

Insecurity on Teachers' Job Performance and Security Management Strategies Available for Principals of Public Secondary Schools in Abuja, Nigeria

Oweikpodor Vera Gbaeprekumo, Temienor Eguonor

Department of Educational Management and Foundations, Delta State University, Abraka, Delta State, Nigeria

Nnorom Jane Ndidiamaka

Institute of Education, Delta State University, Abraka, Delta State, Nigeria, Department of Educational Foundations, Faculty of Education University, Abuja

Abstract: This study assessed the impact of insecurity problems on teachers' job performance and also looked at security management strategies available for principals of public secondary schools in Abuja, Nigeria. This study adopted descriptive survey and correctional design. The population of the study comprised of all principals and teachers in public secondary schools in Federal Capital Territory Abuja, Nigeria. The sample size was made up of 39 principals and 149 teachers. The sample size was selected through stratified random sampling technique, while the secondary schools are sampled through purposive sampling method. Questionnaire was used for data collection which was titled "Impact of Insecurity on Teachers' job Performance Questionnaire (IITJPQ)". A 4-point Likert-type scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) and it contained 20 items. Mean scores, standard deviation and Pearson Product Moment Correlation (PPMC) coefficient was used for answering the generated research questions and formulated hypotheses at < 0.05 alpha level. The study revealed that insecurities problems have affected teachers' job performance negatively in public secondary schools. The study established that access control, visit management, security education, capacity building for Security officers, intelligence sharing, school perimeter fencing, video surveillance, intelligence sharing, communication system and lockdown system are the various security management strategies available for school principals to deploy for effective security management in Public secondary schools in Abuja. Based on the findings, the paper suggests that government should address all factors responsible for insecurity in FCT, Abuja. FCT secondary education board should constantly organize training and retraining programme for school administrators on effective security management strategies.

Key words: Insecurity, Security management strategies, Teachers' job performance.



1.0 Introduction

Secondary school education is the post basic education that prepares the learners for career development. Secondary school education is an organized education that come before higher education with the aims of developing career choices for the learners (Oweikpodor, Nwangwa & Olofinkua, 2024). The Secondary school education is structured to function with teachers. Atiga & Ogunode (2021) opined that teachers are the implementers of school curriculum. Teacher's functions include teaching, preparing lesson notes and lesson plans, evaluating the students, setting examination questions and marking the answer sheets. Their functions also include providing leadership in classes, perform academic services, relating with parents on feedback on students' progress and sometime taking students for excursion with school permission. The teachers are very important factors in the management of educational institutions especially the secondary schools. The teachers' roles cannot be replaced in teaching and learning process. Teachers have been described as the most recognized and indispensable human resources in the educational system. The degree at which the teachers carries out their job in the school is significant to the realization of school objectives.

Teachers' job performance has been conceptualized by Unazurike & Ezenwa-Adikwu (2021) as the conscious commitment and participation of the teachers in the day to day administration of the school with a view to actualizing set school goals and objective. The important element in teaching and learning process is the teacher who plans, organizes, designs, directs, motivates and inspires students to learn using standard teaching techniques to impart knowledge. For this reason, teacher must be effective in the execution of instructional tasks and equally put in high levels of job performance. Also, teachers will be more effective and do better in their job when the work environment is conducive for instructional and extra-curricular activities and opportunities for capacity building and advancement are provided. Teachers' job performance include writing of lesson note, lesson plan, organization of instrument materials, assigning of test and examination, marking, representing of school, extra- curriculum activities and motivation of students. The teachers' job performance are all activities and programme the teachers carry out in the school and the extent to which the activities are achieved (Zaifada, Olowonefa & Ogunode, 2023). Uche & Godwin, (2019) viewed teachers' job performance as the outcome of the task of teaching performed by a teacher at a period in the school system in achieving educational goals. The teachers' job performance may be affected by factors such as insecurity.

Insecurity is the state of fear and unstable mindset (Ogunode & Chijindu, 2022). Insecurity refers to the condition at which people cannot carry out their function due to threat of harm and attacks. Eric (2021) insecurity is a common feeling that nearly most people will experience at some point, and it can stem from numerous sources. Generally, it presents a lack of confidence, anxiety, and uncertainty. By working to accurately identify and address insecurity, a person can minimize its unwanted impact, find renewed security, stability, and a sense of worth that propels them towards happiness and improved well-being (Umar, 2022). Insecurity have been a major threat to the Nigerian educational system (Manga, 2019; Ogunode, Umeora, & Olatunde-Aiyedun, 2022). Insecurity and especially school attacks have been recorded in North-East, North-West, North-Central and South-east regions. This attacks have led to killings of teachers, students and destruction of schools facilities (Hassan, 2014 and Iyere, Abdulmumin, Ledawo, & Abubakar, 2018).

The continuous attacks on schools in Nigeria and in Abuja in particular have could have led to school closure and unstable academic calendar. The continuous school attacks may have negative impact on teachers' job performance. In the bid to curtain the school attacks, many principals have adopted different security management strategies. Based on this observation, this study seeks to

assess the impact the impact of insecurity on teachers' job performance in Public secondary schools in Abuja, Nigeria.

1.2. Purpose of the study

The objectives of this study is to assess the impact of insecurity on teachers' job performance in Public secondary schools in Abuja, Nigeria. Specifically, the study is aims

1. To find out the impact of insecurity on teachers' job performance in Public secondary schools in Abuja, Nigeria.
2. To find out the various security management strategies available to school administrators to deploy for effective security management in in Public secondary schools in Abuja, Nigeria

1.3 Research Questions

The following research question were formulated to guide the study;

1. What is the impact of insecurity on teachers' job performance in Public secondary schools in Abuja, Nigeria?.
2. What are the various security management strategies available to school administrators to deploy for effective security management in in Public secondary schools in Abuja, Nigeria?

2.0 Literature Review

There are many investigation on the influence of insecurity on education variables like teachers' job performance and education in generally. Hassan, (2014) looked at Boko Haram insurgency and the spate of insecurity in Nigeria: Manifestation and Social Science and found out that the activities of Boko Haram insurgency have affected development of education in the North east Nigeria.. Iyere, Abdulmumin, Ledawo, & Abubakar, (2018) did on a study on the problem of insecurity in Achieving Universal Basic Education in North- Eastern Nigeria and discovered that insecurity have led to low enrolment in schools. Manga, (2019) did a work that assessed the causes and forms of insecurity in Educational Institution in Kebbi State: Implication for School Administration. The study revealed that insecurity is hampering education development in the Kebbi state Nigeria. Insecurity have led to destruction of school facilities and displacement of learners and teachers.

UNESCO (2021) looked at insecurity impacting negatively on Nigeria's Education and concluded that insecurities problems in Nigeria have affected education development wherein contributing to out of school children and displacement of learners. Also, UNICEF & EU. (2021) confirmed that 2295 teachers killed, 1400 Schools Destroyed in North- East Since 2009 as result of insecurities problems the North east states in Nigeria. Ogunode & Kolo (2021) looked at the effects of insecurity on Basic education in Northern Nigeria and their study revealed that insecurity have led to reduction in students enrolment, disruption in academic calendar and learning loss. Ogunode & Ukozor (2022) carried out a study that looked at the implication of insecurity on Higher Education in South-East Geo-Political Zone of Nigeria and Way Forward. The study concluded that insecurity in the region affected teaching, research and community service programme implementation. Umar, (2022) did a study that focused on insecurity in Nigerian Education System: Implications for Educational Managers. The study revealed that insecurity have disrupted education management and school enrolment in the affected states.

3.0 Method

This study adopted descriptive survey and correctional design. The population of the study comprised of all principals and teachers in public secondary schools in Federal Capital Territory Abuja, Nigeria. The sample size was made up of 39 principals and 149 teachers. The sample size was selected through stratified random sampling technique, while the secondary schools are

sampled through purposive sampling method. The instruments employed for the collection of data was a well-constructed questionnaire titled “Impact of Insecurity on Teachers’ job Performance Questionnaire (IITJPQ)”. 4-Likert scale. A 4-point Likert-type scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) and it contained 20 items. The instrument for data collection was a questionnaire which was validated by experts in Educational Management and Measurement and Evaluation and therefore tested for reliability by using Cronbach Alpha reliability coefficient method, and a reliability index score of 0.86 obtained indicating that the instrument was reliable. Mean scores, standard deviation and Pearson Product Moment Correlation (PPMC) coefficient was used for answering the generated research questions and formulated hypotheses at < 0.05 alpha level.

4.0 Result and Data Analysis

H_{01} : There is no significant relationship between insecurity and teachers’ job performance in public senior secondary schools in Abuja, Nigeria.

Table 1: Test of Relationship between insecurity and Teachers’ Job Performance in Public Senior Secondary Schools in Abuja, Nigeria.

N149

Variables	N	Mean	SD	R	r^2	Sig@0.05	Decision
Insecurity	149	2.27	1.07	0.819	0.670	0.000	Significant
Teacher’ Job Performance	108	3.12	0.78				

Result on Table 1 showed that there was a significant relationship between insecurity and teachers’ job performance in public senior secondary schools in Abuja, Nigeria ($p=0.000$, which is less than 0.05 level of significance). As a result, the first hypothesis was rejected. In other words, there was a very strong positive correlation (0.819) between how insecurity affects teachers’ job performance in public senior secondary schools in Abuja, Nigeria. The r^2 value of 0.670 shows that only 67.0% of the variance in insecurity challenges on teachers’ job performance in public senior secondary schools in Abuja, Nigeria can be explained on the basis of impact on curriculum implementation.

Table 2: Analysis on various security management strategies available to school administrators to deploy for effective security management in in Public secondary schools in Abuja

S/N	Security Management Strategies	X	S.D	Decision
1	Access control	3.10	.92	Agree
2	Visit management	2.90	.79	Agree
3	Security education	3.08	.91	Agree
4	Capacity building for Security officers	3.15	.97	Agree
5	Intelligence sharing	3.13	.94	Agree
6	School perimeter fencing	3.18	.99	Agree
7	Video surveillance	3.11	.95	Agree
8	Communication system	2.88	.75	Agree
9	Lockdown system	2.85	.73	Agree
	Total Mean	3.16		

Table 2 shows that the teachers agreed that on various security management strategies available for school administrators to deploy for effective security management in Public secondary schools in Abuja which includes; (item 1, $x = 3.10$), Access control (item 2, $x = 2.90$), Visit management

(item 3, $x = 3.08$), Security education (item 4, $x = 3.15$), Capacity building for Security officers (item 5, $x = 3.13$), Intelligence sharing (item 6, $x = 3.18$), School perimeter fencing (item 7, $x = 3.11$), Video surveillance, Intelligence sharing (item 8, $x = 3.88$) Communication system and Lockdown system (item 9, $x = 3.85$). Table 2 showed that based on the sectional mean of 3.16, respondents agreed that the Access control, Visit management, Security education, Capacity building for Security officers, Intelligence sharing, School perimeter fencing, Video surveillance, Intelligence sharing, Communication system and lockdown system are the various security management strategies available for school administrators to deploy for effective security management in Public secondary schools in Abuja

4.1 Findings

The study discovered that insecurities challenges have negative impact on teachers' job performance in public secondary schools. The study also established that Access control, Visit management, Security education, Capacity building for Security officers, Intelligence sharing, School perimeter fencing, Video surveillance, Intelligence sharing, Communication system and lockdown system are the various security management strategies available for school administrators to deploy for effective security management in Public secondary schools in Abuja.

4.2 Discussion of Findings

The study revealed that insecurities challenges have negative impact on teachers' job performance in public secondary schools. This result is in line with the findings of *Adedigba (2018) and Ogunode & Kolo, (2021)* that concluded that insecurity disrupts implementation of school curriculum which directly linked to the teachers' job performance. *Abdullahi, (2022); Ogunode, Ahaotu & Obi-E (2021); Hamman-Tukur, Atsua & Nwachukwu, (2014)* also, discovered that insecurity have slow down the implementation of teaching and learning programme in schools across the North central Nigeria.

The study also established that Access control, Visit management, Security education, Capacity building for Security officers, Intelligence sharing, School perimeter fencing, Video surveillance, Intelligence sharing, Communication system and lockdown system are the various security management strategies available for school administrators to deploy for effective security management in Public secondary schools in Abuja. This result supports the findings of *Adeyinka, (2020); Adebayo (2020) and Adams, Adedeji, Majekodun, Kehinde, & Adams, (2021)* that listed training for Security officers, Intelligence sharing, School perimeter fencing, Video surveillance, Intelligence sharing, community –school based information sharing and visit management as security strategies available for schools administrators in Nigeria to apply.

4.3 Conclusion and Recommendations

The objectives of this study was to assess the impact of insecurity on teachers' job performance in Public secondary schools in Abuja, Nigeria. Specifically, the study is aims; 1. to find out the impact of insecurity on teachers' job performance in Public secondary schools in Abuja, Nigeria and to find out the various securities management strategies available to school administrators to deploy for effective security management in in Public secondary schools in Abuja, Nigeria. The study concluded that insecurity have affected teachers' job performance in public secondary schools. The study also established that access control, visit management, security education, capacity building for security officers, intelligence sharing, school perimeter fencing, Video surveillance, intelligence sharing, communication system and lockdown system are the various security management strategies available for school administrators to deploy for effective security management in Public secondary schools in Abuja.

Based on the findings, the paper suggests that government should address all factors responsible for insecurity in FCT, Abuja. FCT secondary education board should constantly organize training and retraining programme for school administrators on effective security management strategies.

References

1. Abdullahi, M. (2022). UNICEF: Insecurity has caused closure of 11,536 schools in Nigeria since Dec 2020. <https://www.thecable.ng/unicef-insecurity-has-caused-closure-of-11-536-schools-in-nigeria-since-dec-2020/>
2. Abubakar, A., M. (2021) Zamfara shuts boarding schools after abduction of schoolgirls. <https://www.premiumtimesng.com/regional/nwest/445544-breaking-zamfara-shuts-boarding-schools-after-abduction-of-schoolgirls.html>
3. Adedigba, A. (2018) Nigeria: Boko Haram Kills 2,295 Teachers in North-East – Minister. <https://protectingeducation.org/news/nigeria-boko-haram-kills-2295-teachers-in-north-east-minister/>
4. Adebayo, A. A. (2014). Implications of „Boko Haram“ terrorism on national development in Nigeria: A critical review. *Mediterranean Journal of Social Sciences* 5(16), 480 –489.
5. Adams, O. T., Adedeji, M. S., Majekodun, O. A., Kehinde, B. R. & Adams, T. A. (2021). The Effects of Insecurity on School System (Secondary Schools) in Nigeria. In Ochigbo, Beetseh, and Abubakar ed., *Global Insecurities: Challenges and the ways forward*. 1st ed. Akure: Science and Education Development Inst., Nigeria, pp. 126-136.
6. Adebayo, A. (2020). Intelligence gathering and sharing in university security management. *Journal of Security Management*, 14(1), 1-12.
7. Adeyinka, A. (2020). Community engagement and liaison in university security management. *Journal of Community Development*, 11(2), 1-15.
8. Atiga, T & Ogunode, N, J. (2021). Management of Public Secondary School in Nigeria: Challenges and the Ways Forward. *International Journal of Formal Education*. 01 (03), 1-12
9. Eric, P. (2021) Insecurity: Definition, causes, and seven ways to cope. www.choosingtherapy.com
10. Hamman-Tukur, A., Atsua, T. G., & Nwachukwu, K. I. (2014). Impact of boko haram insurgency on lecturers, administrators and students in tertiary institutions in Maiduguri Metropolis, Borno State, Nigeria. Paper presented at a conference on 100 years of higher education Nigeria organized by Faculty of Education, University of Port-Harcourt
11. Hassan, M. B. (2014) Boko Haram insurgency and the spate of insecurity in Nigeria: Manifestation and Social Science. *Journal of Research and Humanities and Social Science*, 4, (18).
12. Iyere, J. M. Abdulmumin T. I., Ledawo, M. S. & Abubakar, F, U (2018). The Problem of Insecurity in Achieving Universal Basic Education in North- Eastern Nigeria. *ZAJES* (19),99-113
13. Manga, S.D. (2019). Assessment of Causes and Forms of Insecurity in Educational Institution in Kebbi State: Implication for School Administration. *International Journal of Current Research*. Vol. 11(10),7676-7680.Doi: <https://doi.org/10.24941/ijcr.36722.10.2019>.
14. Ogunode, N. J. Ahaotu G. N. & Obi-E. U. (2021) Effects of Insecurity on School Administration in Nigeria. *Middle European Scientific Bulletin*, VOL 13.P:94-102

15. Ogunode, N. J, Umeora, M. & Olatunde-Aiyedun, T. G (2022) Impact of Insecurity on Administration of Post-Basic Education and Career Development (PBECD) in South- East Geo-Political Zone of Nigeria. *Spanish Journal of innovation and integrity*, (8), 56- 62
16. Ogunode, N. J. & Chijindu, O. E (2022) Implication of Sit At Home Order (Insecurity) on Basic Education in South-East Geo-Political Zone of Nigeria. *Central Asian Journal of Social Sciences and History*, 03 (07), 21-29
17. Ogunode, N. J., Ahaotu G. N. & Obi-E., U. (2021) Effects of Insecurity on School Administration in Nigeria. *Middle European Scientific Bulletin*, (13), 94-102
18. Ogunode N. J. & Kolo, F (2021) Effects of Insecurity on Basic education in Northern Nigeria. *International Journal of Discoveries and Innovations in Applied science*, 1(7),1-8.
19. Oweikpodor, V. G., Nwangwa, J. E. & Olofinkua, V. K. (2024) Capacity Building, Principals' job Performance and Teachers' job performance in Public Secondary schools in Federal Capital Territory, Abuja, Nigeria. *International Journal of Applied Educational Research (IJAER)* 2, (12): 475 - 482.
20. Uche, U. E & Godwin S.K. (2019). Influence of school supervision on Job performance of teachers' in Calabar, Cross River State, Nigeria. *Worldwide Journal of Development* 36 – 39.
21. Uwazuruike, C. N. & Ezenwa – Adikwu C.O. (2021).Managerial Styles as correlate of Teachers' job performance in Secondary School in Nigeria. *International Journal of Research and Innovation in Social Science*, 5(7), 63 – 70
22. Umar, Y. (2022). Insecurity in Nigerian Education System: Implications for Educational Managers. *Bichi Journal of Education (BIJE)*,16(1),87-96
23. Usman, M. H. (2021) Impact Of Boko Haram Insurgency On Academic Achievement of Senior Secondary School Students In Madagali Local Government Area, Adamawa State, Nigeria. *International Journal of Research In Education And Sustainable Development* .1(5), 94-104
24. UNESCO (2021). Insecurity impacting negatively on Nigeria's Education. As NCCE train 300 educators on new curriculum. On <https://tribuneonlineng.com/insecurity-impacting-negativelt-on-nigerias-education-%E2%80%95unesco>.
25. UNICEF & EU. (2021) Insurgency: 2295 Teachers killed, 1400 Schools Destroyed in North-East Since 2009. Vanguard Newspaper. Available on line at www.vanguardngr.com.
26. Zaifada, B. Z., Olowonefa, G. O. & Ogunode, N. J (2023) Public Secondary School Administration in Nigeria. *Journal of Science, Research and Teaching*, 2, (2), 76-86.