective and necessary safety resources, facilities and equipment to

respond quickly to safety issues. Additionally, the rules related to security and discipline were not consistently enforced in these schools. As a result, the researchers recommended that the government should work closely with education stakeholders, such as policymakers and labor leaders, to improve safety in schools.

This is also supported with the work of Xaba (2006) the safety and security status of schools in Sedibeng district's Vaal-Triangle townships, South Africa which identifying the need for improved maintenance, surveillance systems, and safety procedures to create safer school environments. It was found that school environments displayed some measure of basic safety, though there was a need to focus more on features like ensuring proper maintenance and surveillance systems, as well as on functional safety and security systems and procedures. An important finding related to the lack of conscious efforts aimed at creating safe and secure environments. It is recommended that schools focus on the basic safety and security of their physical environments, interalia, purposefully planned school-based maintenance, surveillance and collaboration with stakeholders, including outside agencies like law enforcement.

It is also supported with the work of Donatus and Udebunu (2018) Enugu State, Nigeria, security and safety management in public secondary schools showed that security devices to improve security in public secondary schools were not readily available. Secondly, emergency response plans for managing safety threats in these schools were also lacking in all the public schools.

It is support with the work of Olympia, Wan, and Avner (2005)) in the United States which identify areas for improvement in school emergency preparedness, including the importance of schools being prepared to respond to pediatric emergencies by having emergency-response plans, efficient communication systems with EMS, medical emergency-response plans, training in first aid and CPR, and implementing AED programs.

In contrast, Oluremi (2015) evaluated the school learning environment in primary schools in Osun State, Nigeria, focusing on classroom environment, infrastructural facilities provision, and teacher/pupil

interaction. Data revealing that 25% of the selected schools were not child-friendly.

The fact that public preschools do not have surveillance cameras may result in a lack of oversight and monitoring of activities within the premises. This could potentially compromise the safety and security of students and staff, as incidents could go unnoticed or unaddressed without proper surveillance.

Also, the lack of bathroom facilities and Proper hygiene equipment like foot operated refuse containers are essential for maintaining cleanliness and hygiene standards in educational settings as it will help in the preventing and spreading of illnesses and diseases.

Not having a professional resident nurses on-site in public preschools can hampers the prompt and adequate medical attention in case of health-related incidents or emergencies. The absence of resident nurses may delay the provision of medical care, which could impact the overall safety and well-being of students and staff in public preschools.

Emergency vehicles are critical for timely transportation of individuals in need of urgent medical assistance or evacuation during emergencies. The absence of such vehicles in public preschools could impede the ability to respond effectively to crisis situations and might increase the chances of delayed treatment, sustainance of permanent injury of even cause of death of both pupil and staff.

Not having a pickup list and sign out list in place in public preschools can lead to unauthorized individuals kidnapping pupils during closing hours, especially when the parents or guardians of such pupils delay in picking their wards up.

Not having these additional safety measures and security features in public preschools may lead to potential threats to the physical safety and well-being of pupils and staff, an increased risk of accidents, incidents of violence, unauthorized individuals entering the premises, and other safety concerns; such as theft, vandalism, and unauthorized access to sensitive information. Overall, the absence of these safety measures can

compromise the learning environment and overall stability of the preschool community.

Conversely, the fact that private preschools have surveillance cameras enhanced safety and security and monitoring of the school premises. This can help deter potential incidents or unauthorized access, ensuring the safety of pupils, staff, and visitors. The implementation of food and allergy safety precautions in private preschools enable them to address dietary restrictions, prevent allergic reactions, and prevent food poisoning to the barest minimum. Having professional nurses on-site in private preschools provides immediate medical care and support for students in case of injuries, illnesses, or emergencies. This ensures prompt medical attention and enhances overall health and safety within the school premises.

Also, the availability of emergency vehicles for quick hospital transfers in private preschools enables efficient response to medical emergencies or urgent situations. This can help ensure timely access to medical facilities and necessary care for pupils and staff in critical conditions. By Utilizing foot-operated refuse containers in private preschools promotes hygiene and sanitation practices among pupils and staff. This can help minimize the spread of germs, maintain a clean environment, and support overall health and well-being in the school premises. Furthermore, integrating technological gadgets in private preschools enhances security measures, communication systems, and educational resources for both pupils and staff. This can improve efficiency, quick discovery, information accessibility, and prompt response time and actions taken.

The use of pick-up lists and sign-out lists in private preschools facilitates organized and secure transitions for pupils during arrival and departure times. This ensures accountability, safety, and proper supervision of pupils by authorized individuals, reducing the risk of unauthorized pick-ups or incidents. By having identification systems in private preschools helps maintain a controlled and secure environment by verifying the identity of individuals entering the premises. This enhances safety measures, restricts access to unauthorized individuals, and promotes a sense of security for pupils, parents, and staff.

The absence of spacious playgrounds in private preschools may limit opportunities for physical activity and outdoor play for students. This could affect their overall development and well-being, as outdoor play is essential for promoting health, social skills, and engagement with the environment. Without emergency exit gates in place, private preschools may face challenges in managing and evacuating pupils during emergency situations. Emergency exit gates are essential for facilitating safe and efficient evacuation procedures in case of fires, natural disasters, or other emergencies. The inclusion of these additional safety measures and security features in private preschools contributes to a comprehensive and proactive approach to maintaining a safe and conducive learning environment. By addressing specific needs and potential risks, private preschools can prioritize the well-being and security of their school community.

Finally, the unavailability of antibiotic ointments in both public and private preschools could hinder proper first aid treatment and potentially hinder immediate first aid treatment for minor injuries. This could potentially impact the health and well-being of pupils, as prompt medical care is crucial in ensuring a safe learning environment. The absence of lock doors precautions could expose the pupils to unauthorized individuals gaining access to the classrooms, leading to potential threats or intrusion or hostage situations.

The lack of buddy systems in public and private preschools may compromise pupils' safety during outdoor or group activities. A buddy system helps ensure that children are paired with a peer for support and supervision, reducing the risk of accidents or incidents while promoting social interaction and responsibility among pupils. The absence of surveillance security personnel patrolling fenced areas in both public and private preschools may result in limited oversight and monitoring of the school premises. This could potentially impact the security of pupils and staff, as regular patrols help deter unauthorized individuals and ensure a safe environment.

The absence of surveillance cameras in classrooms in both public and private preschools may lead to gaps in monitoring student activities and behavior. Surveillance cameras can help ensure a secure learning

environment by providing visual oversight and deterring inappropriate behaviors or incidents.

The lack of fire warning alarms in both public and private preschools may pose a risk in detecting and alerting individuals to potential fire hazards. Fire warning alarms are critical for early detection of fires, enabling timely evacuation and response to minimize risks and ensure the safety of students and staff. The absence of essential safety measures and security features in both public and private preschools poses significant risks to the health, well-being, and overall safety of pupils and staff. Without proper resources and protocols in place, there is a heightened vulnerability to accidents, threats, and other potential dangers that could impact the learning environment and community as a whole. It is crucial for both public and private preschools to prioritize the implementation of necessary safety measures to ensure the protection and security of everyone within the school setting.

Conclusion

This work looked at the availability of safety measures and security in public and private pre-schools. Literature was review based on the concept of Safety Measures and Security in Pre-Schools, Safety Measures and Security of Schools and Safety and School Safety. At the end of the research work the findings revealed that public preschools have the following safety measures and security available; security personnel, emergency exit gates, visitor's log book, hygiene equipment, including running tap water and washbasins, toilets, first aid kits with necessary supplies, fire drill and CPR training programs, fire extinguisher, sick bay, first aid cabinet, assistant health staff, and spacious playgrounds.

While private preschools have safety measures and security available; surveillance cameras in premises, security personnel, fire extinguishers, visitors log book, gate passes, Identification system for pickups, gate pass for both parents and staff, running tap water, bathrooms, toilets, wash basins, foot operated refuse containers, hygiene products, first aid supplies, first aid cabinet, sick bay, professional resident nurses, assistant health staff, emergency vehicles for quick hospital transfers, pick up lists and sign outs, fire drill training programs, CPR training,

medicine precautions, network/technology gadgets, and playground safety precautions.

Recommendations

Based on the findings, the following recommendations were made;

- Since pick up and sign out list, identification system for pickups, gate pass for both parents and staff, surveillance cameras in premises, surveillance cameras in class rooms, lock door precautions, antibiotic ointment, professional resident nurses, emergency vehicles, bathrooms, foot-operated refuse containers, buddy systems, technological gadgets, fire warning alarms, and playground safety precautions are not available in public preschools. It is recommended that Government who is the major sponsor and financial of public preschools should make provisions for those safety measures and security to enable pupils, staff and parents feel safe and secure in the school premises.
- It is also recommended that since antibiotic ointments, spacious playgrounds, and buddy systems, surveillance security personnel patrolling fenced areas, emergency exit gates, surveillance cameras in classrooms, fire warning alarms, or locked door precautions are not available in private preschools; school owners, and or board of directors of private preschools should make provisions for the inclusion of those safety measures and security to the ones already available.

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