



# **Perceived Impact of School Environmental Insecurity on Teachers' Productivity in Public Secondary Schools in Anambra State, Nigeria**

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## **ABSTRACT**

This study investigated perceived impact of school environmental insecurity 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 School Environmental Insecurity on Teachers' Productivity Questionnaire" (SEITPQ) 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 0.78. 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 findings, it was concluded that school environmental insecurity disrupts effective teaching and learning and also important school activities which somewhat affects teachers' level of productivity. Therefore, it was recommended that, schools should be located in safe and secured environment with perimeter fence to enable teachers and students' safety for the attainment of school goals.

**Keywords:** Environmental insecurity, teacher, productivity, secondary school.

## **INTRODUCTION**

The task of knowledge transfer is a rigorous one that entails undivided attention. This explains the importance of the teacher as the sole interpreter and implementer of the curriculum to the benefit of the learners and society at large. The success of any educational system depends to a large extent on the calibre of its teachers. Hence, the need to recruit teachers that are intellectually promising, morally sound, psychologically or emotionally stable, qualified and passionately attached to the teaching profession (Giami, Oluwuo & Ayamele, 2018).

The teacher's ability to efficiently and effectively discharge its responsibilities for the actualization of school goals and objectives are subject to the conduciveness of the environment in which he/she operates. In other words, a secure environment is critical to workers' performance. School and environment cannot be divorced. Schools are established or located in an environment. Therefore, school environment can be described as the location of a school where all school activities are carried out. In this wise, environment connects all human and material resources either negatively or positively. This implies that the environment makes serious impact on teachers' performance. In other words, the state of a school environment whether secure or insecure constitutes tremendous influence on the ability of the teachers to perform optimally or abysmally.

Insecurity is a social disorder that features threat to human lives and organizational activities. In recent times, no place can be qualified to be regarded as school if it does not possess basic security measures that will guarantee safety of lives and properties. It is obvious that many teachers and students alike are caught up in conflicts that results to insecurity both to lives and the school properties. Worrisome enough is when an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration or insecurity. Insecurity is a threat to learning and the prevailing peace within and around the schools which often has ripple effects on effective teaching and learning and activities of such schools (Akintunde and Selzing-Musa, 2016).

Security is synonymous with feelings of being safe, freedom from dangerous attacks and protection from physical harm. Security of teachers also implies presence of factors in the school environments that enhance peace and happiness so as to spur the teachers to effectively function in their duty posts. It therefore confirms that safe school environment encourages peaceful co-existence, positive school climate, cordial interactions among teachers and teachers, teachers and principals, students and students, and teachers and students for the overall benefit of the school.

School environmental insecurity is being identified to have a close relationship to teachers' productivity whether negative or positive. The environment in which teachers teach ought to be safe, friendly, calm and free from external and internal insecurity. Insecurity could come in form of school-community border disputes which could pose serious threats to the lives of teachers. Porous school boundary could attract the community to step into the school environment to claim some parts of the school environment. In an attempt to reclaim the land that is in dispute from the community, clashes could erupt and such situation poses serious insecurity challenge. Obviously, this situation could also lead to disruption of school activities and poor attendance to school on the part of teachers and students alike (Akintunde and Selzing-Musa, 2016).

According to Ojukwu and Nwanma in Ojukwu (2017), since the inception of democracy in Nigeria in 1999, insecurity has become a major issue of concern to every citizen. On a daily basis the media has continued to highlight and discuss incessant cases of armed robbery, kidnapping, bombing, abductions, rape, cultic activities and a high rise in ethnic and communal clashes, which have become regular occurrences and have characterized life in Nigeria (Nwangwa, 2014 in Ojukwu, 2017). It was against this background, that Nwadiani (2016) advocated the introduction of school environmental design (SED) which according to him is related to school mapping. He further stated that school environmental design (SED) if made to work can help prevent safety and health hazards through the following:

- **Natural Surveillance:** This is the act of arranging physical facilities and features in schools to ensure and maximize visibility.
- **Natural Access Control:** This involves all conscious activities to control who comes into the school and where and how far they can go to. They have to be guided with security in mind. In short you work with the assumption that every visitor is a potential threat. They should be checked thoroughly but with dignity.
- **Territorial Reinforcement:** By this approach, the school land and boundaries are properly demarcated by fencing, landscaping and signs flavoured with aesthetic like flower and tree planting.
- **Continuous Maintenance:** A workable culture of maintenance should be put in place, such that all school architecture and other facilities function maximally (pp 27-28).

Repairs and replacement have to be done without delay or bureaucratic red tape. All these can promote good mental health in schools and enhance teachers' productivity.

According to Syverson in Ossai (2016), productivity is the efficiency in production: how much output is obtained from a given set of inputs. As such, it is typically expressed as an output - input ratio. In view of this a single-factor productivity measures reflect units of output produced per unit of a particular input.

Teachers' productivity could be evaluated through their teaching outcomes. Ukeje (1990) cited in Nakpodia (2011) gave an insight and opined that teachers' competencies in teaching should be based on the under listed as shown below:

- What they actually teach and their strategies in teaching,
- Their organisational pattern as they do their teaching
- Use of instructional media to explain abstract concepts
- Interactive nature in class
- How students learn and how they are motivated
- How they consider the students interest, needs and aspirations
- How they use multiple authentic assessment and guide students to appreciating relationships among concepts
- How they employ active participation of students for arousing students interest in learning and
- How they help students develop critical thinking and spirit of enquiry

Another way of ascertaining teachers' productivity is from students' performance in internal and external examinations. These could be determined through the analysis of their final year results which are based on West African Examination Council (WAEC) and National Examination Council (NECO). These analyses will unveil the extent to which every teacher has put in his/her best in performing their school works. In Anambra State, these analyses are usually submitted to the Post Primary Schools Service Commission (PPSSC) compulsorily by every school with the names of every teacher in the school and the academic achievement of his/her students. All the teachers whose students performed excellently well are publicly rewarded. The idea is to enhance teacher productivity.

Unfortunately, Salith, Famade and Oluwadare (2012) made an observation that there is a general outcry concerning the quality of education especially at the low level of education in which secondary schools are involved. They noted that majority of the teachers at that level were not qualified professionally and as such could not function effectively in this modern society. It therefore goes without argument that measurement of teachers' productivity is a laudable idea for teachers to work hard for optimal productivity. This will not be achieved without ensuring security of teachers in their school environment (Famade, 2003). It is a fact that the success of any school is based majorly on the results of quality of its teaching staff. It has been noted that no matter the extent of efficiency and effectiveness in any administration, the school may not succeed in getting the cooperation of devoted teachers without security and highly experienced teaching staff (Ayodele, 2000 & Conmeyras, 2003). However, high teachers' productivity strives in the atmosphere of peace, unity and security but in the environment of insecurity, teachers' productivity may be very low.

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

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

1. investigate the perceived impact by teachers in urban rural schools of school environmental insecurity 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 teachers in urban and rural schools of school environmental insecurity 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 teachers in rural and urban schools on the perceived impact of school environmental insecurity on teachers' productivity in public secondary schools 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 School Environmental Insecurity on Teachers' Productivity Questionnaire" (SEITPQ) 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 the researcher's supervisors and three experts in Measurement and Evaluation. The Cronbach alpha reliability estimate of School Environmental Insecurity on Teachers' Productivity Questionnaire (SEIPAQ) was given at 0.78. 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 teachers in urban and rural schools of school environmental insecurity on teachers' productivity in public secondary schools in Anambra State?*

**Table 1: Mean ( $\bar{X}$ ) and rank order on the Responses of Teachers in Urban and Rural schools on the perceived impact of school environmental insecurity on teachers' productivity in public secondary schools in Anambra State.**

S/N	ITEMS	Teachers in Urban n <sub>1</sub> =316			Teachers in Rural n <sub>2</sub> =248		
		$\bar{x}$	Rank	Remark	$\bar{x}$	Rank	Remark
11	Flooding during raining season affects school activities	3.28	4 <sup>th</sup>	Agreed	3.13	4 <sup>th</sup>	Agreed
12	School facilities are easily vandalized	3.25	5 <sup>th</sup>	Agreed	3.19	5 <sup>th</sup>	Agreed
13	Cult activities on the increase.	3.32	3 <sup>rd</sup>	Agreed	3.26	3 <sup>rd</sup>	Agreed
14	Distraction by activities of herdsmen.	2.81	8 <sup>th</sup>	Agreed	2.82	8 <sup>th</sup>	Agreed
15	No place of convenience when pressed	2.53	9 <sup>th</sup>	Agreed	2.67	9 <sup>th</sup>	agreed
16	Teachers' health are threatened due to the hazardous environment	3.38	2 <sup>nd</sup>	Agreed	3.36	2 <sup>nd</sup>	Agreed
17	Lack of perimeter fence makes schools prone to attacks	3.54	1 <sup>st</sup>	Agreed	3.45	1 <sup>st</sup>	Agreed
18	Classrooms are conducive for teaching and learning.	2.31	10 <sup>th</sup>	Disagreed	2.22	10 <sup>th</sup>	Disagreed
19	School properties are not safe	3.04	6 <sup>th</sup>	Agreed	3.02	6 <sup>th</sup>	Agreed
20	Teachers' health is endangered by polluted environment.	2.92	7 <sup>th</sup>	Agreed	2.81	7 <sup>th</sup>	Agreed
<b>Average</b>		<b>3.04</b>			<b>2.99</b>		

The table above shows that items 11,12,13,14,15,16,17, 19 and 20 had weighted mean scores above the criterion mean of 2.50 and were seen as the perceived impact of school environmental insecurity on teachers' productivity in public secondary schools in Anambra State. Meanwhile, only item 18 were below the criterion mean of 2.50 and were disagreed as perceived impact of school environmental insecurity on teachers' productivity in public secondary schools in Anambra State. In summary, with an aggregate weighted mean of 3.02 which is above the criterion mean of 2.50, the respondents agreed that flooding during raining season affects school activities, school facilities are easily vandalized, cult activities are on the increase, distraction by activities of herdsmen, no place of convenience when pressed, teachers' health are threatened due to the hazardous environment, lack of perimeter fence makes schools prone to attacks, classroom are conducive for teaching and learning, school properties are not safe and teachers' health are endangered by polluted environment are the perceived impact of school environmental insecurity on teachers' productivity in public secondary schools in Anambra State, Nigeria. Lack of perimeter fence makes schools prone to attacks was considered as the most significant perceived impact of school environmental insecurity on teachers' productivity, while classrooms are conducive for teaching and learning was considered as the least perceived impact.

**HO<sub>1</sub>:** There is no significant difference between the mean scores of teachers in rural and urban schools on the perceived impact of school environmental insecurity on teachers' productivity in public secondary school teachers in Anambra State, Nigeria.

**Table 1: Summary of z-test Analysis on the mean scores of teachers in rural and urban schools on the perceived impact of school environmental insecurity on teachers' productivity in public secondary schools in Anambra State, Nigeria.**

Teachers	N	$\bar{X}$	SD	Df	z-cal	z-critical	Decision
Male	315	3.12	0.90	562	0.97	1.96	Not Rejected
Female	248	3.06	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 teachers in urban and rural schools on the perceived impact of insecurity arising from physical attacks on teachers' productivity in public secondary schools in Anambra State, Nigeria. The calculated z-test value used in testing the hypothesis stood at 0.97, 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 flooding during raining season affects school activities, school facilities are easily vandalized, cult activities are on the increase, distraction by activities of herdsmen, no place of convenience when pressed, teachers' health are threatened due to the hazardous environment, lack of perimeter fence makes schools prone to attacks, classroom are conducive for teaching and learning, school properties are not safe and teachers' health are endangered by polluted environment are the perceived impact of school environmental insecurity on teachers' productivity in public secondary schools in Anambra State, Nigeria. Lack of perimeter fence makes schools prone to attacks was considered as the most perceived impact of school environmental insecurity on teachers' productivity, while classrooms are conducive for teaching and learning was considered as the least perceived impact. These findings were corroborated by Nwadiani (2016) hence he advocated the introduction of school environmental design (SED) which according to him is related to school mapping and should be implemented by school leadership as it can help prevent safety and health hazards through the following, namely: natural surveillance, natural access control, territorial reinforcement and

continuous maintenance. As these measures will undoubtedly promote good mental health and enhance teachers' productivity for the attainment of school goals and objectives.

## CONCLUSION

The importance of school environment to the success of the intra and extra curricula activities of a school cannot be over-emphasized. School environmental insecurity disrupts effective teaching and learning and also important school activities which invariably affects teachers' level of productivity. Therefore, a secured school environment is fundamental to the attainment of school goals and objectives.

## RECOMMENDATION

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

1. Schools should be located in safe and secured environment with perimeter fence to enable teachers and students' safety for the attainment of school goals.

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