



## **Perceived Impact of Insecurity Arising From Physical Attacks on Teachers' Productivity in Public Secondary Schools in Anambra State, Nigeria**

**Obiechina, Franka Nkechi, Prof. N. M. Abraham & Dr. U. J. Nwogu**

**Department of Educational Management, Faculty of Education,  
University of Port Harcourt, Port Harcourt, Nigeria  
Email:fnobiechina@yahoo.com (08140817131)**

### **ABSTRACT**

This study investigated perceived impact of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State, Nigeria. One research question and one hypothesis in line with one objective guided the study. The study adopted descriptive research design. The population of the study comprised of 6,089 teachers in the 258 public secondary schools in Anambra State. A sample size of 611 teachers was selected using stratified random sampling technique. A validated 10-item instrument titled "Perceived Impact of Insecurity Arising from Physical Attacks on Teachers' Productivity Questionnaire" (IPATPQ) was used for data collection. The questionnaire items were responded to on a four point modified likert type scale. The face and content validities were determined by experts in Educational Management and Measurement and Evaluation. The reliability coefficient was given at 0.81. Mean and rank order was used in answering the research question while z-test statistical analysis was used to test the hypothesis at 0.05 alpha levels. Based on the finding, it was concluded that physical attacks on teachers demoralises them and negatively affect their commitment to work, which ultimately reduces their level of productivity. Therefore, it was recommended that, state government through the ministry of Education should provide trained private security personnel with modern security gadgets for effective internal surveillance and policing that would guarantee teachers' safety for optimal result. Also, state government should introduce the payment of risk allowances to teachers' monthly emolument as this gesture would motivate them to be more passionate and do their job well even in the face of seeming danger.

**Keywords:** Insecurity, physical attacks, teachers, productivity, schools.

### **INTRODUCTION**

The responsibility of secondary school teachers in raising a crop of students who can critically think for themselves, honour the opinions and feelings of others, value the dignity of labour, appreciate those values stipulated in the national goals so as to be useful citizen should be honoured by all. It therefore goes without argument that priority attention should be given to secondary school teachers for optimal productivity. However, the seeming challenge faced by our school system is the problem of insecurity that had affected the smooth running of the school, drop in students' attendance, unnecessary fear among teachers and students alike. This no doubt may be responsible for teachers' low productivity and students' abysmal academic performance.

Williams (2000), emphasized that education can be linked to security in two major ways. Education can be studied to understand its potential influence to "redress global security threats", or, alternatively, to understand the impact of the new security threats to education" (p, 193). It is commonly said that peace is a necessity for development. An education system that is characterized by chaos, constant terrorism, vandalism, cultism, students' unrest, willful destruction by hooligans, kidnapping and social vices can never be a fertile ground for teacher productivity.

Insecurity is the opposite of security. Security itself is the presence of confidence in human at any given time. Insecurity is viewed as a state of fear or anxiety emanating from alleged lack of protection or safety (Beland, 2005). This implies that security or the absence of it, i.e., insecurity, is a common

and shared value in society that affects all members of society in degrees. It is in this sense that the prevalent state of insecurity in the South-east and other parts of the country should not be treated with kid gloves as its consequences on the teachers, students and the education system is becoming alarming and if remain unchecked will destroy the education system in its entirety.

Insecurity arising from physical attacks on teachers and students should not be taken lightly. It is in view of this that Mijah (2014) lamented that teachers are targets of frequent deadly attacks. This assertion became obvious in the North East where Boko Haram sects operate with impunity to destroy western education. They equally disrupt economic and commercial activities as well as agricultural functions. The effect is very devastating to the attainment of educational goals and objectives. Mijah (2014) affirmed more that “students cannot come to school and learn any meaningful thing as they are constantly living in fear for their lives and safety. Also, teachers cannot teach effectively or realize their potentials in an atmosphere where both they and their students live in fear and uncertainty about their safety” (p, 130).

Therefore, the issue of school security is as important and vital to the actualization of school goals and objectives. School activities thrive in an environment that supports protection of lives and properties. A well-secured learning environment that is devoid of security threats is perceived to enhance quality learning. On the other hand, insecurity is a social disorder that hinders teachers’ effectiveness and result in low productivity in their workplaces. Just as security of teachers’ lives guarantees confidence in discharging their duty and enhances high performance.

In their contributions, Achumba, Ighomereho and Akpan – Roharo (2013) viewed insecurity from two angles. The first is that insecurity could be seen as the condition in which one is open to dangerous threats that could be harmful to an individual. Secondly, insecurity as a situation in which a person is exposed to risks and diverse anxieties. It therefore means that these anxieties imply unhappy emotions that individuals experience in anticipation of certain misfortunes. From the on-going definitions of insecurity, the writer discovers that there are commonalities on the views of scholars which pointed to the fact that insecurity is where there is no peace, safety and security for teachers to perform their duties without fear of being attacked. From the researcher’s opinion, insecurity is a situation where teachers are not safe or protected to discharge their duties maximally.

The National Economic Empowerment and Development Strategy (NEEDS, 2010) cited in Saleh (2011) indicated that constant attacks made it very difficult for teachers and other stakeholders to convince parents to allow their children to be in schools amidst threats of killings. The effect was a massive dropout of pupils and students from schools. It was against this backdrop, that Nwadiani (2016) raise the concern of rising spate of insurgency, acts of terrorism, kidnapping, robbery, cultism, ritual killings, unguided militancy, reign of violence unchecked and loss of values for life that have spread to the secondary schools have put the safety of teachers and students at a very high risk. Concluding that, the land is unsafe for everybody.

Human lives is said to have no duplicate. Hence, humans value their lives more than anything else. Without life nothing works. This confirms why security is very important to a teacher and for him/her to be able to perform their roles and responsibilities to the students and society at large. Unfortunately, recent happenings in secondary schools as earlier stated reveals that teachers’ lives are at the mercy of cultists and area boys within and outside the school community. This is pitiable and of great concern as this would undoubtedly affect the level of teachers’ productivity and without commensurate level of teachers’ productivity, school goals and objectives will be difficult to achieve.

Nakpodia in Ossai (2016) defines productivity as a measure of job performance. He said that an employees’ productivity is a measure of how much goals of the organization (school) is being achieved through his commitment to and performance on the job. Stressing that, the productivity might be high or low depending on his input level. Productivity can be determined through job evaluation and appraised the extent to which educational objectives have been attained. In the school setting, productivity can be determined through classroom climate and management, evaluation of teachers teaching techniques and methods, effective communication skills and so on (Ossai, 2016).

Teacher productivity implies the ability of a teacher to show very appropriate professional features through sound training which is necessary for effecting teaching, students’ good result and achievement of the objectives of secondary schools. Teachers’ productivity manifests in their being knowledgeable about their subject content, manifestation of competencies in teaching and disciplining of students. To get optimal efficiency and effectiveness out of teachers, various factors like, work security, good working condition, salary levels and working hours must be put in place for the motivation and morale of teachers to be high (Sithole & Solomon, 2014). Therefore, the motivation of

teachers' and their work satisfaction is very necessary as it impacts positively and directly on their lesson delivery, efficiency of their teachings and the academic achievement of students. When teachers' feel safe and secured in their work places, they are committed and satisfied. In return, their happiness and satisfaction are shown and translated into high level productivity.

In all, teachers' productivity could be measured based on quality of teachers, effective classroom management, and students' academic performance both in internal and external examinations, principal – teacher relationships, teacher – teacher relationships, teacher – student relationships, and student – student relationships. Some studies have pointed at environmental factors like students discipline, parents – teachers' relationships, school – community relationships, performances in extracurricular activities like school debates, and sports could be used to measure teachers' productivity. Therefore, this paper is looking at the perceived impact of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State, Nigeria.

#### **Aim and Objective of the Study**

The aim of this study was to investigate the perceived impact of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State. Specifically, the study sought to:

1. determine the perceived impact by male and female teachers of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State.

#### **Research Question**

This research question guided this study:

1. What is the perceived impact by male and female teachers of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State?

#### **Hypotheses**

The null hypothesis was tested at 0.05 alpha level:

1. There is no significant difference between the mean scores of male and female teachers on the perceived impact of insecurity arising from physical attacks on teachers' productivity in public secondary school in Anambra State.

#### **METHODOLOGY**

The study adopted descriptive research design. The population of the study comprised of 6,089 teachers in the 258 public secondary schools in Anambra State. A sample size of 611 teachers was selected using stratified random sampling technique. A validated 10-item instrument titled "Perceived Impact of Insecurity Arising from Physical Attacks on Teachers' Productivity Questionnaire" (IPATPQ) was used for data collection. The questionnaire items were responded to on a four point modified Likert type scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The face and content validities were determined by experts in Educational Management and Measurement and Evaluation. The Cronbach alpha reliability estimate of Insecurity arising from physical attacks questionnaire (IPATPQ) was given at 0.81. The researcher with the help of four trained research assistants administered the questionnaires. Mean and rank order was used in answering the research question while z-test statistical analysis was used to test the hypothesis at 0.05 alpha levels.

**RESULT**

**Research Question One:** *What is the perceived impact by male and female teachers of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State?*

**Table 1: Mean ( $\bar{X}$ ) and rank order on the Responses of Male and Female Teachers on the perceived impact of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State.**

S/N	ITEMS	Male Teachers n <sub>1</sub> =235			Female Teachers n <sub>2</sub> =329		
		$\bar{x}$	Rank	Remark	$\bar{x}$	Rank	Remark
1	Students engage teachers in physical bullying resulting to injury.	2.91	6 <sup>th</sup>	Agreed	2.92	4 <sup>th</sup>	Agreed
2	Teachers are afraid to discipline erring students to avoid being attack after school period.	3.05	3 <sup>rd</sup>	Agreed	3.03	2 <sup>nd</sup>	Agreed
3	Inability to control their classes for fear of being attacked by cult boys.	3.17	1 <sup>st</sup>	Agreed	3.11	1 <sup>st</sup>	Agreed
4	Insults from parents demoralised teachers' passion for their profession.	2.23	10 <sup>th</sup>	Disagreed	2.24	10 <sup>th</sup>	Disagreed
5	Teachers' demonstrate non-challant attitude towards teaching	2.65	8 <sup>th</sup>	Agreed	2.51	8 <sup>th</sup>	Agreed
6	It make teachers unwilling to teach while in school	2.41	9 <sup>th</sup>	Disagreed	2.41	9 <sup>th</sup>	Disagreed
7	Reduce the rate of teachers coming to school.	2.88	7 <sup>th</sup>	Agreed	2.65	7 <sup>th</sup>	Agreed
8	It frustrate teachers in putting in their best in school	2.95	4 <sup>th</sup>	Agreed	2.94	3 <sup>rd</sup>	Agreed
9	It creates fear in them while discharging their duties	2.94	5 <sup>th</sup>	Agreed	2.71	6 <sup>th</sup>	Agreed
10	It reduces their value before the student	3.06	2 <sup>nd</sup>	Agreed	2.72	5 <sup>th</sup>	Agreed
<b>Average</b>		<b>2.83</b>			<b>2.72</b>		

The table above shows that items 1,2,3,,5,7,8,9 and 10 had weighted mean scores above the criterion mean of 2.50 and were seen as the perceived impact of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State. Items 4 and 6 were below the criterion mean of 2.50 and as such were seen as the less perceived impact of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State. In summary, with an aggregate weighted mean of 2.78 which is above the criterion mean of 2.50, the respondents

agreed that the perceived impact of insecurity arising from physical attacks on teacher's productivity is that students engage teachers in physical bullying resulting to injury, teachers are being afraid to discipline erring students, inability to control their classes for fear of being attacked by cult boys, teachers demonstrates non-challant attitude towards teaching, reduction in the number of teachers coming to school, teachers are frustrated in putting in their best, it create fear in them while discharging their duties and reducing their value before the students, teachers are unwilling to teach and insults from parents demoralised teachers' passion for their profession. However, inability to control their classes for fear of being attacked by cult boys was accepted as the most perceived impact of insecurity arising from physical attacks on teachers' productivity, while insults from parents demoralized teachers' passion for their profession was considered as the least perceived impact.

**Hypothesis One:** There is no significant difference between the mean scores of male and female teachers on the perceived impact of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State.

**Table 1: Summary of z-test Analysis on the mean scores of male and female teachers on the perceived impact of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State**

Teachers	N	$\bar{X}$	SD	Df	z-cal	z-critical	Decision
Male	235	2.83	0.90	562	1.43	1.96	Not Rejected
Female	329	2.72	0.91				

The result of the analysis on table 1 using z-test shows that there is no significant difference between the mean scores of male and female teachers on the perceived impact of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State. The calculated z-test value used in testing the hypothesis stood at 1.43, while z-critical value was 1.96 using 562 degree of freedom at 0.05 alpha level. Consequently, the hypothesis one was therefore not rejected since the z-calculated is lesser than the z-critical.

### DISCUSSION OF FINDINGS

From the study, the respondents agreed that the perceived impact of insecurity arising from physical attacks on teacher's productivity are that students engage teachers in physical bullying resulting to injury, teachers are being afraid to discipline erring students, inability to control their classes for fear of being attacked by cult boys, teachers demonstrates non-challant attitude towards teaching, reduction in the number of teachers coming to school, teachers are frustrated in putting in their best, it create fear in them while discharging their duties and reducing their value before the students, teachers are unwilling to teach and insults from parents demoralised teachers' passion for their profession. However, the inability to control their classes for fear of being attacked by cult boys was agreed as the most perceived impact of insecurity arising from physical attacks on teachers' productivity, while insults from parents demoralized teachers' passion for their profession was considered as the least perceived impact.

These findings are in line with the views of Mijah (2014) when he lamented that teachers are targets of frequent deadly attacks. This assertion became obvious as recent happening in the South East where the activities of cultist, kidnappers and herdsmen among others are the other of the day. This was also supported by the views of the National Economic Empowerment and Development Strategy (NEEDS, 2010) cited in Saleh (2011) which indicated that constant attacks make it very difficult for teachers and other stakeholders to convince parents to allow their children to be in schools amidst threats of killings. The effect was a massive dropout of pupils and students from schools. The implication therefore is that, when teachers are consistently abused, attacked and harassed, they will be psychologically disturbed, thereby leading to low performance and lack of interest in their jobs. This of course, will affect their productivity level negatively.

## CONCLUSION

The importance of the teacher in the attainment of school goals and objectives cannot be overemphasized. Therefore, any form of insecurity arising from physical attacks on teachers should be averted as this would demoralise them and negatively affect their commitment to work due to constant fear, which will ultimately reduce their level of productivity.

## RECOMMENDATIONS

Based on the findings and conclusion of this study, the researcher therefore recommends that:

1. State government through the ministry of Education should provide trained private security personnel with modern security gadgets for effective internal surveillance and policing that would guarantee teachers' safety for optimal result.
2. State government should introduce the payment of risk allowances to teachers' monthly emolument as this gesture would motivate them to be more passionate and do their job well even in the face of seeming danger.

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